COMMON STANDARDS

Prepared for
California Commission on Teacher Credentialing (CCTC)
National Council for Accreditation of Teacher Education (NCATE)

By
Division of Education
California State University, Fullerton

November 11-15, 2000
September 20, 2000

TO NCATE AND CCTC TEAM MEMBERS:

Welcome to the Professional Education Unit joint review at California State University, Fullerton. We are eager to share our developments and accomplishments over the last five years with you. This report is intended to provide you with information to initiate and complete your review process. We have combined the CCTC and NCATE standards throughout the document. Reference is made to Binders that will be located in our Documents Room.

California State University, Fullerton is committed to accreditation. We believe that as a part of the teaching profession, we must hold ourselves to high standards of quality. These documents tell as much of our story as we could reasonably expect you to read prior to your arrival. For additional information, you may access our web site at http://hdes.fullerton.edu/ncate-ctc/index.htm. Much more information is available in our Document Room and the heads and hearts of our faculty, staff, administrators, students, and K-12 school partners. We invite you to tap these various sources of information while you are on campus, and we will do everything we can to assist you in gathering the information necessary for your decision making.

We are looking forward working with you. Please feel free to call on us to support you in this important task.

Sincerely,

Soraya Coley, Ph.D.
Dean
Chair, Professional Education Unit Accreditation
California State University Fullerton

Common Standards for the Approval of Credential Programs

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## Definitions of Key Terms

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<th>Abbreviation</th>
<th>Definition</th>
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<tr>
<td>ACSA</td>
<td>Association of California School Administrators</td>
</tr>
<tr>
<td>AD</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>AURTEC</td>
<td>All University Responsibility for Teacher Education Committee</td>
</tr>
<tr>
<td>BCLAD</td>
<td>Bilingual Cross-Cultural Language and Academic Development - In the early 1990's the California Commission on Teacher Credentialing adopted the Cross-Cultural Language and Academic Development (CLAD) emphasis as the authorization to provide services to Limited English Proficient students in English Language Development and Specially Designed Content Instruction delivered in English. In addition, the Bilingual Cross-Cultural Language and Academic Development (BCLAD) emphasis, was developed to authorize not only instruction to Limited English Proficient Students as the CLAD emphasis authorizes, but also to deliver content instruction in the language of emphasis and Primary Language Instruction. In 1999, the Department of Elementary/Bilingual chose to alter customary programs and to require that all candidates qualify for the CLAD or BCLAD: Spanish emphasis at program completion (effective Fall 2000).</td>
</tr>
<tr>
<td>BTEP</td>
<td>Blended Teacher Education Program</td>
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<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
</tr>
<tr>
<td>CBEST</td>
<td>California Basic Educational Skills Test</td>
</tr>
<tr>
<td>CCT</td>
<td>Center for Careers in Teaching</td>
</tr>
<tr>
<td>CFA</td>
<td>California Faculty Association - Recognized bargaining unit for California State University Faculty</td>
</tr>
<tr>
<td>CLAD</td>
<td>Cross-Cultural Language and Academic Development</td>
</tr>
<tr>
<td>CLE</td>
<td>Continuing Learning Experience</td>
</tr>
<tr>
<td>CR</td>
<td>Credit - Grade given in CR/NR Option</td>
</tr>
<tr>
<td>CRSC</td>
<td>Clinical Rehabilitative Services Credential</td>
</tr>
<tr>
<td>CSU</td>
<td>California State University - System of 23 campuses</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>School of Education Department</td>
<td>Elementary, Bilingual, and Reading Education; Special Education; Secondary Education; and Educational Leadership</td>
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<tr>
<td>All University support for education including programs from four colleges.</td>
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<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>EO</td>
<td>English Only</td>
</tr>
<tr>
<td>FAR</td>
<td>Faculty Activity Report</td>
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<tr>
<td>FEP</td>
<td>Fluent English Proficient</td>
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<tr>
<td>FMI</td>
<td>Faculty Merit Increase</td>
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<tr>
<td>FTEF</td>
<td>Full-Time Equivalent Faculty</td>
</tr>
<tr>
<td>FTES</td>
<td>Full-Time Equivalent Student</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>HDCS</td>
<td>College of Human Development and Community Service</td>
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<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>LM</td>
<td>Language Minority - Students for whom English is not their native language.</td>
</tr>
<tr>
<td>MATS</td>
<td>Master of Arts in Teaching Science</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding - refers to Contract between California Faculty Association and the California State University System (also see CBA, the term used as of 1999)</td>
</tr>
<tr>
<td>MSAT</td>
<td>Multiple Subject Assessment for Teachers</td>
</tr>
<tr>
<td>MSMPP</td>
<td>Multiple Subject Matter Preparation Program</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit - Grade given in CR/NC Option Courses</td>
</tr>
<tr>
<td>OCDE</td>
<td>Orange County Department of Education</td>
</tr>
</tbody>
</table>

Definitions of Terms

CSU Fullerton
PDD  Professional Development District
PDS  Professional Development School
PRAXIS  Single Subject Assessment of Teachers
PSSI  Performance Salary Step Increase
RICA  Reading Instruction Competence Assessment (RICA) - The purpose of this test is to ensure that candidates for the Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Special Education) possess the knowledge and skills important for the provision of effective reading instruction to students. The RICA became a California Credential requirement for all Multiple Subject Credential holders in October, 1998, and for all Special Education Credential holders in January 2000.
SCA  Special Class Authorization (Clinical Rehabilitative Services)
SDAIE  Specially Designed Academic Instruction in English - Instruction designed to make content accessible to English language learners despite the fact that it is delivered in English.
SECTEP  Secondary Education Cooperative Teacher Education Program
SRF  Average number of students per class
TEAM 2000  Dean of HDCS and Education Unit Leaders
TESOL  Teachers of English as a Second Language
TIER I and TIER II  The levels of Administrative Credentials offered in California. Tier I is the Preliminary Administrative Credential. Tier II is the Professional Administrative Credential.
UEE  University Extended Education
UPS  University Policy Statements
INTRODUCTION TO COMMON STANDARDS DOCUMENT

The response to the Common Standards by California State University, Fullerton is organized with a cover, transmittal letter from the Dean, list of Definitions of Key Terms, Introduction (for the reader), and Table of Contents. Each of the eight Chapters is presented as follows:


2. Internship Common Standards Issues to be Addressed repeated bold and italics.

3. Related NCATE Standards repeated in bold.

4. An introductory paragraph summaries how the Standard will be answered.

5. The Standard is answered for Credential Programs.

6. At the end of the Chapter response to the Standard, the following are addressed on a separate page:

   a. Internship Programs Response in italics
   b. CLAD/BCLAD Emphasis Programs Common Standards Issues to be Addressed and Response
   c. Early Childhood Education Emphasis Programs Common Standards Issues to be Addressed and Response
   d. Communicative Disorders Response

7. At the conclusion of each Chapter 1-8, a summary statement is made.

8. Documentation (iles) for each Standard is listed on a separate page at the end of each Chapter. They are listed by Common Standard number and file number for each Chapter (CS1.1).

Our programs are not conceptually organized in the manner. The organization was used for ease of reader reference.
Common Standards

Common 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 professional, and the school community.

For an internship program: The leadership and governance are shared responsibilities, thus each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the term is available in the district.

NCATE Standards

I.A.1 Conceptual Framework(s) - The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.

IV.A.1 Governance and Accountability - All professional education programs are organized, unified, and coordinated to ensure the fulfillment of the unit’s mission.

IV.A.4 Governance and Accountability - Professional Education faculty are actively involved in the organization and coordination of programs.

IV.A.2 Governance and Accountability - The unit has responsibility and authority in such areas as higher education faculty selection, tenure, promotion, and retention decisions; recruitment of candidates; curriculum decisions; and the allocation of resources for unit activities.

IV.A.5 Governance and Accountability - (Partial) A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its
programs, as well as the future capacity of its physical resources.

The response to the standard is organized according to the major categories of leadership, vision, governance, and represented interest. It closes with documentation for the standard.

I. LEADERSHIP (System, University, Colleges, and Education Unit)

A. System

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became The California State University and Colleges, and in 1982 the system was designated The California State University. Today, there are 23 campuses in the California State University (CSU) system. California State University, Fullerton (CSU Fullerton) was the twelfth State College authorized. The CSU system is the nation’s largest senior system of higher education serving 340,000 students in more than 2,000 bachelor’s and master’s degree programs in some 200 subject areas. Teacher education occupies a primary position within the California State University (CSU) system that prepares most new teachers in California. More than 1,200,000 persons have graduated from CSU campuses since 1960. Responsibility for the CSU is vested in the Board of Trustees, consisting of ex officio members, alumni and faculty representatives, and members appointed by the Governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses. The trustees, the chancellor and the presidents develop systemwide policy, with actual application at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor. The Higher Education Employee Relations Act (HEERA) authorized the formation of groups of CSU employees for collective bargaining. The Unit 3 (Faculty) is represented by the California Faculty Association (CFA). The Trustees of the CSU and CFA negotiate an agreement, known as the Memorandum of Understanding (MOU). Detailed descriptions of California State University, Fullerton University governance, policies and procedures are obtained by review of the UPS 100.000 and 100.001 and by review of the Collective Bargaining Agreement Between the Board of Trustees of The California State University and the California Faculty Association, July 31, 1998 - June 30, 2001 (CS1.1: UPS 100.000 and 100.001 and CS1.2: Collective Bargaining Agreement).

B. University

CSU Fullerton was established in 1957 beginning classes at Sunny Hills High School. It is a comprehensive urban university with a diverse student body of more than 25,000 students. It is the system’s sixth largest campus and is fully accredited by the Western Association of Schools and Colleges (visited 1999-00). The campus is centrally located in the dynamic Los Angeles-
Orange County metropolitan area. CSU Fullerton President Milton Gordon, a former high school mathematics teacher, shares a strong loyalty and commitment to teacher education. He values the work of the faculty in the Professional Education Unit and encourages innovation and creativity in education endeavors. Reporting to the University President are Vice Presidents for: Academic Affairs, Administration, Student Affairs, and Advancement. Reporting to the Vice President of Academic Affairs are the Deans of seven colleges: Arts, Business Administration and Economics, Communications, Engineering and Computer Science, Human Development and Community Service, Humanities and Social Sciences, and Natural Science and Mathematics (CS1.3: Organization Chart for the University).

C. Colleges

The Academic Departments are housed in seven colleges: Arts, Business Administration and Economics, Communications, Engineering and Computer Science, Human Development and Community Service, Humanities and Social Sciences, and Natural Science and Mathematics (CS1.4: 1999-2000 Organizational Directory, California State University, Fullerton). The colleges offer a broad spectrum of programs including 50 baccalaureate degrees and 44 master's degrees in the liberal arts and sciences and in applied and professional fields. Currently there are well more than seven hundred fifty (750) full-time faculty. A satellite campus is located in the City of Mission Viejo in south Orange County, on the campus of Saddleback Community College. When MVC opened eleven years ago, the decision was made to include various HDCS programs at the campus to serve the growing population of south Orange County. The following HDCS programs are presently served by the south county campus: Children & Adolescent Studies (partial undergraduate major), Nursing (partial undergraduate major), Educational Leadership (graduate and credential programs), Elementary Education (credential full and part-time), Reading (credential and graduate programs), and Special Education (credential and graduate programs). Students who attend the MVC follow the same admission procedures and requirements as those at the main campus. MVC provides 40 seat and 25 seat classrooms for the various HDCS courses to be offered to south county CSU Fullerton students. Office space (each office for two persons) is provided for the faculty to use computer services and to meet with students. Materials and supplies and mailbox services are provided for faculty who teach at MVC and at other locations in south county. They receive all of the student 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.

Non-State funded educational programs are administered by University Extended Education (UEE). UEE offers Summer Session, state supported "Year Round Operations", Intersession, Adjunct Enrollment, Continuing Education and Education Extension Programs, Continuing Learning Experience (CLE), the American Language Program, and Corporate Contract Training. Faculty members may earn extra compensation by teaching in these programs.
D. Education Unit

CSU Fullerton's Professional Education Unit offers one of the most comprehensive sets of professional education programs in the state, enrolling students from four colleges in 14 credential and 9 degree programs. The success of these programs has depended upon effective governance and leadership throughout the Education Unit and successful collaboration within the governing units of the University and with schools and agencies in the service region. The authority and responsibility for the Education programs at CSU Fullerton have been delegated by the University President through the Academic Vice President, Ephriam Smith to the Dean of the College of Human Development and Community Service, Dr. Soraya Coley. The College of Human Development and Community Service (HDCS) School of Education has responsibility for the educator preparation programs and is the hub for the National Council for Accreditation of Teacher Education (NCATE) and California Commission on Teacher Credentialing (CCTC) review processes. The Professional Education Unit at CSU Fullerton includes programs from four Colleges: Communications, Human Development and Community Services, Humanities and Social Science, and Natural Sciences and Mathematics.

From 1960 (the founding of Education at CSU Fullerton present campus) until 1975 there was an established School of Education at CSU Fullerton. During that time, Education was one of five schools on the campus. The initial development of a School of Education paralleled the organizational structure of other California State Universities and other colleges and universities across the country.

In 1975, three programs were added to the School of Education: Health, Education, and Physical Education, Recreation, and Athletics (HEERA); Human Services; and Nursing. In 1976 to reflect this expansion and the broader mission, the name of the School was changed from Education to Human Development and Community Service.

The NCATE Board of Examiners reviewed the initial and advanced levels of the professional education unit at California State University, Fullerton November 4-8, 1995. This continuing accreditation visit followed the 1990 initial visit. The NCATE review occurred concurrently with the CCTC review and was the first such visit for CSU Fullerton. The credential programs were reviewed by CCTC review teams during the last cycle of review in November 1995. All of the credential programs have been approved by the California Commission on Teacher Credentialing (CCTC) in accordance with the most recent standards of the Commission.

Programs accredited by CCTC (Multiple Subject, Single Subject, Special Education Specialist, and Educational Administration) 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 students in the BTEP take courses from faculty in five different colleges. The Master of Arts in Teaching Science (MATS) and the MS 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. These last two programs joined the NCATE accreditation process beginning in 1996. The Professional Education Unit programs include a variety of California credentials and degree programs as shown in Table 1.1 below:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>DEGREE PROGRAMS</th>
<th>CREDENTIAL PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Speech Communication</td>
<td>BA in Communicative Disorders&lt;br&gt;MA in Communicative Disorders</td>
<td>Clinical or Rehabilitative Services Credential in Language, Speech and Hearing; Special Class Authorization</td>
</tr>
<tr>
<td>Human Development and Community Service</td>
<td>Educational Leadership</td>
<td>MS in Education with a concentration in Educational Administration</td>
<td>Preliminary Administrative; &lt;br&gt;Professional Administrative</td>
</tr>
<tr>
<td>Elementary, Bilingual and Reading Education</td>
<td>Reading Program</td>
<td>MS in Education with concentrations in:&lt;br&gt;Bilingual/Bicultural Education&lt;br&gt;Elementary Curriculum and Instruction with Emphasis in:&lt;br&gt;Computer Education&lt;br&gt;Diversity&lt;br&gt;Early Childhood Education&lt;br&gt;Staff Development&lt;br&gt;Professional Inquiry/Practice</td>
<td>Multiple Subject&lt;br&gt;Multiple Subject/CLAD&lt;br&gt;CLAD Certificate&lt;br&gt;Computing Certificate</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Reading</td>
<td>Reading/Language Arts Specialist &amp; Certificate</td>
<td>Multiple Subject&lt;br&gt;CLAD Certificate</td>
</tr>
<tr>
<td>Special Education</td>
<td>MS in Education with Concentration in Special Education</td>
<td>Mild/Moderate; Moderate/Severe; Early Childhood; Resource Specialist</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Foreign Languages and Literature</td>
<td>MS in Education with Concentration in Teaching English to Speakers of Other Languages (TESOL)</td>
<td>None</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics</td>
<td>MA in Teaching Science (MATS)</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Common Standards CSU Fullerton
E. School of Education

In 1994, the School of Human Development and Community Service was reorganized into three Divisions: Education; Child, Family, and Community Services; and Kinesiology and Health Promotion. The Division of Education consisted of four departments and one program which together offered nine credential programs and a Masters of Science degree with five concentrations. The departments and programs are: Education Leadership; Elementary, Bilingual, and Reading Education; Secondary Education, Special Education, and Reading Program.

In Spring 2000, it was proposed that the Division be renamed School of Education according to University Procedures for Department/Program Name Changes and Policy on Administrative Restructuring of Academic and Academic Support Programs (CS1.5: UPS 100.601 and UPS 100.605). Consultation and communication with faculty took place across the College of Human Development and Community Service. The Education Department Heads, based on support from their faculty, unanimously approved the change. There was no reorganization involved in this proposal; it was in essence simply a change in name to enhance the existing Education Unit’s recognition in the wider educational community.

The Academic Senate approved the name change of the Division of Education to the School of Education in May 2000. The name change became official July 1, 2000 with the President’s announcement.

II. Vision (University, Education Unit, and School of Education)

A. University

In 1994 a major initiative of CSU Fullerton was the assessment of the University’s mission and goals, including a strategy analysis of its strengths and opportunities. This effort, which was headed by the University Planning Committee (consisting of faculty, students, administrators and community leaders) culminated with President Gordon’s signature on the CSU Fullerton Mission, Goals and Strategies document. The following insert (Mission Statement and Goals on page 7) presents the overarching theme of the University and shows both the Mission Statement and Goals and Strategies for fulfilling this mission.

B. Education Unit

The faculty of the College of Human Development and Community Service began in 1990 to define a common philosophy that would serve as a guide and conceptual framework for its programs. Two college faculty retreats were devoted to the topic, and many discussions and meetings at the department and school level were held to refine ideas. In 1992, the faculty adopted the HDCS philosophy and began the process of examining its curriculum, instructional
strategies, and assessment procedures in relationship to the HDCS philosophy.

**Mission Statement**

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities to actively engage students, faculty, and staff to work in close collaboration and expand knowledge. Our affordable undergraduate and graduate programs provide students with the best of current practice, theory, and research, and integrate professional studies with preparation in the arts and sciences. Through actual classroom experiences, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society. We are a comprehensive regional university with a global outlook, located in the technologically rich and culturally vibrant Orange County area of metropolitan Los Angeles. Our expertise and diversity serve as distinctive resources and catalysts for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

**Goals**

- To ensure the preeminence of learning and provide high-quality programs that meet the evolving needs of our students, community and region.
- To enhance scholarly and creative activity.
- To make collaboration integral to our activities.
- To create an environment where all students have the opportunity to succeed.
- To increase external support for university programs and priorities.
- To expand connections and partnerships with our region.
- To strengthen institutional effectiveness, collegial governance and our sense of community.

For a complete copy of the University Mission and Goals (CS1.6: University Mission and Goals).
The College of Human Development Community Service (HDCS) Philosophy states that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives to which students connect their own experiences. Based on this philosophy, faculty of the College of HDCS commit to 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 contexts where students will engage in their practice; and
7. Empower students to shape communities that are more humane.

A need to expand this framework began in 1996 when the education programs from across campus were brought together for the Accreditation 2000 visit. This required the broadening of the conceptual framework, which could provide a common focus for programs across four colleges of the university. The Dean of HDCS sponsored a retreat in 1997 where an initial draft of a refined conceptual framework was developed. This framework was then refined by faculty representatives from each program at various meetings of the Accreditation Committee (page 24) before it was submitted to each program/departments for review and comment. The framework was completed in 1998. The Conceptual Framework is aligned with the Mission of the University:

The Mission of the University begins with the statement:

"Learning is preeminent at California State University, Fullerton. We aspire 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 Conceptual Framework begins with the same commitment to growth—“learning is preeminent.”

The University stresses collaboration as an important tool in carrying out its mission, as does the Conceptual Framework: *educators must also possess . . . a professional commitment to working collaboratively with other professionals.*

The University mission statement cites diversity as a distinctive resource. The Conceptual Framework also stresses the importance of diversity: "*Educators must possess . . . respect for all individuals enriched by an understanding of culture and diversity . . . to provide the highest quality education to a diverse,*
multicultural population."

The University mission statement stresses active engagement of faculty and students in our programs. In a similar manner the Conceptual Framework states “our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems.”

A University goal is to expand connections and partnerships with our region. The Conceptual Framework states that CSU Fullerton’s education programs expand learning beyond the classroom to include partnerships within the community.

The Accreditation Committee, consisting of faculty representatives from each program/department in the Education Unit, met monthly. The Education Unit continues to revisit the Conceptual Framework with ongoing reflection and discussion. After the Conceptual Framework was adopted in 1998 concerns were raised that better formatting was needed to focus on key elements of the framework so subheadings were added. Another issue raised by faculty members was the need for a graphic to help explain the relationship between the conceptual framework and the knowledge base from each of the professional sub groups. Several faculty members proposed graphic designs before the committee adopted the current design. The conceptual framework graphic model shows the connections between the conceptual framework and the knowledge base of each of the professional programs in education (See Conceptual Framework graphic page 10).

The Professional Education Unit Programs are (a) based on the University Mission and Goals; (b) shaped by the needs, aspirations, and skills of our students, faculty, and community; (c) embedded in appropriate standards of the individual professions and/or California Commission on Teacher Credentialing (CCTC) standards; (d) informed by the knowledge base of each profession; and (e) responsive to NCATE standards. The four major categories of the Conceptual Framework are: the university, students, faculty, and community.

The University

Learning is preeminent at California State University, Fullerton. We aspire 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 inherent purpose of the University is to extend, refine, and diffuse 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. This includes knowledge of the

Common Standards  CSU Fullerton
PROFESSIONAL EDUCATION PROGRAMS ARE:

- Informed by the knowledge base of each profession
- Guided by the University Mission and Goals
- Shaped by the needs, aspirations and skills of our students, faculty, and community
- Embedded in appropriate standards of the individual professions and/or CCTC Standards
- Responsive to NCATE Standards

CONCEPTUAL FRAMEWORK SUMMARY

University
- Learning is preeminent
- Best qualities of teaching and research universities
- Actively engaged students, faculty and staff
- Purpose is to extend, refine and diffuse knowledge

Students
- Quality of the educator is the most critical variable in education
- Wide constellation of knowledge and skills
- Commitment to lifelong learning
- Respect for all individuals enriched by an understanding of culture and diversity
- Commitment to working collaboratively

Faculty
- Commitment to excellence in teaching
- Models of interactive, dynamic teaching and inquiry
- Teaching based on research and theory coupled with real world problems

Community Partnerships
- Learning expanded beyond the classroom to include partnerships with the community.

MATS  Master of Arts in Teaching Science
TESOL  Master of Arts in Education with an emphasis in Teaching English to Speakers of Other Languages

Common Standards  CSU Fullerton
subject taught, understanding of development and learning, pedagogical skills in simplifying learning, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of cultural and diversity, and professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

The Faculty

The faculty is committed to excellence in teaching and display the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promotes reflective practice based on sound research and theory coupled with real world problems.

The Community

Learning is expanded beyond the classroom to include partnerships with the community. These community partnerships provide a bridge between theory and practice.

Each of the credential programs uses the knowledge base specifically appropriate to its unique contribution to the profession. Table 1.2 outlines the knowledge bases for the credentials and the documentation provides a detailed listing of the theoretical base for each program.

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>CREDENTIAL</th>
<th>KNOWLEDGE BASE</th>
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<tbody>
<tr>
<td>Speech Communication</td>
<td>Clinical or Rehabilitative Services Credential (CRSC)</td>
<td>American Speech-Language Hearing Association (ASHA) Standards for Accreditation (see Communicative Disorders documentation)</td>
</tr>
<tr>
<td></td>
<td>Clinical or Rehabilitative Services Credential with Special Class Authorization (SCA)</td>
<td></td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Preliminary Administrative Service Credential (Tier I)</td>
<td>University Council on Educational Administration Document Base (CS1.7: Educational Leadership Knowledge Base)</td>
</tr>
<tr>
<td></td>
<td>Professional Clear Administrative Services Credential (Tier II)</td>
<td></td>
</tr>
<tr>
<td>Elementary, Bilingual, and Reading Education</td>
<td>Multiple Subject Credential</td>
<td>National Council for Teachers of Mathematics, National Research Council, International Reading Association, National Council for Teachers of English, National Council for the Social Studies (CS1.8: Elementary, Bilingual, and Reading Education Knowledge Base)</td>
</tr>
<tr>
<td></td>
<td>Multiple Subject Credential DCLAD (Spanish)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple Subject Credential CLAD (Asian) begins Fall 2000 Internship Program</td>
<td></td>
</tr>
<tr>
<td>Reading Program</td>
<td>Reading and Language Arts Specialist &amp; Certificate</td>
<td>International Reading Association Professional Standards</td>
</tr>
</tbody>
</table>

Common Standards CSU Fullerton
### III. Governance

#### A. University

California State University, Fullerton (CSU Fullerton) derives its existence, authority, and power from the State of California through enactments of the Legislature (California Administrative Code) and the rules and regulations promulgated by the Trustees of the California State University System (Executive Orders of the Board of Trustees). Under principles enumerated by the Trustees, the president is authorized to delegate functions and consult with the faculty and is charged with the final responsibility for a given authority over the university. To accomplish the purposes of the University, the Academic Senate was created and authorized to serve as the official means of consultation between the faculty and the president. Through the Academic Senate, the faculty have responsibility and authority to develop and recommend policies and may expect to be consulted on academic policy matters. Membership consists of forty-four persons representing the various constituencies including faculty, students, administration, and emeritus professors. There are fifteen standing committees of the Senate and three general committees of the faculty. A constitution (UPS 100.000) and Bylaws (UPS 100.001) govern the Academic Senate (CS1.1: UPS 100.000 and UPS 100.001).

The campus is currently organized into five divisions administered and managed by the President and four vice presidents: The Office of the President, Academic Affairs, Administration, Student Affairs and University Advancement. The Division of Academic Affairs, includes: Academic, Graduate and International Programs; Admissions and Records; Analytical Studies; Computer
Center; Extended Education; Graduate Studies; Faculty Affairs and Records; Faculty Research; Television and Media Support Services; and Library.

The University academic governance structure includes the President, Academic Vice-President, and Deans who administer the seven academic colleges. Dr. Soraya Coley, Dean of HDCS, is responsible for administering the laws and policies for all basic and advanced education programs. Dean Coley reports directly to Dr. Ephriam Smith, Vice-President for Academic Affairs.

B. Education Unit

The Professional Education Unit at CSU Fullerton is made up of programs from four colleges. Over the last five years (since our last NCATE visit) efforts have been made to put in place structures that allow the unit to operate as a professional community. Teacher preparation has been a responsibility of the entire institution from its beginning (CS1.1: UPS 411.400). At the University level the Deans of the four colleges involved consult on an ongoing basis. They also participate on the All University Responsibility for Teacher Education Committee (AURTEC) (see membership page 21) along with coordinators from the various programs. At the faculty level all of the department programs in the unit have representatives on the Accreditation Committee that meets monthly (see membership page 24). The value of this body was so apparent that a new committee with similar membership was developed. This committee named Credential Programs Committee (CPC). This committee is described on page 19.

The organization of the university and of the College of Human Development and Community Service provide for a systematic means of addressing needs in areas such as resources, recruitment, retention and tenure, professional development, program development, and student services.

The Dean is the chief administrative officer of the college. The College of HDCS is divided into two divisions (Child and Adolescent Studies and Kinesiology and Health Promotion) and one school (School of Education). Dean Coley meets regularly with the two Division Chairs, the Associate Dean and Assistant Dean of HDCS, and the Associate Dean and Director of Teacher Education. These meetings (CS1.11: Agendas and Minutes of Division/School Meetings) are focused on a variety of issues related to personnel, budget, programs, and other operations. The Chairs and Associate Dean are assigned both programmatic and operations responsibilities and work closely with the Dean in administration of the unit. These individuals in turn meet with their departments heads.

Responsibility for budget and faculty selection, promotion, and retention decisions are made within each college using the department's structure. Faculty have the primary responsibility for governance of curriculum decisions. All program and course changes must be reviewed not only by the College's Curriculum Committee, but also by the Associate Vice President for Academic Affairs - Academic Programs, the Academic Program Planning Committee, and the Academic Senate. The Academic Senate ultimately decides whether to recommend changes. These procedures are explained in University Policy Statements and Governance Structure for Curriculum in Education and Governance Structure for Curriculum Flow Charts (CS1.1: UPS 100.000 and 100.001). Very active involvement of faculty in governance is known as the "Fullerton Way" and is judiciously guarded by the faculty and supported by the administration of the University.
C. School of Education

The Associate Dean of the School of Education (also Director of Teacher Education), Dr. Mickey Hollis, meets bimonthly (CS1.12: Agendas and Minutes of Department Heads Meetings) with the Department Heads: Dr. Belinda Karge (Special Education), Dr. Andrea Guillaume and Dr. Ruth Yopp-Edwards (Elementary, Bilingual and Reading), Dr. Victoria Costa (Secondary Education), Dr. Louise Adler (Education Leadership), and Dr. Ash Bishop (Reading Program Coordinator). The School of Education Organization Chart on page 15 details the structure of the School of Education. The Department Heads are assigned both programmatic and operations responsibilities within their unit. This flexible structure provides departmental independence and opportunities for interdependence and cooperation. It enables programs to develop unique qualities while drawing support from other programs. The structure also allows for prompt response to addressing and resolving potential problems that might occur in credential programs during the school year. The departments continually explore ways to collaborate and support each other.

Master's degree and credential programs are managed by individual program coordinators who normally report to the Department Heads. Coordinators work directly with the faculty in planning, developing, implementing, evaluating, and modifying program components. The Credential Programs Committee (CPC) reviews all credential program policies and programs to make sure they are in compliance with accreditation and credential program standards. Program coordinators are appointed by the Dean, work consultatively with the Associate Dean, Department Chairs, and program faculty. Many program-related issues are addressed by the program faculty in meetings chaired by the Program Coordinators and Department Heads. The table below lists the Coordinators and Admissions Directors by Programs:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Helen Taylor, Coordinator</td>
<td>Secondary Education Cooperative Teacher Education Program (SECTEP)</td>
</tr>
<tr>
<td>Dr. Belinda Karge, Coordinator</td>
<td>Special Education</td>
</tr>
<tr>
<td>Dr. Ashley Bishop, Coordinator</td>
<td>Reading Program</td>
</tr>
<tr>
<td>Gale Kahn, Multiple Subject Program Coordinator</td>
<td>Elementary, Bilingual, and Reading Education</td>
</tr>
<tr>
<td>Duane Clizbe, Director of Admissions</td>
<td>Single Subject</td>
</tr>
<tr>
<td>Judy Kraft, Director of Admissions</td>
<td>Elementary, Bilingual, and Reading Education</td>
</tr>
<tr>
<td>Dr. Carmen Zuniga-Dunlap, Intern Coordinator</td>
<td>Elementary, Bilingual, and Reading Education</td>
</tr>
<tr>
<td>Dr. Hallie Yopp Slowik, Graduate Coordinator</td>
<td>Elementary, Bilingual, and Reading Education</td>
</tr>
<tr>
<td>Dr. Louise Adler, Chair</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Dr. Christine Weatherhill, Director of Admissions</td>
<td>Special Education</td>
</tr>
</tbody>
</table>
The following college and division services personnel work under the direction of the Dean’s Office.

### Dean’s Office

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancee Buck</td>
<td>Assistant Dean</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Anh Lu</td>
<td>Systems Analysis/Development</td>
<td>Technology</td>
</tr>
<tr>
<td>Sammy Al-Qaisi</td>
<td>Account Technician</td>
<td>Accounting</td>
</tr>
<tr>
<td>TBA</td>
<td>Database Manager</td>
<td>Information Storage/Retrieval</td>
</tr>
<tr>
<td>Jill Rodriguez</td>
<td>Administrative Assistant</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>Nora Velarde</td>
<td>Secretary</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>Van Duong</td>
<td>Technician</td>
<td>Technology</td>
</tr>
<tr>
<td>Giulii Krueger</td>
<td>Part-time</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Diane Gonzales</td>
<td>Part-time</td>
<td>Receptionist</td>
</tr>
<tr>
<td>TBA</td>
<td>Analyst Programmer</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>TBA</td>
<td>Information Technology Consultant</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>TBA</td>
<td>Graduate Assistant</td>
<td>Dean’s Office</td>
</tr>
<tr>
<td>TBA</td>
<td>Graduate Assistant</td>
<td>Assistant Dean’s Office</td>
</tr>
</tbody>
</table>

The Dean regularly consults with the following administrative and technical members. These staff members come under the immediate supervision of the Associate Dean of the School of Education. They are housed in credentials (FTS 804), Admissions (UH 123) and School of Education support staff is housed in EC 379. Joan Monteverde supervises individuals in credentials, Evelyn Lawrence supervises UH 123 staff, and Terry Lee oversees EC 379 personnel. The staff member, position, and responsibilities are listed in tables below for the Credential Preparation Center (FTS 804), Education Division Office (EC 379), and Admission to Teacher Education (UH 123) below and on the following page.

### Education Office (EC 379)

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Lee (EC 379)</td>
<td>Administrative Support Coordinator II (ASC II)</td>
<td>Supervisor and Assistant to Associate Dean</td>
</tr>
<tr>
<td>Alma Gonzalez (EC 379)</td>
<td>Administrative Support Assistant II (ASA II)</td>
<td>Secondary Education and Special Education</td>
</tr>
<tr>
<td>Olufunke Oluwemi (EC 379)</td>
<td>ASA II</td>
<td>Elementary Education</td>
</tr>
</tbody>
</table>

Common Standards                                  CSU Fullerton
<table>
<thead>
<tr>
<th><strong>Staff Member</strong></th>
<th><strong>Position</strong></th>
<th><strong>Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA (EC 379)</td>
<td>ASA II</td>
<td>Scheduling, Reports, and Contracts</td>
</tr>
<tr>
<td>Pam Bellomy (EC 379)</td>
<td>ASA II</td>
<td>Books, Travel, Evaluations, and Telephone Coordinator</td>
</tr>
<tr>
<td>Carol Kane (EC 531)</td>
<td>ASC II</td>
<td>Graduate Department Support Assistance</td>
</tr>
<tr>
<td>Sandy Santillan (EC 062)</td>
<td></td>
<td>Accreditation</td>
</tr>
<tr>
<td>Mary Watkins-Woodruff (EC 379)</td>
<td>ASA I</td>
<td>School Education Office</td>
</tr>
<tr>
<td>Billie Herring (EC 207)</td>
<td>ASA II</td>
<td>Student Teacher Placements and Contracts</td>
</tr>
<tr>
<td>TBA</td>
<td>Graduate Assistant</td>
<td>Departments</td>
</tr>
<tr>
<td>TBA</td>
<td>Graduate Assistant</td>
<td>Departments</td>
</tr>
<tr>
<td>TBA</td>
<td>Student Assistant</td>
<td>Photocopying, campus errands, collating, and phones</td>
</tr>
</tbody>
</table>

**Admission to Teacher Education (UH 123)**

<table>
<thead>
<tr>
<th><strong>Staff Member</strong></th>
<th><strong>Position</strong></th>
<th><strong>Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Lawrence (UH 123)</td>
<td>AA I</td>
<td>Supervisor</td>
</tr>
<tr>
<td>Vickie Curlis (UH 123)</td>
<td>ASC II</td>
<td>Secondary/Educational Leadership Admissions</td>
</tr>
<tr>
<td>TBA (UH 123)</td>
<td>ASA I</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Kimberly Smith (UII 123)</td>
<td>ASA II</td>
<td>Special Education Admissions</td>
</tr>
<tr>
<td>TBA</td>
<td>ASA II</td>
<td></td>
</tr>
<tr>
<td>Sue Pike (UH 123)</td>
<td>ASC I</td>
<td>Elementary Admissions</td>
</tr>
<tr>
<td>TBA</td>
<td>Student Assistant</td>
<td>Miscellaneous Office Work</td>
</tr>
<tr>
<td>TBA</td>
<td>Work Study Students</td>
<td>Miscellaneous Office Work</td>
</tr>
</tbody>
</table>

Common Standards  CSU Fullerton
Credential Preparation Center (FTS 804)

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Monteverde</td>
<td>Credential Analyst II</td>
<td>Supervisor and Credentials</td>
</tr>
<tr>
<td>TBA</td>
<td>Credential Analyst I</td>
<td>Credentials</td>
</tr>
<tr>
<td>Pat Judson</td>
<td>ASA II</td>
<td>Credentials Assistant</td>
</tr>
<tr>
<td>Student</td>
<td>Graduate Assistant</td>
<td>Credential Analyst II</td>
</tr>
<tr>
<td>Student</td>
<td>Credential Assistant</td>
<td>Credential Analyst</td>
</tr>
<tr>
<td>Student</td>
<td>Student Assistant</td>
<td>Credential Assistant</td>
</tr>
</tbody>
</table>

From July 1, 1995 through June 30, 1999 the Credential Preparation Center processed 3,839 credentials (1995-96, 808; 1996-97, 930; 1997-98, 1,034; and 1998-99, 1,067) with three full-time credential staff, a student assistant (15 hours per week) and a graduate assistant (20 hours per week). The Credential Preparation Center does final evaluation, preparation, and formal recommendations to CCTC for the following CSUF Credentials Programs: Initial, Internship, Renewal, Reissuance, Added Authorization, Supplementary Authorization, CLAD Certificate and BCLAD Certificate. In addition, Center Staff advise the following: out-of-state trained fifth-year students, students seeking added authorizations, students seeking supplementary authorizations, and CLAD/BCLAD Certificate individuals. They do verifications for out-of-state certification and California Emergency Credentials and prepare the following reports: ERS Report (Chancellor), HDCS Programs and Departments, and CSUF Alumni Affairs.

During the past three academic years, Admission to Teacher Education has processed for all credential areas the following: 1996-97, 810 applicants with 596 admitted; 1997-98, 1,048 applicants with 691 accepted; and 1998-99, 1,407 applicants with 801 accepted.

CS1.13: Breakdown of Staff and Responsibilities documents the staff personnel and responsibilities as well as giving an overview on the kinds of credentials for which they are responsible.

D. Committee Support

The following pages outline the organization of the committees concerned with undergraduate preparation for CSU Fullerton credential programs as well as their purpose, membership, appointment/tenure, and meeting schedule with document files containing agendas and minutes of meetings.
1. **Credential Programs Committee (CPC) (Organization Chart page 20)**

   **Purposes:**
   - Review policies for Credential programs.
   - Review proposed new Credential programs.
   - Review proposed changes in Credential programs.
   - Assure programs are in compliance with accreditation requirements and credential program standards.
   - Serve as an advisory committee to the Associate Dean for Education and The Dean of Human Development and Community Service.
   - Review and advise on all program documents that are sent to the CCTC.

   **Membership:**
   - Department Head, Single Subject
   - Department Head, Multiple Subject
   - Department Head, Special Education
   - Department Head, Educational Leadership
   - Coordinator, Communicative Disorders
   - Coordinator, Reading
   - Coordinator, BTEP
   - Coordinator, MSMPP
   - Coordinator, SECTEP
   - Elected member from SECTEP representatives
   - Director for Center for Careers in Teaching

   The Chair will be elected annually by the membership of the Committee.

   **Meeting Schedule:**
   - CPC will meet at least one time per semester with additional meetings as needed.
   - CPC agendas and minutes may be found in CS1:14 Meeting Agendas and Minutes.
GOVERNANCE STRUCTURE for CREDENTIAL PROGRAMS

Sponsorship by an Academic Department

Blended Teacher Education Program (BTED)

Multiple Subject Matter Preparation

Credential Programs
Current Issues (CPC)
Program changes and approval

Secondary Education Cooperative Teacher Education Program (SECEP)

Associate Dean of Education

HDCS Dean

Vice President of Academic Affairs

CA Commission on Teacher Credentialing
Approval of Credentialing Programs
2. Multiple Subject Matter Preparation Program (MSMPP) Committee

Purposes:

- Establish MSMPP policies.
- Review and revise MSMPP as necessary to comply with CTC standards and requirements.
- Consider and act upon student petitions.
- Consider requests from departments to add course options to or remove them from the MSMPP course list.

Membership:

MSMPP Coordinator, Committee Chair -- Claire Palmerino
BTEP Coordinator -- Carmen Z. Dunlap
Associate Dean, Education -- Mickey Ilollis
VPAA representative -- Judy Ramirez

Subject matter Representatives:
- Kinesiology/Physical Education -- Clay Sherman
- Literature/Language Arts -- Jane Hipolito
- Mathematics -- Gerry Gannon
- Science Education -- Barbara Gonzalez
- Social Studies -- Terri Snyder
- Visual & Performing Arts -- Marilyn Rhode

Department Representatives
- Child & Adolescent Studies -- Diana Guerin
- Elementary, Bilingual and Reading Education -- Ruth Yopp-Edwards/Andrea Guillaume
- Liberal Studies -- Brad Starr
- Special Education -- Belinda Karge

Appointment/Tenure:

Subject matter representatives will be appointed by the appropriate dean for a two-year term. At the end of the term, appointments will be renewed or new appointments will be made at the discretion of the school dean. Department representatives will be the department head or designee.

Meeting Schedule:

The MSMPP Committee meets a minimum of two times per semester, with additional meetings as needed. Minutes are distributed to all members of the AURTEC as well as to members of the MSMPP Committee. Agendas and minutes are displayed in CS1.15: MSMPP Committee Agendas and Minutes.
3. **(Blended Teacher Education Program) BTEP Committee**

**Purposes:**

- Establish BTEP policies.
- Work with BTEP Coordinator to refine and shape the program.
- Assure that BTEP remains in compliance with accreditation requirements and credential program standards.
- Interface with the MSMPP Committee concerning MSMPP requirements.

**Membership:**

BTEP Coordinator, Committee Chair -- Carmen Z. Dunlap  
MSMPP Coordinator -- Claire Palmerino  
VPAA Representative -- Judy Ramirez  
Department Representatives:
  - Child & Adolescent Studies -- Kari Knutson-Miller  
  - Elementary, Bilingual and Reading Education -- Ruth Yopp-Edwards/Andrea Guillaume  
  - Liberal Studies -- Brad Starr  
  - Special Education -- Belinda Karge  
College Representatives:
  - College of the Arts -- Marilyn Rhode  
  - College of Humanities & Social Sciences -- Jane Hipolito  
  - College of Natural Sciences & Math  
    Mathematics -- Gerry Gannon  
    Science -- Gaylen Carlson

**Appointment/Tenure**

Department representatives are the department head or designee. School/college representatives are appointed for two-year terms by the school/college dean, in consultation with the appropriate department head. At the end of the term, the appointment are renewed or a new appointment made at the discretion of the dean and department chair.

**Meeting Schedule:**

The BTEP Committee meets a minimum of two times per semester, with additional meetings as needed. Minutes are distributed to all members of the AURTEC as well as to members of the BTEP Committee.

BTEP agendas and minutes are displayed in CS1.16: BTEP Committee Agendas and Minutes.
4. Secondary Education Cooperative Teacher Education Program (SECTEP)

Purposes:

- Establish policies for the Single Subject Credential Program and subject matter preparation programs.
- Serve as an advisory committee to the Dean of Human Development & Community Service.
- Provide coordination of the administrative components of the program, including admission, candidate advisement and assessment, and program evaluation.

Membership:

- Coordinator of Secondary Education (Chair) -- I Helen Taylor
- Department Head, Secondary Education -- Victoria Costa
- Associate Dean for Teacher Education - Mickey Hollis
- Tenure Track Faculty, Secondary Education Department
- Director, Admissions to Secondary Education -- Duane Clizbe
- Single Subject Matter Preparation Program Advisors:
  - Art (Dorte Christiansen)
  - Business (Helen Taylor)
  - Foreign Languages (Reyes Hidalgo)
  - Mathematics (Jerry Gannon)
  - Music (Marc Dickey/Vance Wolverton)
  - Physical Education (Clay Sherman)
  - Sciences (Barry Thomas, Barbara Gonzales, and Gaylen Carlson)
  - Social Sciences (Ron Pahl and Nelson Woodard)
- Career Development Center Representative -- Charlene Mathe
- Director, Center for Careers in Teaching -- Claire Palmerino

Meeting Schedule:

SECTEP meets once per month throughout the academic year. Minutes are distributed to all members of the AURTEC as well as to SECTEP Committee Members.

SECTEP meeting agendas and minutes are displayed in CS1:17: SECTEP Agendas and Minutes.
5. Accreditation Committee (Organization Chart page 25)

Purposes:

Establish policies related to accreditation for programs in the NCATE accredited unit.
Serve as an advisory committee to the Dean of Human Development and Community Service.
Serve as liaison to the Deans of NSM, Communications, and Humanities and Social Sciences
Provide coordination of documents and data collection for the Accreditation Visiting Team and for Annual Reports.

Membership:
Dean, HDCS (Chair) -- Soraya Coley
Associate Dean of Education -- Mickey Hollis
Coordinator, TESOL Program -- Jan Eyre
Coordinator, MATS Program -- Gaylen Carlson
Department Head, Single Subject -- Victoria Costa
Department Head, Multiple Subject -- Ruth Yopp-Edwards/Andrea Guillaume
Department Head, Special Education -- Belinda Karge
Department Head, Educational Leadership -- Louise Adler
Coordinator, Communicative Disorders -- Terry Saenz
Coordinator, Reading -- Ash Bishop
Coordinator, BTEP -- Carmen Z. Dunlap
Director, Center for Careers in Teaching -- Claire Palmerino
Staff Member, Accreditation -- Sandy Santillan

Appointment/Tenure:

Representatives from all Education Units are selected for the term of the accreditation period (five years).

Meeting Schedule:

The Accreditation Committee meets the second Monday of each month from 11 a.m. - 12:30 p.m. Minutes are distributed to all members of the AURTEC as well as to Accreditation Committee members.

Accreditation meeting agendas and minutes are displayed in CS1.18: Accreditation Committee Agendas and Minutes.
6. All University Responsibility for Teacher Education Committee (AURTEC)

Purposes:
Review and address accreditation matters.
Provide coordination and collaboration among units responsible for teacher preparation.
Foster campus-wide communication about teacher education programs.
Address CSU system-wide teacher education related matters.
Identify and address pipeline issues.
Identify and seek resolution of inter-school subject matter preparation issues.

Membership:
Dean, CHDCS (Chair) -- Soraya Coley
Dean, COTA (or designee) -- Jerry Samuelson
Dean, CCOMM (or designee) -- Rick Pullen
Dean, CBAE (or designee) -- Katrin Harich
Dean, CHSS (or designee) -- Tom Klammer
Dean, CNSM (or designee) -- Kolf Jayaweera
Vice President, Student Affairs (or designee) -- Sy Abrego
Vice President, Academic Affairs (or designee) -- Judy Ramirez
Associate Dean, School of Education -- Mickey Hollis

Committee Chairs
- MSMPP Committee -- Claire Palmerino
- BTEP Committee -- Carmen Z. Dunlap
- SECTEP -- Helen Taylor
- Accreditation Committee -- Victoria Costa and Belinda Karge

Department Heads
- Child and Adolescent Studies -- Diana Guerin
- Elementary, Bilingual and Reading Education -- Ruth Yopp-Edwards
- Liberal Studies -- Brad Starr
- Secondary Education -- Victoria Costa
- Special Education -- Belinda Karge

Appointment/Meeting Schedule:
AURTEC meets at least one time per semester with additional meetings as needed.
Individuals are appointed for a two-year term.
AURTEC agendas and minutes are displayed in CS1.19: AURTEC Agendas and Minutes.

There are five standing committees in the College of Human Development and Community Service on which members of the Education Unit are represented. They are: Faculty Affairs Committee, Curriculum Committee, Safety Committee, Technology Committee, and Division Personnel Committee:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Function</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Affairs Committee</td>
<td>Travel/Social Issues</td>
<td>CS1.20</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>New Courses/Programs</td>
<td>CS1.21</td>
</tr>
</tbody>
</table>

Standing Committees

Common Standards             CSU Fullerton
<table>
<thead>
<tr>
<th>Committee</th>
<th>Function</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety Committee</td>
<td>School Hazards</td>
<td>CS1.22</td>
</tr>
<tr>
<td>Technology Committee</td>
<td>Computer</td>
<td>CS1.23</td>
</tr>
<tr>
<td>Division Personnel Committee</td>
<td>Promotion/Tenure</td>
<td>CS1.24</td>
</tr>
</tbody>
</table>

In addition, the following university committees have representatives from the School of Education: Titan Student Union, Library Committee, Academic Affairs, and University Advancement.

Program-related ad hoc committees are established to address special curricular tasks. For example, an ad hoc committee was formed for the 40th Anniversary Celebration; another one was formed to study year round operation of the education programs; and recently, another was formed to explore the possibility of using private school placements in the multiple subject credential program. Others have included: establishing HDCS priorities for 1999-2000, space needs, and collaborative courses across campus.

The following Internship and Advisory Committees are active with the programs:

**Advisory Boards/Committees**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Program</th>
<th>Meeting Schedule</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship/Community Advisory Board</td>
<td>Secondary Education</td>
<td>First Thursday October and First Thursday March</td>
<td>CS1.25</td>
</tr>
<tr>
<td>Community Advisory Board</td>
<td>Special Education</td>
<td></td>
<td>CS1.26</td>
</tr>
<tr>
<td>Joint Intern Advisory Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subject Credential Program Advisory Board</td>
<td>Elementary/Bilingual Education</td>
<td>Each Semester</td>
<td>CS1.27</td>
</tr>
<tr>
<td>CLAD MSCP Advisory Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern Advisory Board (w/Special Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory Board</td>
<td>Educational Leadership</td>
<td>Annually</td>
<td>CS1.28</td>
</tr>
<tr>
<td>Reading Educators Guild</td>
<td>Reading</td>
<td>Semester</td>
<td>CS1.29</td>
</tr>
<tr>
<td>Student Advisory Board for the Multiple Subject Credential Program</td>
<td>Elementary and Bilingual Education</td>
<td>Last Tuesday October and April</td>
<td>CS1.30</td>
</tr>
<tr>
<td>Community Advisory Board</td>
<td>Communicative Disorders</td>
<td>Once per semester</td>
<td>CS1.31</td>
</tr>
<tr>
<td>Student Advisory Council (SAC)</td>
<td>Secondary Education</td>
<td>Third Thursday of each month</td>
<td>CS1.32</td>
</tr>
</tbody>
</table>

Common Standards  CSU Fullerton  27
IV. REPRESENTED INTERESTS THE INSTITUTION, PROFESSION, AND THE COMMUNITY

Dean Coley has been authorized by President Gordon to speak on matters of teacher credentialing and certification, to work with schools and departments at CSU Fullerton, and to serve as liaison with agencies and organizations at the local, state, and national level with interests in the preparation of professionals for public education.

Dr. Soraya Coley, Dean of the College of Human Development and Community Service, has been a tremendous supporter of children and youth. She encourages faculty to adhere to this philosophy. She brings a strong human services background and a sincere vision for improving services for children and youth in Orange County to her leadership role as Dean. Among her numerous accomplishments, she surveyed the 21 local school district superintendents to find out how the university could be more closely connected to the school district. She followed up by establishing a committee to recommend program collaborations based on survey results and conversations with local superintendents. Additionally, Dean Coley established an excellent organization structure in the School and continually works to find innovative ways to improve faculty, staff and student life. She shares a genuine interest in diversity and the needs of children with diversity. She recently formed a diversity committee with broad representation from the College of Human Development and Community Service. The purpose of the committee is to establish a general education course and then explore options for beginning a community lab. Dean Coley has met individually with every full-time faculty member in the School.

Some examples of Dean Coley’s involvement as spokesperson for the unit are listed below:

A. University Involvement
   1. Meetings with University Academic Deans on a biweekly basis.
   2. Meets privately with the President at least once a month.
   3. Meets with the President’s Commission on Teacher Education (four times annually).
   4. Meets with Academic Deans and faculty in the development and revision of academic programs associated with teacher preparation (periodically).
   5. Meets monthly with Department Heads.
   6. Meets bimonthly with Associate Dean School of Education.
   7. Meets periodically with department faculty (CS1.33: Dean’s Vitae).

B. Community Involvement
   1. Meets with the regional county superintendents of schools at Association of California School Administrators (ACSA) functions.
   2. Meets with district school superintendents two times per year.

C. State/National Involvement
   1. Meets with California Commission on Teacher Credentialing administrators and consultants periodically.
   2. Meets with the CSU Council of Education Deans at least three times each year.
   3. Institutional Representative for American Association of Colleges for Teacher Education (AECT).
   4. Member of California Association of Colleges for Teacher Education (CACTE).
INTERNERSHIP RESPONSE

Most of the school districts surrounding CSU Fullerton are experiencing shortages in teachers and have hired new teachers on emergency permits. The Intern section of this document is designed to promptly move teachers from emergency permits to Intern credentials by providing substantial support in the classroom and a cohort support network to facilitate sharing and expansion of teacher knowledge base. All of the information described in this standard applies to interns.

The Intern programs at CSU Fullerton (with the exception of Secondary Education which secured an approve document in 1992) began with grant funding. When we prosed the Intern grants, many of the districts wrote letters and/or submitted Intent to Participate forms, indicating their support for the goals and purposes of the program (documentation Intern Binder). Every district provides two persons for the Advisory Board, a teacher union representative and a district representative. These oversight personnel ensure the program is operating in a legal and ethical manner designed to further the educational goals of the district and enhance the education opportunities for children with disabilities.

(CS1.34. Internship Agreements).

Communicative Disorders Program

In 1995, after discussions with the Credentialing staff, CCTC supported the accreditation of the Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing as well as accreditation of the Special Class Authorization. Therefore, the common standards reflected in this document are addressed in the Communicative Disorders program; however, specific credential standards for the Clinical or Rehabilitative Services Credential in Language, Speech, and Hearing (CRSC) were addressed using the ASHA Standards.

The master’s degree program in Communicative Disorders has been accredited by the Educational Standards Board of the American Speech-Language-Hearing Association. In previous discussions with CCTC staff, we were advised that ASHA’s accreditation of the master’s program encompassed the accreditation of the CRSC in 1995, and ASHA standards will be used to evaluate the program in 2000. At the end of each common standard, we have indicated where additional information related to the Communicative Disorder program is located within the binder. A member of the Communicative Disorders program collaborated with the faculty on the writing of the common program standards. Additional information is available in the Communicative Disorder’s program document on pages 2 through 8.

In summary, the Education Unit articulates a conceptual framework for the preparation of professional educators; foster cohesiveness in unit management; resolves each credential programs administrative needs promptly; consults with credential program faculty; and representatives their interest in the institution, the education profession, and the school community. The unit has worked to establish a relationship with participating local school districts to provide appropriate management and effective operation of the Internship programs. Each school district ensures that the program is operating in a manner to further educational goals by attending the District Intern Advisory Board meetings and sharing valuable information.
DOCUMENTATION FOR STANDARD 1

Common Standards (CS1.1 to 1.34) Files:

CS1.1: UPS 100.000, UPS 100.001, and UPS 411.400
CS1.2: Collective Bargaining Agreement
CS1.3: Organizational Charts for California State University, Fullerton (CSU Fullerton)
CS1.4: 1999-2000 CSU Fullerton Organizational Directory
CS1.5: UPS 100.601 and UPS 100.605
CS1.6: University Mission and Goals
CS1.7: Educational Leadership Knowledge Base
CS1.8: Elementary, Bilingual, and Reading Education Knowledge Base
CS1.9: Secondary Education Knowledge Base
CS1.10: Special Education Knowledge Base
CS1.11: Agendas and Minutes of Divisions/School Meetings
CS1.12: Agendas and Minutes Department Heads Meetings
CS1.13: Breakdown of Staff and Responsibilities
CS1.14: CPC Agendas and Minutes
CS1.15: MSMPP Committee Agendas and Minutes
CS1.16: BTEP Committee Agendas and Minutes
CS1.17: SECTEP Agendas and Minutes
CS1.18: Accreditation Committee Agendas and Minutes
CS1.19: AUROTEC Agendas and Minutes
CS1.20: Faculty Affairs Committee Agendas and Minutes
CS1.21: Curriculum Committee Agendas and Minutes
CS1.22: Safety Committee Agendas and Minutes
CS1.23: Technology Committee Agendas and Minutes
CS1.24: Division Personnel Committee Agendas and Minutes
CS1.25: Single Subject Advisory Board Agendas and Minutes
CS1.26: Special Education Advisory Board Agendas and Minutes
CS1.27: Elementary Education Advisory Board Agendas and Minutes
CS1.28: Educational Leadership Advisory Board Agendas and Minutes
CS1.29: Reading Advisory Board Agendas and Minutes
CS1.30: Multiple Subject Student Advisory Board Agendas and Minutes
CS1.31: Communicative Disorders Advisory Board Agendas and Minutes
CS1.32: Single Subject Student Advisory Board (SAC) Agendas and Minutes
CS1.33: Dean’s Vitae
CS1.34: Internship Agreements
Common 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.

For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

NCATE Standards

IV.A.3 Governance and Accountability - The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
- There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.
- The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the program's conceptual framework(s).
- There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.
- Each doctoral program has at least three full-time higher education faculty members with earned doctoral degrees and expertise related to the program's field of specialization.

IV.B Resources for Teaching and Scholarship - The unit has adequate resources to support teaching and scholarship by faculty and candidates.

The response to this standard is organized according to the major headings of allocated resources, library and media resources, and Education Classroom Building resources. It closes with documentation for the standard.

I. SUFFICIENT RESOURCES ARE CONSISTENTLY ALLOCATED FOR THE EFFECTIVE OPERATION OF EACH CREDENTIAL PREPARATION PROGRAM

A. University Budgeting (CS2.1: UPS 100.200 University Budget Process and UPS 100.201 Planning and Budget Process)

CSU Fullerton is a comprehensive urban university with an extensive array of institutional resources to support the effective operation of credential preparation activities of Credential and degree programs at California State University, Fullerton are funded through state allocations from the Chancellor to each of the 23 universities in the system. The CSU system funds each university on a historical and prior year performance basis, and, since the 1990s, no special formulas have been used. However, the current process calls for each campus to set enrollment
targets, and allocations for each university are made whether or not FTES enrollment targets have been achieved.

The President is responsible for final determination of budgetary allocations for all university programs and operations (CS2.2: California State University, Fullerton Budget). Regular consultation with university administrators and faculty occurs before annual budget requests during the spring semester of each year. Equitable distribution of funding support is assured through established formulas in areas such as instructional staffing, travel, and student assistant support. Deans are regularly consulted in matters related to budget development, allocations, and adjustments of the university academic budget.

California State University, Fullerton, along with other state colleges and universities in California has, in prior years, faced considerable reductions in state fiscal support. The institution has sufficient resources that enable program enrollees to acquire the knowledge and develop the skills needed for successful entry into their field of educational specialization. Furthermore, resources received by the Education Unit continue to be comparable or above those received in other colleges within the University.

B. College Budgeting (CS2.3: HDCS Budget)

The HDCS Dean and the Deans of the other Colleges are responsible for establishing and managing the budget. The Dean of HDCS meets and consults regularly with the Associate Deans, Division Chairs, and Department Heads and, along with other matters, addresses HDCS and Education Unit budget issues. Departmental and school-wide budgetary requests are assembled by the Dean and sent to the Vice-President for Academic Affairs and President for review and action.

1. School Allocations and Trends (CS2.4 School of Education Budget)

School of Education Budget Trends are shown in Table 2.1 below which provides information about overall School of Education total allocations from 1995-96 through 1999-00.

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>School of Education State Budget Allocation 1995-96 through 1999-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget</td>
<td>$3,255,508</td>
</tr>
</tbody>
</table>

An examination of the School of Education allocations since 1995-96, when $3,255,508 was allocated, reveals a general increase in total allocation each year except 1997-98. In the last five years, total allocations to the Division increased from $3,255,508 (95-96) to $4,409,942 (99-00), a gain of $1,154,434 or (35.5%).

Table 2.2 below shows School of Education growth by full-time equivalent faculty (FTEF), full-time equivalent student (FTES), and student faculty ratio (SFR) for years 1995-96 through 1999-
2000. FTES has increased every year since 1995. During this period of time, FTES has increased from 774.3 in 1995-96 to 1,535.23 in 1999-00, or an increase of 50%. While the Division has almost doubled in size since 1995-96 the SFR of around 16 to 1 has been maintained. This is maintained because the need for lower student/faculty ratios to support field-based and upper division/graduate classes. The ratio is one of the lower ratios in the University.

### Table 2.2
**School of Education**
**FTEF, FTES and SFR 1995-96 through 1999-2000**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Leadership</td>
<td>FTEF</td>
<td>5.05</td>
<td>4.37</td>
<td>2.8</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>59.5</td>
<td>35.0</td>
<td>9.10</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>11.78</td>
<td>8.01</td>
<td>3.25</td>
<td>12.72</td>
</tr>
<tr>
<td>Elem. Ed.</td>
<td>FTEF</td>
<td>22.12</td>
<td>31.4</td>
<td>32.2</td>
<td>35.8</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>323.3</td>
<td>455.3</td>
<td>549</td>
<td>531.2</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>15.31</td>
<td>14.5</td>
<td>17.05</td>
<td>14.8</td>
</tr>
<tr>
<td>Sec. Ed.</td>
<td>FTEF</td>
<td>11.54</td>
<td>12.55</td>
<td>12.32</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>167.5</td>
<td>192.6</td>
<td>214.6</td>
<td>235.57</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>14.51</td>
<td>15.35</td>
<td>17.42</td>
<td>16.25</td>
</tr>
<tr>
<td>Reading</td>
<td>FTEF</td>
<td>5.53</td>
<td>4.88</td>
<td>5.51</td>
<td>7.18</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>110</td>
<td>110</td>
<td>131.5</td>
<td>146.3</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>19.89</td>
<td>22.54</td>
<td>23.87</td>
<td>20.38</td>
</tr>
<tr>
<td>Spec. Ed.</td>
<td>FTEF</td>
<td>5.96</td>
<td>7.53</td>
<td>7.50</td>
<td>11.17</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>114</td>
<td>132.5</td>
<td>181.7</td>
<td>230.8</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>19.13</td>
<td>17.58</td>
<td>24.23</td>
<td>20.66</td>
</tr>
<tr>
<td>TOTALS</td>
<td>FTEF</td>
<td>50.20</td>
<td>60.73</td>
<td>60.33</td>
<td>73.07</td>
</tr>
<tr>
<td></td>
<td>FTES</td>
<td>774.3</td>
<td>925.5</td>
<td>1085.9</td>
<td>1197.9</td>
</tr>
<tr>
<td></td>
<td>SFR</td>
<td>13.06</td>
<td>15.59</td>
<td>17.16</td>
<td>16.86</td>
</tr>
</tbody>
</table>

Note: Communicative Disorders statistics may be found in their program’s document.
2. **Faculty Allocations (Full-Time)**

There has been a significant increase in position allocations realized from 1995-96 to 1999-00 (Table 2.3). Faculty allocations in 1999-00 totaled 90.95, a gain of nearly 50 percent from 1995-96. Instructional Administrative allocations have also increased (4.5 to 6 positions, or 33 percent), with the School of Education currently allocated a total of six instructional administrative positions. These are used in providing coordination and management of all education unit programs and operations. Program coordinators are assigned administrative time for program management of .50 of a position (see page 15).

<table>
<thead>
<tr>
<th>Table 2.3</th>
<th>School of Education</th>
<th>Faculty/Administrative Position Allocations</th>
<th>1995-96 through 1999-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>47.7</td>
<td>58.83</td>
<td>61.82</td>
</tr>
<tr>
<td>Instructional Administration*</td>
<td>4.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
</tbody>
</table>

*See Page 15 for names and positions.

3. **Faculty Allocations (Full-Time)**

Numbers of part-time faculty employed in the School of Education 1998-99 through 1999-00 are recorded in Table 2.4. In examining the table, it is important to be aware that the part-time component is a head count and does not reflect the actual teaching load of part-time faculty.

<table>
<thead>
<tr>
<th>Table 2.4</th>
<th>School of Education</th>
<th>Part-Time Faculty</th>
<th>1998-99 through 1999-00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95-96 HC*</td>
<td>95-96 FTEF*</td>
<td>96-97 HC</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>86</td>
<td>20</td>
<td>94</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>111</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>52</td>
<td>151</td>
</tr>
</tbody>
</table>

*Head Count (HC)  
**FTEF (Full-Time Equivalent Faculty)  

From the above information, it becomes apparent that part-time faculty positions have increased in the last five years from 1995-96 to 1999-2000 by head count and by full-time equivalent.
faculty. Head count has increased from 197 in 1995-96 to 383 in 1999, an increase of 186 or 49%. Full-time equivalent faculty has increased from 52 in 1995-96 to 99 in 1999, an increase of 47 or 48%. The increase is due to the increase in FTES. During this period of time our enrollment increased 44% (Table 2.2). The period of time has not permitted the School to recruit and hire full-time faculty. In addition, most of the part-time faculty teach 3-6 units. Another important factor is that a high percentage of these part-time faculty are involved in supervision of credential candidates in field placements.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer (Full-Time)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

N/A - statistics not available

Tenure-track hires have more than doubled from 1995-96 (two in 95-96 and four and five in 98-99 and 99-00 respectively). In 1998-99 national searches for new faculty resulted in the hiring of four new members in the School of Education and seven new tenure-track faculty members in 1999-00. In addition, eight full-time lecturers have been employed for Fall 2000. Searches in 1999-00 resulted in five new tenure-track faculty and eight full-time lecturers.

Significant increases in tenure-track, full-time lecturer, and part-time faculty was a response to significant increases in enrollment due to a high demand for teachers. This can be directly attributed to California public school class-size reduction, population growth, and an anticipated increase in teacher retirements.

4. Operating Support

Table 2.6 provides information about the School of Education operating budget during the last five years. Operating allocations have been increased significantly to adapt to the increased number of faculty and students, particularly in the categories of student assistants, supplies and services, professional travel and clerical assistance. Supplies and services has increased from $55,671 in 1995-96 to $168,190 in 1999-00, an increase of 67%. Operating Expenses and Equipment has increase from $265,412 to $550,915, an increase of 52%. In the same time period, Salaries and Wages have increased 19%, while our enrollment (FTES) has increased nearly 50%. We have not had the time to recruit and hire adequate numbers of full-time tenure track faculty. Therefore, a large number of part-time faculty teaching 3-6 units has kept Salaries and Wages at a 19% increase.
Table 2.6
School of Education
State General Funds Allocated to School of Education
1995-96 through 1999-00

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>$3,089,691</td>
<td>$3,340,944</td>
<td>$3,083,967</td>
<td>$3,426,134</td>
<td>$3,810,145</td>
</tr>
<tr>
<td>Supplies &amp; Services*</td>
<td>$55,671</td>
<td>$64,292</td>
<td>$59,627</td>
<td>$192,853</td>
<td>$168,190</td>
</tr>
<tr>
<td>Operating Expenses &amp; Equipment</td>
<td>$765,412</td>
<td>$271,222</td>
<td>$366,173</td>
<td>$550,915</td>
<td>$599,797</td>
</tr>
<tr>
<td>Total</td>
<td>$3,355,103</td>
<td>$3,612,166</td>
<td>$3,450,140</td>
<td>$3,977,049</td>
<td>$4,409,942</td>
</tr>
</tbody>
</table>

*Supplies & Services includes all services rendered and tangible goods procured, including but not limited to office and computer supplies, printing, subscriptions, memberships, capital equipment, maintenance, advertising, and consulting contracts.

Table 2.7 provides information about Education Division allocations to departments and other administrative units during 1999-00. Distribution of department operating funds was determined by percentage of FTES (enrollment) and FTEs (staffing) generated during the prior academic year. Instructional travel was allocated by prior year usage and current year enrollment projections.

Table 2.7
School of Education
State General Funds Allocated to Academic Departments 1999-00*

<table>
<thead>
<tr>
<th>Department</th>
<th>Salaries &amp; Wages**</th>
<th>Supplies &amp; Services***</th>
<th>Other Operating Expenses***</th>
<th>Total Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>$215,359</td>
<td>$1,678</td>
<td>$5,542</td>
<td>$220,902</td>
</tr>
<tr>
<td>Elementary &amp; Bilingual Education</td>
<td>$1,524,327</td>
<td>$13,285</td>
<td>$2,803</td>
<td>$1,577,130</td>
</tr>
<tr>
<td>Reading Program</td>
<td>$115,442</td>
<td>$1,790</td>
<td>$7,183</td>
<td>$122,625</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>$466,521</td>
<td>$2,816</td>
<td>$14,710</td>
<td>$481,230</td>
</tr>
<tr>
<td>Special Education</td>
<td>$378,613</td>
<td>$3,455</td>
<td>$28,838</td>
<td>$407,451</td>
</tr>
<tr>
<td>School Complex (EC 379)</td>
<td>$96,825</td>
<td>$19,153</td>
<td>$39,050</td>
<td>$135,875</td>
</tr>
<tr>
<td>Teacher Credentialing</td>
<td>$60,522</td>
<td>$3,255</td>
<td>$6,565</td>
<td>$67,087</td>
</tr>
<tr>
<td>Admission Teacher Education</td>
<td>$0</td>
<td>$1,815</td>
<td>$2,852</td>
<td>$4,667</td>
</tr>
<tr>
<td>Dean’s Augmentation</td>
<td>$0</td>
<td>$78,896</td>
<td>$215,458</td>
<td>$294,354</td>
</tr>
<tr>
<td>Totals</td>
<td>$2,857,609</td>
<td>$126,142</td>
<td>$449,847</td>
<td>$3,307,456</td>
</tr>
</tbody>
</table>

*Figures as of 3/20/00

Common Standards CSU Fullerton 36
**Salaries & Wages includes Serialized Positions, Temporary Help, Student Assistants, Overtime, PT Faculty, Graduate Assistant, Dept Chair Stipend, & GF Work Study on campus.
**Supplies & Services includes all services rendered and tangible goods procured including but not limited to office and computer supplies, printing, subscriptions, memberships capital equipment, maintenance, advertising, and consulting contracts.
**Other Operating Expenses includes Expenditure Codes 4620-6000 (CS2.3 HDCS Budget).

II. LIBRARY AND MEDIA RESOURCES, COMPUTER FACILITIES, AND SUPPORT PERSONNEL, AMONG OTHERS, ARE ADEQUATE

A. University

The following university resources are available in support of programs:

1. Classrooms

Lecture rooms are “university owned” and allocated to each college based on prior academic records and projected enrollment trends. Lecture room allocations are reviewed annually by the President.

2. Laboratory Rooms

Laboratory rooms are based on school programmatic needs and are assigned to and managed by individual schools.

3. Large Meeting/Conference Rooms

Large meeting/conference rooms are “university owned” and are available through scheduling with appropriate university offices. The library has provided considerable space for the Education Division Personal Activity Center (PAC) and Fullerton International Resources for Schools and Teachers (FIRST).

4. Library

Chief among the learning resources on the campus is the Pollack Library. The Library consists of a six-story South Wing and a newer four-story North Wing. The Library houses a collection of over 700,000 books and bound periodicals, as well as one and a half million other items. Members of the library faculty conduct instructional sessions and workshops covering electronic resources as well as give one-on-one instruction. Primary access is provided by the electronic Outline Public Access Catalog (OPAC). Subject access to periodicals and other literature is provided via a variety of electronic databases. The Library homepage (http://www.library.fullerton.edu) serves as an gateway to other electronic resources. Mutual use agreements make accessible to students collections form the other 22 CSU campuses as well as community colleges. Intralibrary services provide easy access to both at and from the Mission Viejo campus.

a. Library Acquisition Budget

Table 2.8 provides information about expenditures for books, periodicals, and non-print materials for the University Library.
Table 2.8
University Library Expenditures Budget

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>402,358</td>
<td>459,294</td>
<td>473,665</td>
<td>921,552</td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td>502,328</td>
<td>590,476</td>
<td>571,004</td>
<td>345,721</td>
<td></td>
</tr>
<tr>
<td>Non-Print (CD-ROM)/Electronic Resources</td>
<td>171,899</td>
<td>194,055</td>
<td>229,025</td>
<td>345,721</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,076,585</td>
<td>1,243,825</td>
<td>1,273,694</td>
<td>1,904,450</td>
<td></td>
</tr>
</tbody>
</table>

*1999-00 statistics will be available mid summer.

The library’s budget has been increased yearly to accommodate the increased needs of the university’s students and faculty.

Table 2.9
University Library - Education Support

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$17,708</td>
<td>$20,245</td>
<td>$22,596</td>
<td>$37,675</td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td>$9,616</td>
<td>$10,125</td>
<td>$18,860</td>
<td>$21,468</td>
<td></td>
</tr>
<tr>
<td>Non-Print</td>
<td>$4,429</td>
<td>$7,973</td>
<td>$11,272</td>
<td>$14,873</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$31,753</td>
<td>$38,343</td>
<td>$52,728</td>
<td>$74,016</td>
<td></td>
</tr>
</tbody>
</table>

*1999-00 statistics will be available mid summer

University support in terms of library materials has increased each year for education. As shown in Table 2.9 above support for books, periodicals, and non-print has increased 57% in the last four years (1995-96 to 1998-99).

Table 2.10 below details the library materials expenditures for 1998-99 for the education unit as well as the whole library for books, periodicals and non-print.

Table 2.10
Library Materials Expenditures
Education Unit
1998-99

<table>
<thead>
<tr>
<th></th>
<th>School of Education</th>
<th>Science Education</th>
<th>TESOL</th>
<th>Comm. Disorders</th>
<th>Whole Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print: Books¹</td>
<td>$29,850</td>
<td>$752</td>
<td>$3,808</td>
<td>$3,265²</td>
<td>$921,552</td>
</tr>
<tr>
<td>Print: Periodicals²</td>
<td>$12,723</td>
<td>$2,316³</td>
<td>$8,70</td>
<td>$4,559⁰</td>
<td>$637,177</td>
</tr>
<tr>
<td>Non-Print²</td>
<td>$9,073⁴</td>
<td>$896⁴</td>
<td>$0⁷</td>
<td>$4,904¹⁰</td>
<td>$345,721</td>
</tr>
</tbody>
</table>

Common Standards
CSU Fullerton
1"Books" includes standing orders. Please Note: in 1998-99 the books figures are considerably higher than usual because of $370,000 in extra books funds—this campus’ share of special funding allocated by the California Legislature to CSU library books.

2"Periodicals” includes index/abstracts.

3"Non-Print” includes electronic databases, electronic journals, microforms.

4 Non-Print for School of Education includes microfilm for two periodicals, microfiche for the ERIC (RIE) collection, and the following electronic resources: ERIC (FirstSearch interface), ERIC (SilverPlatter interface), Education Abstracts (Wilson), and Mental Measurements Yearbook.

4 Periodicals for Science Education includes relevant titles supported by the Departments of Mathematics and Geological Sciences, as well as those supported by Science Education.

5 "Non-print for science Education includes some periodical microfilm and the following electronic resource: General Science Abstracts (Wilson). (ERIC, Education Abstracts, etc., have been counted elsewhere).

6 "ERIC, Education Abstracts, LLBA have been counted elsewhere.

7 The figure for books on Communicative Disorders is an estimate; it is half the amount spent on books for the Department of Speech Communication.

8 Periodicals for Communicative Disorders includes an index: Communication Abstracts.

9 Non-print for Communicative Disorders includes the following electronic resources: LLBA (Linguistics and Language Behavior Abstracts) and MEDLINE. (ERIC, Education Abstracts, etc., have been counted elsewhere).

b. Library Holdings 1999-00 (CS2.5 Library On Line Catalog)

The University Library contains a broad range of educational materials: books, pamphlets, microforms, CD-ROMS, electronic databases, journals and periodicals, dictionaries, directories, indices, bibliographies, maps, and other materials.

Holdings in the University Library are reported in Table 2.11.

| Table 2.11 |
| University Library Holdings as of 6/30/99 |
| 1999-00 |

| Bound Volumes (Books) | 1,078,257 Volumes/709,762 Titles |
| Government Publications | Included with books |
| Periodicals Received or Subscription (pd =unpd) | 5,991 |
| Full-Text Electronic Journals | 7,800 |
| Musical - Scores and Recordings | Included with books |
| Maps | 8,901 |
| Videos - Instructional (all videos) | 2,723 |
| Microforms | 1,046,047 units (21,095 titles) |

c. Education Holdings

The Audiovisual and Curriculum Materials Center (AVCMC) functions as an important and vital service agency of the University Library. The collections of the AVCMC support and augment the curriculum of CSU Fullerton with an inventory of 1,829 video recordings and 14,624 sound recordings. The Center also includes a kindergarten through 12th grade curriculum materials.
resource collection (CMC) which directly supports the University’s Teacher Education Program with the holdings listed in Table 2.12.

<table>
<thead>
<tr>
<th>Table 2.12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Library</strong></td>
</tr>
<tr>
<td><strong>Education Holdings</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Holdings ('L' classification books)</th>
<th>25,026 Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodicals- Subs Spring 2000</td>
<td>199</td>
</tr>
<tr>
<td>Juvenile Periodicals - Titles (Curr. Subs)</td>
<td>31</td>
</tr>
<tr>
<td>Juvenile Books</td>
<td>15,455 Volumes</td>
</tr>
<tr>
<td>K-12 Textbooks</td>
<td>14,000 Volumes</td>
</tr>
<tr>
<td>Instructional Media Items</td>
<td>5,000</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>400</td>
</tr>
<tr>
<td>Pamphlets &amp; Pictures</td>
<td>1,500</td>
</tr>
<tr>
<td>Curriculum Books and Guides</td>
<td>15,343 Volumes</td>
</tr>
</tbody>
</table>

**d. Library Facilities and Equipment**

Study stations and supportive equipment available in the University Library include:

- Audio/Video stations 27 (VC turntable, dual-deck audiocassette/CD player)
- Audio listening stations 1
- Photocopy machines 17 for public use
- Micro reader/printers 9
- Microfilm reader stations 7
- DVD players 8
- Laser disc players 7
- 16-mm film projectors filmstrip/slide projectors 3

The north wing has four PC-equipped instruction rooms (PL-103, PL-130, PL-303, and PL-420) in which library faculty provide instruction to individual classes (at the professor’s request) or offer more general sessions. In addition, the Professional Activities Center (PAC), also located in the library, holds curricular materials and some computer equipment for use by multiple subject credential candidates.

The Library has three separate computer areas for student use: Internet Oasis (50 Pentium computers with Internet access), Electronic Resources Area (80 Pentium computers with Internet access), and the Titan Computer Lab (185 Pentium PC computers and 10 Power Macintoshes with Internet Access). The Oasis is self service, the Electronic Resources is serviced by reference librarians, and the Titan Lab is serviced is via lab assistants.
The Library has access to over 90 electronic resources. Students and faculty can search most of these databases from any campus computer and also, if they have set up Titan Access as their Internet provider, they can also access these resources from home computers. Titan Access is available free of charge to faculty and staff, and at a reasonable monthly fee to students—see http://access.fullerton.edu/.

The Library also has a core collection of electronic resources serving students on the campus and distance learners at remote sites. This collection includes: Expanded Academic ASAP which includes over 1,500 journals and magazines, from 1980 to current date; LEXIS/NEXIS Academic Universe (a database providing full text access to primary source materials (more than 5,000 sources) in the fields of law, news, business, and medicine), and Dow Jones News Retrieval (a comprehensive online electronic source of full-text business and news information).

Faculty and students at the Mission Viejo campus have the same access as the on-campus students. They also have the use of the facilities at the site campus and the library at Saddleback Community College.

The University Library does have adequate holdings to fully accommodate the needs of students enrolled in both academic and professional preparation programs. Furthermore, the library has a variety of special collections and services that provide both enrichment and ability to effectively access the many books, materials, another resources that are available to both students and faculty.

The College of Human Development and Community Service also makes supplementary purchases of books, periodicals, non-print materials, and equipment in support of credential programs and general operations. In addition to relatively small annual purchases for these types of special resources from annual state allocations, the Dean authorizes end of year purchases of these materials from HDCS unexpended funds.

III. Education Building - Facilities and Equipment

Most of the School of Education academic and support personnel are housed in the Education Classroom Building. Credentials is housed in Faculty Towers (FTS) 804, Admission to Teacher Education in University Hall (UH)123, and Center for Careers in Teaching (UH 178). The Education Classroom Building was completed in 1976 and has housed the academic and support personnel for Education since its construction. Prior to 1976 the School of Education was housed in the Library. Because of the need for expanded space for Admissions, Credentials was moved to FT 804 Fall 1999 and in Spring 2000 Admission to Teacher Education was moved to University Hall 123. It is anticipated that additional academic and support personnel from other colleges will move from the Education Classroom Building Winter 2000 so that additional space (office, conference room, and staff) will be available to handle increased needs Spring 2001.

For on-campus instruction, our candidates generally have access to study and work space. Courses are held in rooms throughout campus, which can create logistic difficulties given the materials that most faculty carry to class. Currently, a space committee is exploring space needs and resources for all HDCS programs. With the pending move of the Communications program to a new location (out of the EC building in which we are housed), more space will become available. The Dean is proactive in space issues and has obtained a new, more student accessible, office for the credentials analyst as well as new space for the credential programs admissions office. These moves also will free up additional office and classroom space for the credential

Common Standards CSU Fullerton
programs. Full-time faculty have individual offices with state-of-the-art equipment, and part-time faculty share office space. We are in great need of additional office space for part-time faculty.

A. Laboratory/Classroom and Related Space - Education Classroom Building

The majority of course work is offered on-site (CSU Fullerton) with the fieldwork practicum courses being offered at specific field based locations. However, more and more classes are being made available in school district offices or at the sites of Professional Development Schools.

CSU Fullerton has a long standing relations with schools in Orange County and neighboring counties. We operate several Professional Development schools where students can make observations and participate in practice. Labs. The districts are eager to allow our students to participate in practicum where exemplary programs are a focus. As with any reform issues, quality is progressive. The districts collaborating with CSU Fullerton have expressed a willingness to work toward implementation of state-of-the-art services and model teaching practices, materials, and technology.

The cooperating school districts offer the use of on-site curriculum and materials for student-teachers placed in specific field sites. In addition, since many of the students enrolled in our programs are full-time employees of specific districts, the use of their own curriculum and materials facilitate the overall fieldwork experience.

The following tables provide information about the rooms available in the Education Classroom Building that support School of Education programs or services.

1. Conference Meetings Rooms

   Table 2.13

   Conference/Meeting Rooms

<table>
<thead>
<tr>
<th>Name</th>
<th>Room Number</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Conference Room</td>
<td>EC 303</td>
<td>390</td>
</tr>
<tr>
<td>*Child/Family Studies Conference Room</td>
<td>EC 425</td>
<td>198</td>
</tr>
<tr>
<td>*Child/Family Studies Conference Room</td>
<td>EC 130H</td>
<td>168</td>
</tr>
<tr>
<td>Documents Room/Conference</td>
<td>EC 062</td>
<td>270</td>
</tr>
</tbody>
</table>

*Available to all programs that make reservations.

2. Resource Centers

The Division funds a Personalized Activity Center (PAC) for candidate work and study, and this facility (located in the library) serves us well. In addition to the collection of materials—including some in Spanish—the PAC offers training to candidates who have limited opportunities to receive assistance in operating educational technology equipment.
The CSU Fullerton main library also contains a collection of children’s literature, textbooks, and equipment. This facility is useful to candidates as it allows them to check out these materials for use at home and in the classroom. Additionally, candidates have access to the curriculum center of the district where they student teach.

The computer lab located in EC 066, used primarily by elementary and secondary education students and faculty, has recently been updated and provides an excellent environment for training credential students in the uses of technology in instruction. Other labs are available as resource centers on campus for instruction and independent study work. These include the Studio Classroom in the library and the HDCS lab located in EC 125 (used by Special Education).

3. Methods

Table 2.14
Methods Classrooms/Laboratories

<table>
<thead>
<tr>
<th>Name</th>
<th>Room Number</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC 121</td>
<td>Social Studies</td>
<td>574</td>
</tr>
<tr>
<td>EC 127</td>
<td>Elementary/Bilingual</td>
<td>574</td>
</tr>
<tr>
<td>EC 062</td>
<td>Math/Science Methods</td>
<td>649</td>
</tr>
<tr>
<td>EC 066</td>
<td>Business Education Methods</td>
<td>690</td>
</tr>
<tr>
<td>Library North 403</td>
<td>PAC</td>
<td>1,845</td>
</tr>
</tbody>
</table>

4. Computer Laboratories (CS2.6 Computer Facilities)

Table 2.15
Computer Laboratories

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Room Number</th>
<th>Hardware/Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction Lab Selected Times</td>
<td>EC 066 (690 sq. ft.)</td>
<td>25 PCs/Microsoft Office, Internet, ZIP Drive, CD-ROM, Subject Specific Software</td>
</tr>
<tr>
<td>Instruction Lab Selected Times</td>
<td>EC 125 (574 sq. ft.)</td>
<td>25 PCs/Microsoft Office, Internet, ZIP Drive, CD-ROM</td>
</tr>
<tr>
<td>Instruction Lab Selected Times</td>
<td>Reading Lab EC 24A</td>
<td>25 PCs/Standard Office 2000</td>
</tr>
<tr>
<td>Lab All Times</td>
<td>MH 47</td>
<td>75 PCs/Microsoft Office, Internet, ZIP Drive, CD ROM, SPSS, Group Computer Stations, Two Assistance Stations, Laser Printer/Color, Graduate Assistance Available</td>
</tr>
</tbody>
</table>

Common Standards         CSU Fullerton   43
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Room Number</th>
<th>Hardware/Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>EC024A</td>
<td>23PCs/Microsoft Office, Internet, ZIP Drive, CD ROM, SPSS, Polycom video conferencing, Links LAN system, and video visualizer.</td>
</tr>
</tbody>
</table>

5. **Other**

In addition to the program related rooms reported above, there are also:

a. Individual faculty offices (100 individual offices and 8 shared offices)
b. Administrative Complexes for the Dean, Associate Dean & Staff, and Teacher Education
c. Teacher Admission Complex
d. Credentialing Complex

In summary, the above listings have provided somewhat adequate space in the past. However, with our expanded enrollment and hiring, we are seeking additional space for Fall 2000.

6. **Technological Needs in Professional Preparation**

The following listings provide some assurance that the faculty will accommodate technological needs in professional preparation of teachers, specialists, and service personnel.

a. **Computer Laboratories**

Presently the School of Education has two 25-station computer laboratories in the Education Classroom Building. They are EC 066 and EC 125. They are equipped with Dell PCs with an overhead projection system. EC 066 is equipped for video conferencing and has a Link system. Both labs are networked with Microsoft software products. In addition, students have continuous access to MH 47 which has 75 PCs. EC 024A has 24 PC computers and is a complete Smart classroom.

b. **Availability of Computers**

A computer roll-out in 1997-98 provided all faculty members with updated computer workstations, including individual printers. Faculty were required to undergo training in electronic mail in order to receive their computer. This has greatly facilitated electronic communication. In addition, all full and part-time faculty and full-time staff are assigned an electronic address and provided with Titan Access. Students, too, are assigned electronic addresses and may access mail from many locations across campus (or from home for a nominal fee). With Titan Access, students and faculty may also access electronic information retrieval programs in the library. The university has in place a process for upgrading and replacing outdated technology. All new full-time faculty are assigned a computer and printer and given training; there are over 75 computers for teaching laboratories, faculty use, and administrative usage. There are six servers in support of the academic and administrative needs. The web pages are updated by specified individuals in departments and maintained by the Analyst (Anh Lu).
The recently established and funded (1998 by the Office of the President) Faculty Development Center (FDC) offers training for promoting faculty development, vitality, and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus wide intellectual and community-building events. The Center provides ongoing training opportunities in the use of technology, including WebCT and Blackboard and courseware development tools utilized by many faculty. Help Desk staff are available to provide immediate assistance on both hardware and applications issues, and other staff are available on an individual, small-group, or department-wide basis. Periodic and emergency maintenance is provided on all computers to identify and eradicate viruses. Many vital software programs, including FrontPage an Microsoft Office are available free to faculty and staff, and upgrades are provided on a regular basis.

The university is making great strides in utilizing Informed Filler software to simplify procedures. Materials for completing Sabbatical and Intramural Grant applications are available through the network. A sophisticated calendar system is also beginning to be utilized by faculty (although this innovation is being adopted at a slower rate than others).

In addition to university technology resources, we have 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, we now have 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. We have also upgraded software in all laboratories and added new servers to accommodate the heavy use. A School of Education database system was developed to allow for greater linkages between the Admissions and Credential offices and the Education faculty. With training, appropriate faculty and staff may now access student information on line.

Additionally, the California State University Network (CSUNET) links the campus to additional central computers and to specialty computing centers at other campuses world-wide. This feature is especially important for advisory communication. The computing environment provides access to hundreds of software products, including programming languages, mathematical and statistical programs, large research data base systems, and interactive graphics tools. Computing Services staff provide systems programming support and consulting services for faculty and staff; lab assistants assigned to the terminal labs provide minimal consulting services for research.

c. Telephone Communications

A new university-wide telephone system with many special features was installed 1997. All faculty and staff were provided specialized training for this system. The system has improved student access of faculty and program information. In addition, the assignment of a new prefix has enabled all faculty to have the same prefix digits.

d. Television/Media/Distance Learning

Television and Media Support Services provides support to faculty and staff by acquisition and distribution of instructional media, distribution and maintenance of audio visual equipment, and in the design of instructional and information modules to use in the classroom or on the Titan Cable Channel and other video delivery systems. Design and production services are available for a

Common Standards CSU Fullerton
wide range of media. Satellite teleconferencing is provided in conjunction with Distance Learning through Extended Education. Services include assistance in the preparation of instructional packages and presentation materials for project dissemination purposes.

7. Grants and External Support (CS2.7 Grants and Contracts)

In addition to the above resources, external support generated from grants and contracts (Table 2.16) in the School of Education have increased in the past few years. The below table illustrates the types of funding received through grants and external support.

The document file of grants and contracts awarded to unit faculty provides evidence of the extensive augmentation of resources through external support. This support has funded projects and programs that enhanced both credential and degree programs in the School of Education and provide faculty release time to develop innovative new programs or to modify programs.

<table>
<thead>
<tr>
<th>Name/Source of Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Internship Program</td>
<td>$483,000</td>
</tr>
<tr>
<td>Elementary/Bilingual Internship Program</td>
<td>$579,391</td>
</tr>
<tr>
<td>BTSA (Elementary/Bilingual) Fullerton/LaHabra</td>
<td>$1,394,948</td>
</tr>
<tr>
<td>Paraprofessional Teacher Training Program (PTTP) Anaheim</td>
<td>$752,000</td>
</tr>
<tr>
<td>Future Teachers (CIMATEC)</td>
<td>$100,000</td>
</tr>
<tr>
<td>BTSA (Special Education) Planning Grant</td>
<td>$10,000</td>
</tr>
<tr>
<td>Pre-Intern Program (AUHSD)</td>
<td>$60,000</td>
</tr>
<tr>
<td>Mathematics Preparation Initiative</td>
<td>$89,000</td>
</tr>
<tr>
<td>Fullerton International Resources for Schools and Teachers (FIRST)</td>
<td>$95,000</td>
</tr>
<tr>
<td>English for Academic Purposes (EAP)</td>
<td>$45,000</td>
</tr>
<tr>
<td>California Physical Education Project</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>Project START (BTSA Fullerton Joint Union High School District) 95 to Present</td>
<td>$800,000</td>
</tr>
<tr>
<td>OCDE Pre-Internship Program</td>
<td>$560,000</td>
</tr>
<tr>
<td>Teacher Track (Chancellor’s Office)</td>
<td>$375,000</td>
</tr>
<tr>
<td>BTSA (Anaheim Union High School District) Secondary 1997 to Present</td>
<td>$650,300</td>
</tr>
<tr>
<td>Gear Up! (Anaheim) Secondary Education</td>
<td>$980,000</td>
</tr>
<tr>
<td>Reading Consortium Program</td>
<td>$142,000</td>
</tr>
</tbody>
</table>

Table 2.16
External Funding Sources Spring 1996-Spring 2000
School of Education

Common Standards CSU Fullerton 46
<table>
<thead>
<tr>
<th>Name/Source of Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessional Teacher Training Program (CAPO)</td>
<td>$ 75,000</td>
</tr>
<tr>
<td>California Academic Partnership Program (CAPP)</td>
<td>$ 300,000</td>
</tr>
<tr>
<td>Reading Standards and Interventions Grant (CDE)</td>
<td>$ 374,946</td>
</tr>
<tr>
<td>Earthwatch Educator</td>
<td>$ 1,700</td>
</tr>
<tr>
<td>Microsoft Teacher Education Partnership</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Training Special Education &amp; General Education Teams in Research-Based Effective Co-Teaching Strategies</td>
<td>$ 3,000</td>
</tr>
<tr>
<td>Blended Teacher Education Program (Stuart Foundation)</td>
<td>$ 50,000</td>
</tr>
<tr>
<td>Medtronic Foundation</td>
<td>$ 4,150</td>
</tr>
<tr>
<td>Philip Morris Collaborative w/Santa Ana College</td>
<td>$ 100,000</td>
</tr>
<tr>
<td>Future Teachers (Beckman)</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>DTSA (AUHSD)</td>
<td>$ 658,200</td>
</tr>
<tr>
<td>BTSA (Special Education)</td>
<td>$ 50,000</td>
</tr>
<tr>
<td>Newport-Mesa Project SUCCESS</td>
<td>$ 1,000,000</td>
</tr>
<tr>
<td>Orange County History Social Science Project</td>
<td>$ 125,000</td>
</tr>
<tr>
<td>Algebra Instruction</td>
<td>$ 90,000</td>
</tr>
<tr>
<td>Technology Instruction</td>
<td>$ 90,000</td>
</tr>
<tr>
<td>Alternative Intern Credential Program</td>
<td>$ 90,000</td>
</tr>
<tr>
<td>Mariposa Elementary School Collaborative</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>The Incentive Grant (Special Education)</td>
<td>$ 20,000</td>
</tr>
<tr>
<td>Orange Unified Pre-Intern Program</td>
<td>$ 90,000</td>
</tr>
</tbody>
</table>

The CSU System and university also provide extensive support for sabbaticals, scholarly activities, program innovation, travel, and research through various campus funds. Faculty must apply for these funds on a competitive basis. These are described under Common Standard 3. The University Office of Grants and Contracts provides excellent support and resources for faculty interested in pursuing external funding to support program development and innovation.
INTERNSHIP RESPONSE

All of the above described services are available to interns. The employing school districts agree to hire the intern as a contracted teacher. As a contracted teacher, the intern has access to all resources that probationary and tenured teachers have. This includes mentoring, curriculum resources, technology and media related resources. As part of the admission process to the program, the intern must present a copy of a signed letter from the district offering the contract before our credentials office will take paperwork (CS2.8 Internship Agreements).

Communicative Disorders

The FTES of the Communicative Disorders program includes approximately 47.7 graduate students and a total of 159 undergraduate students served by nine full-time Ph.D. level faculty and one .6 chief speech pathologist with a master’s degree in the Speech and Hearing Clinic. Additional information is available in the program document regarding faculty and instructional staff on pages 11-15 and on program resources on pages 33-36. Because the program is being moved to a new location, space allocation is still being determined.

In summary, CSU Fullerton annually allocates sufficient resources to enable each program to fulfill the resources needed in Standard 2.
DOCUMENTATION FOR STANDARD 2

Common Standards (CS2.1 to 2.8:)

CS2.1: UPS 100.200 University Budget Process and UPS 1000.201 Planning and Budget Process
CS2.2: CSU Fullerton University, Budget
CS2.3: IIDCS Budget
CS2.4: School of Education Budget
CS2.5: Library On-Line Catalog
CS2.6: Computer Facilities
CS2.7: Grants and Contracts
CS2.8: Internship Agreements
Common 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.

NCATE Standards

I.G Quality of Instruction - Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

III.A Qualifications - The unit ensures that the professional education faculty are teacher scholars who are qualified for their assignments and are actively engaged in the professional community.

III.B Composition - The unit recruits, hires, and retains a diverse higher education faculty.
1. The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.
2. The unit’s efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taking to strengthen plans for the future.
3. The faculty is culturally diverse.
4. The unit’s higher education faculty includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.

III.C Professional Assignments - The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
1. Workload assignments accommodate faculty involvement in teaching, scholarship, and service, including curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
2. Faculty teaching loads, including overloads and off-campus teaching, are mutually agreed upon and limited to allow faculty to engage effectively in teaching scholarship, and service.
   * The load for faculty teaching each semester/quarter generally does not exceed 12 semester/quarter hours for graduate courses, nine semester/quarter hours for graduate courses, and an appropriate proration for a combination of undergraduate and graduate courses.
   * The determination of faculty teaching load considers factors including, but not limited to, class size, number of preparations, and research and service responsibilities.
   * Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and provide feedback to candidates.
Assignments do not exceed a ratio of 18 full-time students to one full-time faculty member.

- Faculty who direct graduate projects (e.g., masters' theses/projects or doctoral dissertations) receive adequate adjustments in their teaching load for these activities.

**III.D Professional Development** - The unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

The response to this standard is organized according to the major headings of qualified faculty, diversity, faculty development, recognition and awards for outstanding teaching, faculty evaluation of performance, and improvement of performance. Documentation of the standard is included at the end.

I. QUALIFIED FACULTY ARE HIRED TO TEACH AND SUPERVISE CREDENTIAL COURSES

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.

A. School of Education

Full-time faculty allocated positions in the School of Education during the 1999-00 academic year totaled 90.95 full-time equivalent positions. This was approximately 15% of the 740 full-time faculty employed in the University. All tenure-track faculty, including those who teach within the CLAD, BCLAD, and Intern Programs, hold earned doctorates. All part-time faculty hold, at a minimum, a Master's degree and have three years teaching experience. Part-time faculty employed by the School of Education during the 1999-00 school year totaled 91.23 (based on FTEF).

Full-time faculty are employed as a result of nationwide searches which are conducted in accordance with established university policies. Normally, program faculty initiate position requests, and establish need, at the Department level. Approval must then be obtained from the Dean and Vice-President for Academic Affairs. UPS 210.001 outlines the policies and procedures for Recruitment of Faculty (CS 3.2: UPS 210.001 Recruitment of Faculty).

University policy states that to teach classes in masters degree level courses faculty must hold a Ph.D. or equivalent degree. Faculty are assigned to teach courses based on their advanced studies and professional experience. Specific information pertaining to individual academic background, professional experience, teaching loads, professional membership, and professional growth activities can be obtained from faculty vitae (CS3.1 Faculty by Department, Rank/Status, and Area/Role in Department and CS3.4: Faculty Vita).
II. Diversity

A. University

CSU Fullerton practices nondiscriminatory employment practices and ensures all personnel are selected for employment without regard to race, color, national origin, gender, age or disability. CSU Fullerton, affirms its commitment to equality of opportunity for all individuals. This policy is in accord with Title VI of the Civil Rights Act of 1964, Title IX or the Educational Amendments of 1972, as amended, Section 504 of the Rehabilitation Act of 1973, and related administrative regulations and executive orders.

The campus also reflects a very diverse culture. The President, Dr. Milton Gordon is African American, the Dean of HDCS is also African American. Nearly twenty-five percent of the tenure-track faculty in the School of Education are non-White (Table 3.1, p. 53).

The Education Unit is required to meet all of the Affirmative Action mandates as prescribed by the University. CSU Fullerton is highly committed to equality of opportunity for all individuals. The Education Unit’s faculty includes both ethnic minority and individuals with disabilities. The faculty are committed to recruiting ethnic/minority participants to meet the needs of the diverse student populations being served.

Administrators and faculty at California State University, Fullerton have extended considerable effort in securing faculty that reflect the diverse populations in the regional area. All searches and appointments/recommendations must be approved by the University Director of Affirmative Action. All search committees must be assigned an affirmative action represented with committee membership to include one or more minority or women representatives. Procedures for Search Committees are outlined in UPS 210.500 (CS3.3: UPS 210.500 Procedures for Search Committees). Campus policies and procedures have greatly facilitated the recruitment of minority and women faculty in disciplines where significant under-representation exists. This policy serves as a supplement to exiting faculty employment policies. We are committed to ensuring a broad range of experiences and perspectives and diversity figures prominently in our college philosophy.

B. College of HDCS

1. Full-Time Faculty

The School of Education continues to make cultural, ethnic, and gender diversity a priority in recruitment and hiring decisions. During the 1999-00 academic year, of the 49 full-time tenure track faculty positions, 13 or 26% were men and 36 or 74% were women. The number of men has continued to rise over the past four years from 11 in 1996-97 to 13 in 1999-00, for an increase of 15%. Table 3.1 illustrates the gender of the faculty over the past four years. Ethnicity totals included 2 (3%) Asian, 1(2%) African American, 0 (0%) American Indian, 2 (3%) Hispanics, and 44 (90%) Caucasian. Table 3.2 shows the ethnic breakdown of the faculty. It is important to note that of the number of non-white tenure-track faculty has increased since 1996-97 from five to eleven, or 55%. The tenure-track full-time faculty is 24 percent non-white. The Division follows University and College Affirmative Action policies in its effort to recruit and retain the best ethnically balanced faculty that becomes available via recruitment pools. Our long-range goal is to continue to utilize Affirmative Action procedures to ensure the equitable hiring of the best faculty available.
Table 3.1  
School of Education  
Tenure-Track Faculty by Gender  
1996-97 through 1999-00

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Women</td>
<td>37</td>
<td>30</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>41</td>
<td>43</td>
<td>49</td>
</tr>
</tbody>
</table>

Table 3.2  
School of Education  
Tenure-Track Faculty by Ethnicity  
1997-98 through 1999-00

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Black, Not Hispanic Origin</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>White, Not Hispanic Origin</td>
<td>42</td>
<td>34</td>
<td>33</td>
<td>44</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>41</td>
<td>43</td>
<td>49</td>
</tr>
</tbody>
</table>

In recruiting minority and women faculty, special School of Education resources have been authorized for announcement in various publications, numerous individual faculty contacts have been made, and information has been circulated widely at various state and national professional conferences and meetings.

2. Part-Time Faculty

In 1999-00 nearly 25% of the part-time faculty were male (63 or 202, or 24%). This is a number that has remained fairly consistent since 1996-97 (Table 3.3 next page). Eighty of the 265 part-time faculty are non-White, or 30% (Table 3.4 next page). In 1996-97 only 12% of the part-time faculty was non-White (Table 3.4 next page).
### Table 3.3
School of Education
Part-Time Faculty by Gender
1996-97 through 1999-00

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Men</td>
<td>79</td>
<td>26</td>
<td>30</td>
<td>63</td>
</tr>
<tr>
<td>Women</td>
<td>74</td>
<td>75</td>
<td>89</td>
<td>202</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>101</td>
<td>119</td>
<td>265</td>
</tr>
</tbody>
</table>

### Table 3.4
School of Education
Part-Time Faculty by Ethnicity
1997-98 through 1999-00

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Black, Not Hispanic Origin</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>5</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>White, Not Hispanic Origin</td>
<td>93</td>
<td>61</td>
<td>185</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>51</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>119</td>
<td>265</td>
<td></td>
</tr>
</tbody>
</table>

*No statistics available*

II. Faculty Development (CS3.5: Faculty Development)

A. University

The university offers a number of opportunities for improving instructional and faculty development. Some of the available services and opportunities for professional growth include:

1. Faculty Development Center

   The Faculty Development Center provides on-going training opportunities in the use of technology, including WebCT and Blackboard and course development tools utilized by many faculty. It also holds varied workshops in the areas of professional life and scholarly activity.
2. **Counseling and Psychological Services**

This university program offers professional consultation to assist employees in solving a wide range of human problems which might affect their personal lives or professional careers. The office offers a wide range of programs, workshops, and classes to promote personal, physical, and social health and well-being.

3. **Grants and Contracts Office**

This unit provides assistance to faculty in securing funding for research and grant projects, including contracts with other agencies. Post-award management support of funded grants and research projects is also provided.

4. **Special Conferences and Workshops**

Throughout the year, university faculty and administrators have access to a number of special conferences and workshops that serve to enhance professional growth and development.

5. **Faculty Fee Waiver Program**

The university provides faculty with the Faculty Fee Waiver Program for purposes of professional growth and development. The program features opportunities for faculty to maintain contemporary thought and currency in professional areas of expertise. The fee waiver program provides for an overall atmosphere of university concern and commitment.

6. **President’s Annual Awards**

The President hosts a recognition dinner each year to recognize faculty who have gone beyond the norm. Awards are given for outstanding service, scholarship, and teaching. During 1999-2000, for instance, nearly 300 faculty were recognized for their outstanding service, either to students, to the university, or to the community.

7. **University Advancement**

The unit works with outside donors to support faculty research projects.

8. **Faculty Mentor Program**

The program provides training for faculty who volunteer to be a one-on-one mentor to a student.

9. **Faculty Enhancement and Instructional Development Award Programs**

Faculty are regularly invited to attend a variety of Faculty Enhancement and Instructional Development Award Programs including institutional development workshops and training seminars. Both university and system-wide programs are offered annually and encouragement is offered for attendance.
10. Periodic Incentives

The university and the Dean’s office provide periodic incentives in the form of release time as well as monetary stipends for purposes of continued professional growth and research. Included, and strongly encouraged, are release time opportunities for the purposes of pedagogical enhancements.

11. Professional Opportunities for Growth

The CSU system provides for Professional Opportunities for Growth including incentive grants and performance enhancements with special emphasis on opportunities for minority faculty members as well as untenured faculty and junior faculty. The administration of such program incentives is managed at the Dean’s level and through the specific departments, resulting in easy access to a myriad of opportunities.

12. The Developmental Research Center (DRC)

The DRC in the Department of Psychology supports the research and institutional activities of faculty and students in development psychology. Research experts in the Center are available for consultation. The Center conducts research on longitudinal assessment of the relationships between home environment, mental development and school readiness; life-span changes and parent-child relationships among other relevant studies. Many faculty and students make use of this resource.

13. California State University, Fullerton Foundation

The CSU Fullerton Foundation is a nonprofit corporation, self-financed, and chartered specifically to provide and augment essential services that are an integral part of the educational program at the University. The Foundation supports the University by providing functions and services not funded by the State. The Foundation services as the fiscal agent for grants, contracts, and other revenues totaling more than $50 million annually.

14. Others

The College also hosts a well-attended Faculty Success Series for untenured faculty. For the past two years the Faculty Affairs Committee has sponsored fall and spring workshops focusing on the personnel process at the School and University levels. The School of Education sponsors a periodic “Brown Bag” presentations, which give faculty opportunities to share research results and report on special projects.

B. School of Education (Full-Time Faculty)

HDCS School of Education faculty continue to have opportunities to participate and have been involved in a variety of professional development activities.

1. Professional Travel

Allocations of professional travel to the colleges in the university are done on a formula basis determined by the FTES generated. UPS 100.200 outlines Policy for the Allocation of Travel Funds (CS3.6 UPS 100.200 Policy for the Allocation of Travel Funds). This typically breaks
down to approximately $130 for individual faculty members. Individual departments have chosen to use funding from adjunct monies to support faculty travel. For example, Special Education faculty get $1,000 travel each per year.

2. **Dean’s Travel Supplements**

Table 3.5 shows the In-State, Out-of-State, and International Travel for the School of Education for years 1995-96 through 1999-2000.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>$2,444</td>
<td>$3,725</td>
<td>$11,218</td>
<td>$16,179</td>
<td>$23,572</td>
</tr>
<tr>
<td>(1,173)*</td>
<td></td>
<td>(3,563)</td>
<td>(6,639)</td>
<td>(14,800)</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>11,623</td>
<td>8,527</td>
<td>8,992</td>
<td>24,606</td>
<td>13,373</td>
</tr>
<tr>
<td>(610)</td>
<td>(3,122)</td>
<td>(8,073)</td>
<td></td>
<td>(2,688)</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$9,298</td>
<td>$1,255</td>
</tr>
</tbody>
</table>

Through various special projects and grants, the Dean augments travel funds available for faculty and staff. Faculty apply for this funding each semester through the Faculty Affairs Committee. Not only has the amount allocated for travel increased, but the Dean’s augmentation has increased as well. This augmentation has increased from $1,783 (In- and Out-of-State) in 1996-97 to $17,488 in 1999-00, an increase of $15,705 or 90%.

3. **CSU Fullerton and HDCS Awards for Outstanding Teaching, Scholarship, and Service**

CSU Fullerton offers a number of opportunities to recognize and honor outstanding teaching, scholarship and service (CS3.7: Faculty Awards).

a. **Faculty Merit System.** This is a recent CSU merit opportunity established to recognize faculty who are exceptional performers. Department members are elected to a School committee to determine per merit eligibility. The nomination is forwarded to the Dean who then makes a recommendation to the President for the merit pay award.

b. **Sabbatical Leave.** Faculty must apply for sabbatical leave. A letter of support is sent from the department head, dean and the final approval is made by the President’s office. It is considered a prestigious award on this campus, as not everyone who applies is granted sabbatical.

c. **Recognition in the Public Affairs Office Compendium.** Faculty can self submit articles or recognition announcements to be posted in the University wide Public Affairs publication.
d. **Special Invitations to Front and Center Event.** Front and Center is our Universities annual fund-raiser for scholarship monies. Each year the President and the Dean select a handful of hard working faculty and invite them to the event. The event is attended by supports and alumni who pay $500 a plate. Last year Walter Cranch was the speaker, 1998 Bill Crosby, 19997 Disney Executive Elliott USNR, and 1996 Clan Powell.

e. **Section of Outstanding Faculty of the Year to Serve as Marshall at Graduation.** Each college within the university selects an outstanding faculty to serve as the graduation Marshall.

f. **Special Invitations to Grant and Contract End of Year Celebration Reception.** Every year the Grants and Contracts office teams with University Advancement to invite faculty who have been successfully awarded grants to attend a reception in their honor. The President usually congratulates the faculty and thanks them for their hard earned monies.

g. **Special Invitations to President’s Home for Department Heads and Associate Deans.** Every fall as anew semester approaches, the President invites Department heads and new faculty to attend a reception at his home. He thanks all in attendance for their support and dedication to CSU Fullerton with an experience in fine dining and a certificate.

h. **HDCS Honoring Our Own Event.** Since becoming Dean of the College of Human Development and Community Service in 1996, Soraya Coley has implemented a Spring event “Honoring Our Own”. At this event the top students in the college are presented with awards. Dean Coley also recognizes the Faculty Marshall and faculty within the school that have received National recognition are given a token of appreciation. The Dean also invites each department to recognize one outstanding member of the community at the event.

4. **Assigned Time/Faculty Loads**

The Dean’s office provides three unit release time for all new faculty members during both semesters the first year of employment. This incentive allows for optimal opportunity for new faculty to integrate to the demands of the university and to develop a productive, professional work style. The expected outcome of such release time leads to future growth and development because the first year represents an important component in the foundation of a new faculty. After the first year, the normal faculty teaching load in the School of Education is 12 units. The CSU defines the full-time faculty teaching load as the equivalent of 15 units per semester. Three units of this load are allocated for the completion of service to the campus, resulting in an effective direct instruction load of 12 units per semester. As part of the direct instruction load, instructional assigned time is available for a variety of assigned activities including, among others, program coordination, instruction-related research, teaching large sections, and in service education in K-12 schools. For part-time faculty, the full-time equivalent teaching load is 15 direct instruction units per semester. There are no faculty in the division who have exclusive undergraduate teaching loads as the credential program is a fifth-year program. Because credential students are not advanced to graduate status, they are considered in the undergraduate listing while taking post-graduate courses.

After the last CCTC review, departments teaching a higher number of master degree level courses have been experimenting with ways to accommodate the NCATE and CCTC requirements for 9
unit teaching loads. For example, during the past three years the Department of Special Education has maintained a 9 unit direct instruction teaching load for all full-time tenured and tenure-track faculty. This was done by allowing faculty to teach 3 courses (or two courses and 3 units of supervision) and carry the additional 3 units as graduate student research and/or independent study whereby graduate students work with faculty members on their individual research projects.

The instructional load across semesters is mutually decided between the faculty member, the Department Head, the Associate Dean and the Dean. Faculty may also receive release time of three or more units per semester and summer stipends through intramural or extramural grant funding to conduct research and provide service. The majority of faculty take advantage of this opportunity. The university makes more than adequate funding opportunities available to those who wish to apply.

5. School of Education Sponsored Professional Development Activities

During the past few years, special speakers/consultants were made available to Division faculty. In April 1997 the Division of Education hosted Marian Berenson, Secretary of Education and Child Development for California on the topics of Class size and Teacher Preparation Reforms and Elaine Easton State Superintendent of Schools the following Spring semester. The Department of Special Education used Intern Grant monies to host Dr. Anita Archer, Direct Instruction Consultant during the Fall 1998 and Dr. Don Descale, Strategies Instruction Expert during Fall 1999. All departments were invited to send students and faculty to these special professional development events. In each case, the speaker spoke to a large group of faculty and students, a more advanced group and had private time for faculty only workshops and inquiry groups. Elementary, Bilingual, and Reading Education hosted Dr. Harry Wong and Dr. Randy Spring.

In June 2000, The College of Human Development and Community service along with University Advancement and The Tibetan Department of Education hosted an extraordinary day of three important events “Cherishing Harmony with Diversity: Education in the New Millennium”. This event included His Holiness The Dalai Lama on campus from 10 to 11:30 a.m., East Meets West Seminar (free admission) on “Schooling Immigrant Children: An East-West Educational Dialogue” from 1 to 3 p.m., and Dr. Dan Coleman “Raising and Educating Emotionally Intelligent Children” from 6 to 8 p.m. (CS 3.8 School of Education Sponsored Activities).

6. School of Education Professional Development Activities

The Table 3.5 provides evidence of extensive involve of School of Education faculty in a variety of professional development and scholarly activities (CS3.9: School of Education Annual Reports).
Table 3.5  
Faculty Productivity - Academic Years 95-96 through 99-00*  

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Professional Service LEA or SEA**</td>
<td>62</td>
<td>94</td>
<td>119</td>
<td>100</td>
<td>111</td>
</tr>
<tr>
<td>Presentations (National)</td>
<td>50</td>
<td>48</td>
<td>56</td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>Presentations (State)</td>
<td>24</td>
<td>29</td>
<td>25</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Presentations (Regional)</td>
<td>38</td>
<td>23</td>
<td>22</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>Professional Organizations: National, Regional or State Offices***</td>
<td>61</td>
<td>65</td>
<td>66</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td>National Refereed Journals, Published or in Press</td>
<td>28</td>
<td>24</td>
<td>24</td>
<td>34</td>
<td>25</td>
</tr>
<tr>
<td>Publication/Book, Published or in Press</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Publication/Chapter(s), Published or in Press</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Other Publications, Published or in Press</td>
<td>13</td>
<td>13</td>
<td>16</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Creative Works</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Proposal/External Funding</td>
<td>15</td>
<td>21</td>
<td>20</td>
<td>25</td>
<td>35</td>
</tr>
</tbody>
</table>

*Based on 100% Sample of Tenure-Track Faculty. Complete data available in Documents Room.  
***Local Education Agency; State Education Agency  
***For example, Selected Office, Appointed Office, Board of Examiners, SIG, etc.

C. College/Division (Part-Time Faculty)

The University and the College/Division offer a number of opportunities for professional growth and development (CS3.5: Faculty Development). A sampling of them is provided below:

1. University

Many of the professional development opportunities available to full-time faculty are also available to part-time or adjunct faculty. Among others, they include:

Common Standards  
CSU Fullerton  

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a. **Counseling and Psychological Services**

This university program offers professional consultation to assist employees in solving a wide range of human problems which might affect their personal lives or professional careers. The Counseling and Psychological Services office offers a variety of programs, workshops, and classes to promote personal, physical, and social health and well-being.

b. **Grants and Contracts Office**

This unit provides assistance to faculty in securing funding for research and grant projects, including contracts with other agencies. Post-award management support of funded grants and research projects is also provided.

c. **Faculty Development Center**

The Faculty Development Center provides on-going training opportunities in the use of technology, including WebCT and Blackboard, course development tools utilized by many faculty.

d. **Special Conferences and Workshops**

Throughout the year, university faculty and administrators have access to a number of special conferences and workshops that serve to enhance professional growth and development.

2. **School Level**

At the Division level additional opportunities are provided for part-time faculty. Some of these include:

a. **Division Orientation/Reception**

At the School/Division level each semester the Associate Dean and the School Department Heads holds an orientation/reception for part-time faculty. This provides an opportunity for an update on the program, special events, etc. It also provides an opportunity for part-time faculty to meet with full-time faculty. Part-time faculty and supervisors were included in both the Fall 1999 and Spring 2000 workshops held by the Accreditation Committee. Departments provide their own specialized training for part-time faculty.

b. **Office Space/Computer/E-Mail/Internet Access**

All part-time faculty are provided shared space with access to a computer as well as office and home e-mail and internet access for planning and research purposes for home computers. Because of the lack of space, individual offices have not been possible.

c. **Student Teacher Supervision - Master Teacher Support**

The following professional development activities/opportunities are provided for University supervisors and master teachers.
• Orientation Sessions are provided by the individual departments at the onset of each semester for University supervisors. All requirements and related issues are addressed.

• During the summer (when funds are available) the Elementary and Special Education Departments hold a two-day Master Teacher Workshop. The primary purpose of the workshop is to improve supervision skills. A $200 stipend is paid to each participant.

• February 2000 the Dean along with the Division Departments hosted an afternoon workshop from 4-7 on two different days for master teachers and supervisors to update them on the Division, requirements, and related issues.

• Secondary Education individual subject area coordinators meet with master teachers and supervisors at the beginning of each semester as well as maintain contact on a daily and weekly basis.

• Secondary Education ADD Coordinators provide Master Teacher training to small groups and individuals based on their degree of experience.

• Secondary Education hosts a reception for master teachers and supervisors the last Thursday afternoon of each semester at the Fullerton Sheraton awarding certificates to graduates and master teachers.

• Elementary, Bilingual and Reading Education writes every Master Teacher a letter of thanks and will issue certificates of appreciation this year.

• Supervisors are regular faculty (full or part-time) and are eligible for merit pay and other benefits.

• Special Education hosts a meeting for all new faculty and supervisors each semester.

• Special Education holds monthly supervisor meetings. Each supervisor is then responsible for training their own Master Teachers.

IV. Recognition and Awards for Outstanding Teaching

University, college and division recognition of teaching and academic excellence is evidenced by the following:

1. Outstanding Professor Award

Each year the University selects a faculty member to receive the CSUF Outstanding Professor Award. This individual becomes the campus nominee for the statewide Outstanding Professor Award, an honor conferred annually on two system faculty by the Trustees of the California State University (CS 3.10: UPS 290.000 Outstanding Professor Award). Every two years a faculty member from HDCS is appointed to serve on the Outstanding Professor Award Committee which reviews campus wide nomination files and recommends to the President. Dr. Carol Barnes of Elementary/Bilingual Education was honored as Outstanding Professor, 1997-98, by the University.
2. **Compendium**

This is the monthly campus wide journal published by Faculty Affairs which contains information about University events and activities. In this publication, special recognition is given to faculty and administrators for publications and involvement in other professional activities. The College of Human Development and Community Service publishes a semester newsletter which includes faculty recognition and many departments also have their own newsletters.

3. **Faculty Leaves**

Faculty leaves currently available include: leaves of absence without pay, sabbatical leaves, difference-in-pay leaves, and leaves of absence with pay. Leaves are granted in accordance with the Policy on Faculty Leaves of Absence (CS 3.11: UPS 260.102 Guidelines for Grant Sabbatical Leaves for Faculty). Upon completion of a sabbatical leave, recipients are required to submit a detailed report to the Vice President of Academic Affairs and are also encouraged to make a report or hold a seminar for university faculty. During this time, they share the results of their professional growth activities.

4. **Merit Salary**

University funding for faculty merit salary increased from $52,782 to 35 individuals (3 in education) in 1995-96 to $425,700 in 1996-97 to 126 individuals (6 Education). Funding is provided by the Chancellor’s Office of the California State University, in accordance with provisions of a “Memorandum of Understanding” reached between the CSU and the California Faculty Association. During the 1996-97, a total of 11 School of Education faculty submitted applications for a Performance Salary Step Increase (PSI) award. Of this group, a total of five education faculty were granted awards. Awards were granted for teaching excellence, scholarly activities/professional development, and service to the university and community. During 1997-98 academic year, the total merit pay allocated for the campus was $460,000. From this amount Education received, a total of nine full-time tenure track and three staff received merit awards. From 1996-97 through 1997-98, merit pay was awarded by Steps. Beginning in 1998-99 Faculty Merit Increase were changed to percentages and all faculty (full and part-time) were required to submit a Faculty Activity Report (FAR). Previous to this date, individuals were required to apply for merit pay. During the 1998-99, the total School of Education allocation for merit awards was $69,442. From this amount, a total of 49 awards were made: 29 to full-time tenure track faculty and 20 to part-time faculty. See CS3.12: UPS 285.000 and 286.000 PSI and MAPPA.

5. **Emeriti Faculty**

CSU Fullerton retired faculty belong to the Emeriti, which is dedicated to keeping its members involved and knowledgeable about current campus life. While providing opportunities to be involved in faculty governance, curricular programs and campus activities, the organization also offers renewal of friendships between its members. Through affiliation with systemwide CSU emeriti organization, ERA, emeriti concerns are presented to all branches of the government and the Chancellor’s Office. See CS3.13: UPS 261.000 Emeritus Status).

6. **Others**

The Vice President for Academic Affairs annually recognizes faculty across campus for outstanding teaching, scholarship, and service. Each year the College of HDCS gives the Jewel Common Standards CSU Fullerton
Plummer Cobb Award for outstanding contribution to diversity and also selects an outstanding faculty member to be the Faculty Marshall.

V. Faculty Evaluation of Performance

University wide revised procedures for tenure and promotion were instituted Fall 2000 (CS3.14: UPS 210.000 Faculty Personnel Policy and Procedures, UPS 210.012 Guidelines: Pre Development Plan, and UPS 210.013 Guidelines: Development Plan) include the university's policy on review of faculty. School of Education Personnel Guidelines (CS 3.15: School of Education Personnel Guidelines) were approved by the Academic Senate Spring 1999. There were three major changes in the policy: a) work is now categorized into three rather than four categories: Teaching; Scholarly and Creative Activity; and Professional, University, and Community Service; b) Preliminary Development and Development Plans are required of all probationary faculty; and c) for divisions having approved guidelines performance is reviewed at the division and dean level unless differing options are rendered (in which case performance is reviewed at the university level as well). While primary responsibility for attaining promotion and tenure rests with the faculty member, the department in conjunction with the probationary faculty member share the responsibility for establishing clear goals for the probationary period before tenure decisions are made. Therefore, continuing assessment of progress toward the goals will be made throughout the probation faculty member's review process.

A. Evaluation for Tenure and Promotion

A Development Plan for each probationary faculty member hired after Fall 2000 is now required. The development plan identifies clearly the standards and expectations of the department that must be met for any future recommendation for tenure. The department head appoints mentor(s) for each probationary faculty member in consultation with that faculty member. The mentor(s) and the probationary faculty member prepare a Preliminary Plan which is subsequently discussed with the department head and then submitted to Division Personnel Committee. Department Heads may not serve as the official mentors. After approval, the plan is submitted to the Dean.

Criteria for tenure are the satisfactory completion of the probationary plan.

B. An Established Record of Productivity

Areas of productivity include:

1. Teaching Effectiveness

A primary criterion for tenure is assessed through summary analyses of student evaluations of classroom teaching and peer evaluations of classroom teaching. Course syllabi and content, examinations, handouts, writing requirements, grading procedures, and other academic contributions to teaching effectiveness are also evaluated. Effective academic advising, counseling of students on course-related matters, and the ability to work with a diverse student population are included in this area.

2. Professional Growth and Scholarly/Creative Activities

A precondition for tenure is assessed through the candidate’s increasing, strengthening, and updating his/her professional expertise for classroom instruction and through scholarship and

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academic credentials (e.g., research, publications, presentations, development of innovative course work, etc.). In the area of scholarship, primary emphasis is given to peer reviewed works, though we welcome the large variety of contributions faculty contribute to the profession through their creative contributions.

3. Service

A requirement for tenure is assessed by the faculty member’s participation, productivity, and collaboration in the collective efforts and functions of the department, division, college, university, and community.

Recommendations on retention and tenure are based solely on the contents of the candidate’s Portfolio.

The Division follows guidelines set forth in the School of Education Personnel Guidelines for the evaluation of instruction by peers and students. The policy requires each probationary faculty member to have at least one class evaluated each semester by peers and to have all classes, every semester, evaluated by students. For tenured faculty members, the policy requires student evaluations each semester. The information obtained from these evaluations is confidential. Summaries of student evaluations of instruction utilized for these purposes by the Division are on file in EC 130G (alarmed room). Actual personnel files are located Faculty Affairs MH 141.

C. Types of Evaluations

1. Student Evaluations (CS1.16: Sample Student Evaluation Forms)

Student opinions of teaching performance assess teaching effectiveness. Scores are recorded on Scranton sheets and collapsed mechanically. Written feedback by students is consolidated by department staff and department heads and include the numerical data when it is placed in the faculty members file and given to the faculty member for his/her Portfolio or Fifth Tenure Review File.

2. Peer Evaluations

For peer evaluations of instruction, a written report on each classroom visit is prepared, signed, and submitted by the evaluator for placement in the faculty member’s file. Information obtained from peer visitations reports and/or student evaluation questionnaires is confidential and restricted to the instructor, those charged with conducting evaluations or administering the policy, and those with access to personnel files (Personnel Committee Members).

D. Evaluation of Tenured Faculty

Tenured faculty have earned the right under California law to continued employment by virtue of probationary and tenured service during which both competence and performance have been rigorously reviewed and found to meet a high professional standard. Therefore, in light of the special nature of tenured appointments, performance appraisals are formative in that the focus is upon the improvement of instructional performance. Tenured faculty shall be evaluated pursuant to this policy at least once every five years. The Performance Appraisal for tenured faculty includes an evaluation of the faculty member’s full range of responsibilities with particular emphasis upon teaching effectiveness and currency in the discipline. The faculty member being
reviewed submits a file, and upon completion the Department Head and the School of Education Personnel Committee will review the file and prepare a report. The Department Head will review the report with the faculty member and forward to the School Dean. The School Dean reviews the report with the faculty member. The Vice President for Academic Affairs will then review the performance appraisal process with the School Dean (CS3.17: UPS 210.020 Review of Tenured Faculty). The faculty member has a right at each stage to file an appeal.

E. Evaluation of Part-Time Faculty

Part-time faculty are required to have student evaluations of every course taught. This information is assembled by the department head and reviewed by School of Education Personnel Committee. The results are placed in the part-time faculty member’s personnel file which is maintained in the Associate Dean’s office (EC 379). Part-time faculty are reviewed annually by the Department Head and Division Personnel Committee. They submit files that include a vita, narrative analysis of teaching, student opinion data, and grade distributions.

The California State University system’s faculty are represented by a collective bargaining unit, the California Faculty Association, and that unit negotiates salaries for all faculty with the Board of Trustees of the California State University. Salary levels within rank and years of service are determined through these negotiations for the 23-campus system.

VI. Improvement of Performance

University and School of Education personnel procedures include opportunities for faculty to review all of their evaluations and respond to the decision of the committees and administrators. All evaluations are in written form. Faculty are encouraged to improve their performance in each of the areas: teaching effectiveness, professional growth and scholarly/creative activities, and university and public service. Improvement is noted in the review process. Efforts directed toward improving performance are reported below.

Evaluations are utilized to provide feedback to faculty about the quality of their individual contributions to the School of Education and the University. Faculty peers, department heads, and the Dean are available to discuss alternate ways for faculty to engage in activities to improve their performance or to become otherwise involved. If a faculty member is found to be performing at less than an acceptable level, a conference is held between the department head and the faculty member. During this meeting, a plan of rededication is developed by the faculty member in consultation with the department head.

The Dean is consulted as necessary in making personnel changes and approves all contracts. Part-time faculty with low student evaluations are not rehired.

1. Development Plans

Each probationary faculty member, in conjunction with his/her department, submits a Development Plan. The Plan is reviewed and updated annually and includes specific objectives that focus on improvement of teaching, professional development, and/or service to the University, college, division and community. This established plan is referenced in the department’s assessment/analysis of each candidate’s performance (CS3.18: Sample Development Plans).
2. Conferences with Department Heads

Probationary faculty meet annually with department heads to discuss instructional and professional performance. Development Plans are reviewed and discussed. Tenured faculty meet with department heads and review instructional and professional performance as a part of their five-year review process.

3. Conferences with the Dean

The Dean meets annually with all probationary faculty, reviews performance, and prepares a written evaluation which also includes suggestions directed toward the enhancement of professional growth and development. As needed, additional meetings with individual faculty are held throughout the year.

4. Sabbatical Leaves/Leaves of Absence

In accordance with university formulas, the School of Education provides for a minimum of two full-time (one semester) sabbatical leaves each academic year. During 1996-97 no leaves were awarded. However, in 1997-98, faculty members Lynda Randall (Secondary Education) and Andrea Guillaume, and Joan Carter-Wells (Elementary, Bilingual, and Reading Education) were awarded full-time one-semester sabbatical leaves. In addition, Hallie Slowik received a full-year difference in pay leave. 1998-99 academic year, Carmen Zuniga Dunlop was awarded a full-time one-semester sabbatical and Hallie Yopp Slowik was awarded a full-year difference in pay. 1999-2000 Jan Weiner and Tom Savage (Elementary, Bilingual, and Reading Education) received one semester full-time sabbaticals. Louise Adler (Educational Administration) and Victoria Costa (Secondary Education) are scheduled for one-semester full-time sabbatical Spring 2001.

5. Grants and Contracts

The Office of Grants and Contracts provides assistance to faculty and staff in their efforts to obtain funding for research and other scholarly activities. The office offers pre-proposal consultant; information about funding opportunities, and assistance with budget, regulatory compliance and editing of proposals. It also publicizes and administers intramural research grants and manages technology transfer activities. A small library is maintained to aid faculty in identifying grant resources and agency grant profiles.

6. Clinical Workshops

The Coordinators (Special Education, Secondary Education, and Elementary/Bilingual and Reading Education) provide annual in-service workshops for supervisors and master teachers. These workshops focus on skill building to enhance the supervision of student teachers.

7. Brown Bags/Lecture Series

The School of Education sponsors periodic “Brown Bag” presentations, which give faculty opportunities to share research results and report on special projects.
8. Faculty Success Series

For the past two years the Faculty Affairs Committee has sponsored fall and spring workshops focusing on the personnel process at the Division and University levels.

VII. Procedure for Identification of Effective/Non-Effective Instruction and Removal of Ineffective Instructors

A. University

Procedures for Identification of Effective/Non-Effective Instruction and Removal of Instructors are outlined in the university series of personnel documents for faculty personnel policy and procedures.

B. College/Division

College and division administrators and faculty have procedures established for review of both effective and ineffective instruction and removal of ineffective instructors that are consistent with university policies. Student and peer evaluation of instruction are used in assembling information about teaching effectiveness. Probationary faculty members are reviewed annually. A Development Plan which includes specific directives for improving teaching effectiveness is developed with assistance of a faculty member and with departmental and Dean approval. Teaching effectiveness, professional growth and scholarly activities, and university and public service are elements considered by department, school, and university faculty and administrators in their review and recommendations for an additional probationary year, promotion, or recommendation for termination of service. Part-time faculty decision to re-employ is based on the ongoing performance annual review. Part-time faculty whose work does not meet division standards are not re-employed.
BCLAD Emphasis Programs

Faculty who supervise the (Bilingual) Cross-cultural, Language, and Academic Development Emphasis (BCLAD) candidates possess the language skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual programs.

Faculty who teach and supervise CLAD candidates are proficient in the language of the emphasis (Spanish or Vietnamese) and have experience teaching English as a second language, English language development, or specially designed academic instruction.

Faculty are also active in publishing in the area of teacher education that addresses the needs of diverse learners. The Documents Room contains relevant publications. Curriculum vitae of full-time and part-time faculty involved in the instruction and supervision of BCLAD candidates indicate their skills and are found in the Documents Room.

Early Childhood Education Emphasis Programs

Faculty members who supervise field experiences, including student teaching have academic preparation, successful teaching experience, and current knowledge of early childhood settings that reflect the cultural linguistic and socioeconomic diversity of society.

Early Childhood Education supervisors are made up of faculty and adjuncts who possess the academic preparation, successful teaching experience, and current knowledge of early childhood education that reflect the diversity of the classrooms.

Internship Response

All of the above mentioned requirements are true for the internship programs. Additional training are also provided for district support providers.

Communicative Disorders

The FTES of the Communicative Disorders program includes approximately 47.7 graduate students and a total of 159 undergraduate students served by nine full-time Ph.D. level faculty and one .6 chief speech pathologist with a master’s degree. The program requires approximately three semesters of undergraduate classes in the major and two to two and a half years of grade course work and clinic experience in the major to obtain a master’s degree and the CRSC. An additional semester of course work, predominately taken in Special Education and Education, is required for the SCA.

The Communicative Disorders program has been very successful in recruiting culturally diverse faculty members for tenure track positions. In 1989, there was only one culturally diverse faculty member. At the present time, there are three faculty members of Chinese heritage, including one faculty member from Taiwan, and one African American faculty member. There are four male and five female faculty members, with seven of them tenured and two on the tenure track. One faculty member, beginning in the Fall of 2000, will be teaching every other semester in partial retirement. Additional information is available in the program document on faculty on pages 11-15.
In summary, CSU Fullerton takes pride in the faculty. We hire and retain qualified personnel. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. They are recognized for their outstanding teaching and other accomplishments. There are many supports for faculty development. We regularly evaluate the performance of all instructors and field supervisors and retain only faculty who are consistently effective. As indicated in Standard 2, faculty members have access to adequate resources for their professional development, including resources to support research, curriculum study, and program development.
DOCUMENTATION FOR STANDARD 3

CS3.1: UPS 210.001 Recruitment of Faculty
CS3.2: Faculty by Department, Rank/Status, and Area/Role Department
CS3.3: UPS 210.500 Procedures for Search Committees
CS3.4: Faculty Vita
CS3.5: Faculty Development
CS3.6: UPS 100.200 Policy for Allocation of Travel Funds
CS3.7: Faculty Awards
CS3.8: School of Education Sponsored Activities
CS3.9: School of Education Annual Reports
CS3.10: UPS 290.000 Outstanding Professor Award
CS3.11: UPS 260.102 Guidelines for Granting Sabbatical Leaves for Faculty
CS3.12: UPS 285.000 and UPS 286.000 (PSI nad MAPPA)
CS3.13: UPS 261.000 Emeritus Status
CS3.14: UPS 210.000, UPS 210.012, and UPS 210.013
CS3.15: School of Education Personnel Guidelines
CS3.16: Sample Student Evaluation Forms
CS3.17: UPS 210.020 Review of Tenured Faculty
CS3.18: Sample Development Plans
Common 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.

For an internship program: The system of program evaluation and development includes representatives of the participating district(s) and representative of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holds of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

NCATE Standards

I.A.3 Conceptual Framework(s) - continuously evaluated.

I.G Professional Community - The unit collaborates with higher education faculty, school personnel and other members of the professional community to delivery and renew effective programs for the preparation of school personnel and to improve the quality of education in the schools.

This response is organized according the major headings of program review and evaluation and program development and revision with the documentation for the standard listed at the conclusion.

I. PROGRAM REVIEW AND EVALUATION

A. University

The Western Association of Schools and Colleges (ASC) is the California State University, Fullerton regional accreditation body. CSU Fullerton recently completed the 10-year accreditation. The final report is referenced in CS4.1: Final WASC Report.

CSU Fullerton is well known for a high degree of faculty involvement in the governance of the University and, very specifically, in the curriculum of degree programs. The University has faculty committees that oversee all curriculum matters related to graduate education. All proposals are eventually reviewed by the Academic Senate. Each of the colleges has a faculty committee that reviews new courses and degree programs proposed by departments or programs.
B. Education Unit

The Education Unit takes the evaluation of all of its credential programs very seriously. The relevance of courses offered, the expertise of the faculty, services to students, and the success of those completing the credential or program are of great importance to the faculty. Therefore, program evaluation and program development are ongoing, multidimensional endeavors, involving continuous input from students, faculty and community as well as the public schools that we serve.

In Fall 1999, the Professional Education Unit completed a self-assessment of adherence to NCATE standards. All full and part-time faculty in each program were invited to complete a Likert-scale rating for each NCATE standard. Data were analyzed and reviewed in monthly meetings of the Accreditation Committee and Team 2000 (the Dean’s ad-hoc advisory for accreditation issues). Program improvements were instituted as appropriate. For example, one needed improvement was continued articulation and a more comprehensible representation of the Conceptual Framework. This resulted in a renewed emphasis of the syllabus format and the development of a pictorial model. Continued reflection and discussion over the year has resulted in a schema that organizes our conceptual framework and individual program knowledge bases into a more cohesive model that is: (a) founded on the University Mission and Goals; (b) shaped by the needs, aspirations, and skills of our students, faculty, and community; (c) embedded in appropriate standards of the individual professionals and/or California Commission on Teacher Credentialing (CCTC) standards; (d) informed by the knowledge base of each profession; and (e) responsive to NCATE Standards. The Conceptual Framework was then organized by four major categories: the university, students, faculty, and community. The model shows the connections between the conceptual framework and the knowledge base of each of the professional programs in education (CS4.2: Conceptual Framework).

C. College of HDCS

The All-University Responsibility for Teacher Education Committee (AURTEC) met November 1999 to discuss governance issues regarding credential programs (including the new blended program), the new Center for Careers in Teaching, admissions and recruitment issues, and accreditation. Changes made as a result of this meeting include the revisiting of membership, roles and responsibilities of all committees concerned with the Education Unit. Organization charts for the Education Unit were also reviewed to more accurately reflect governance and accountability.

Chairs and administrators in the College of Human Development and Community Service participated in a two-day retreat in October 1999 to assess the school in seven major categories: leadership, planning, service orientation, information and analysis, faculty, staff, and workplace climate, process management, and excellence levels and trends. As result of this retreat, several subcommittees have worked to address concerns with respect to space, data needs, planning, communication strategies, and school organization.

O’Neill and Associates conducted a diagnostic review to identify those operational and structural issues that must need to be addressed in order to best support the programmatic mission of our school and the achievement of our objectives. They have provided a set of recommendations and set action items during Spring 2000.
1. Faculty

Faculty meet regularly, formally and informally, to assess programs. This practice provides an opportunity for them to give feedback regarding their experiences and to make suggestions for possible changes or modifications to the program. The faculty discuss program issues and explore changes or modifications which will enhance the relevance of the curriculum. The department heads and program coordinators communicate with adjunct faculty for the same purpose. Discussions have focused on program modifications that reflect CTC standards and a better integration and coordination of assignments and readings across courses. The School of Education works to improve consistency so students receive a more uniform course of instruction as well as field experience. Last year Elementary, Bilingual, and Reading Education Department reviewed its commitment to CLAD infusion and now offers CLAD as the basic credential. They are currently working diligently to infuse technology across the multiple subject program.

2. By Graduates and Employers

Every four years all graduates of the Education Unit are sent questionnaires that are used to identify program strengths as well as areas that are in need of improvement. This information is given to program coordinators and is used in periodic review and modification of program contents as it is determined to be needed. Program Coordinators are responsible for securing periodic needs assessments of professional constituencies and community recipients. These are conducted in various ways which among others include: contacts with advisory committees, individual contacts with school and agency professional staff, and by formal needs assessments. Results of the student evaluations, follow-up of graduates and employers, and needs assessments are reviewed by program faculty, and adjustments to a program are made if deemed appropriate.

All of the programs in the Credentials Unit have conducted various follow-up surveys of graduates and employers as well as needs assessments yearly and some by semester. The following Table 4-1 (Evaluation Grid) lists the department, evaluation type, evaluation content, who surveyed, date collected, date reported, to whom reported and how program revision occurred.

Each university supervisor and mentor teacher completes evaluations of candidates' field work experiences. S/he provides feedback regarding her/his assessment of each candidate's competence and writes a reflection on the candidate's preparation to perform successfully. These results are returned to the Coordinators who share with faculty giving valuable information as program changes and modifications are considered (CS4.3: Evaluation Forms for Credential Candidates).

3. Candidates

Each candidate is requested to complete both program evaluation and specific course evaluation forms at the completion of each program. Upon completion of their programs, candidates are given the opportunity to respond to program strengths as well as to offer suggestions for improvement. This is normally done at the end of the required student teaching/field experience.

Students are often interviewed informally at the end of each academic year by the program coordinators and faculty. This practice provides an opportunity for the credential candidates to give feedback to the University, College and School regarding their experiences and to make
### Table 4.1 (CS4.3: School of Education Evaluation) 
**Credentials Unit** 
**Evaluation Grid**

<table>
<thead>
<tr>
<th>PROGRAM TYPE</th>
<th>EVALUATION CONTENT</th>
<th>WHO SURVEYED</th>
<th>DATE COLLECTED</th>
<th>REPORTED TO</th>
<th>HOW PROGRAM REVISED</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT WIDE</td>
<td>Employment Survey</td>
<td>Graduates</td>
<td>Every four years</td>
<td>All Faculty</td>
<td>N/A</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>Program Evaluation</td>
<td>Teaching &amp; classroom management/student discipline skills, content &amp; pedagogy knowledge; program features most/least valuable</td>
<td>Graduates and Master Teachers</td>
<td>Each semester (end of program year for candidates)</td>
<td>SECTEP, SECED, and Community/Intern Advisory Board</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Rank importance on 22 issues of knowledge/skills addressed in program</td>
<td>Prospective employers (Superintends Principals)</td>
<td>Every four years</td>
<td>SECTEP, SECED, and Community/Intern Advisory Board</td>
<td>Revisions proposed via ad hoc committee; voted on by SECTEP</td>
</tr>
<tr>
<td>Elementary Bilingual Education</td>
<td>Program Evaluation</td>
<td>Program Evaluation (21 items) and Self Evaluation (25 items)</td>
<td>Graduates by Program</td>
<td>Every semester</td>
<td>Faculty, Advisory Boards</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Scranton and Open-Item Form (20 items)</td>
<td>Prospective Employers</td>
<td>Every Fall</td>
<td>Faculty, Advisory Boards</td>
<td>Through Faculty action</td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>15 items</td>
<td>Superintendents</td>
<td>Every 3 years (March 99)</td>
<td>Faculty, Advisory Boards</td>
<td>Through Faculty Action</td>
</tr>
<tr>
<td>Reading</td>
<td>Program Evaluation</td>
<td>Survey</td>
<td>Graduates Every Semester</td>
<td>Faculty and Guild</td>
<td>Faculty</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Survey</td>
<td>Prospective Employers</td>
<td>Every five years</td>
<td>Faculty and Guild</td>
<td>Faculty</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Program Evaluation</td>
<td>Rates 18 categories based on program design, plus 3 open-ended questions</td>
<td>Graduates</td>
<td>Every year as graduates leave the program</td>
<td>Advisory Council, Faculty, and in Annual Report</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Rates 16 categories based on program designed, plus 3 open-ended questions</td>
<td>Prospective employers</td>
<td>Every year</td>
<td>Faculty, Advisory Committee, and Students</td>
<td>Through action by department and upon consultation with Advisory Committee</td>
</tr>
<tr>
<td>Special Education</td>
<td>Program Evaluation</td>
<td>Rank importance 9 issues and 10 openended questions</td>
<td>Graduates</td>
<td>Every semester</td>
<td>Faculty, Advisory Committee, and Students</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>Same as previous</td>
<td>Employers</td>
<td>Every three years</td>
<td>Faculty, Advisory Committee, and Students</td>
<td>Same as previous</td>
</tr>
</tbody>
</table>

Teacher candidates, their master teachers, and university supervisors are consulted for this annual evaluation. The results of the program evaluations are compiled, and a summary is given to the instructors and program coordinators. This information is used in making course and program modifications on a continuous basis.
suggestions for possible changes or modifications to the program. Because of the controlled class sizes in the program and frequent opportunities for students to talk with faculty and administration, many informal discussions take place between faculty and students regarding course content, texts, relevance of the course objects, and so forth.

An additional mechanism for continuous feedback from students is student groups. An example is the Student Advisory Council (SAC) in Secondary Education. This is a representative group of credential candidates (representatives from all subject areas) who meet regularly and discuss common issues and concerns. A Secondary Education faculty member serves as advisor to the group and information from the meetings are communicated to the faculty and administration by both the faculty advisors and participating students. The President of the group is invited to attend monthly Secondary Education Cooperative Teacher Education (SECTEP) meetings.

4. Educational Partners

CSU Fullerton calls on many Educational Partners to contribute to the evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Each program has one or more advisory committees composed of program faculty, community members with expertise in that area, employers of graduates, and program students. Each advisory committee meets at least once per academic year for the purpose of reviewing the program operations, productivity, and proposed changes. Advisory Board members also offer suggestions directed toward program changes and improvements so constituencies' needs are more effective met. Advisory Boards include membership of women, minorities, and persons with disabilities. These individuals are active participants in the review of programs and offer suggestions for improvement that more effectively meet the needs of the diverse area population.

A complete description of the representatives and the duties of each Board is located under the subcategories below:

a. Elementary Education Community Advisory Board

The Multiple Subject Advisory Board is composed of site and strict level administrators, teachers, resource persons, community member, and faculty from the Department of Elementary, Bilingual, and REading Education. District personnel are recruited from our service area. District personnel and faculty with CLAD and CIAD expertise and responsibilities are well represented on the board. The Board assist our programs in evaluating the quality of our courses and field experiences.

b. Reading Advisory Board

The Reading Educators Guild serves as the program advisory board. It is composed of former graduates who are now teaching in the public schools, local community colleges, and private/public reading clinics. This group reviews all new curriculum changes, notifies students, conducts all program evaluation of graduates, administrators, and alumni every five years, and monitors the functioning of the cohort groups. In addition, the Program Chair works closely with the administrators of the cohort units located in specific
school districts to evaluate the effectiveness of instruction and the alignments of our curriculum to the perceived needs of teachers in the public.

c. **Blended Teacher Education Program**

The CSU Fullerton BTEP team consists of two overlapping works groups: the BTEP Steering Committee and the BTEP Advisory Committee. Representatives from across campus compose the BTEP Steering Committee including faculty representatives from education, special education and the subject matter areas of Language Arts, Mathematics, Science, Social Sciences, Visual & Performing Arts, Human Development; a representative from the Center for Careers in Teaching; deans from the Colleges of Arts, Humanities and Social Sciences, Natural Sciences and Math, Health and physical Education, and Human Development and Community Service, and the Associate Vice President for Academic Programs.

The BTEP Advisory Committee, organized into subject matter teams, includes all Steering Committee members plus additional faculty representatives from education and the subject matter areas, a representative from the Orange County Office of Education, and personnel from school districts and the community surrounding CSU Fullerton, including teachers, principals and parents. The BTEP Advisory Board, meets bi-monthly to establish and examine policies. These meetings are convened by the BTEP Coordinator. Currently, the BTEP Advisory Board is chaired by the Center for Careers in Teaching Director and the BTEP coordinator.

d. **Secondary Education Community/Internship Advisory Board**

The Secondary Education Community/Internship Advisory Board includes membership from the three Professional Development Districts and surrounding districts which includes school board members, administrators, union representatives, parents, and teachers. It also includes campus representatives from the Secondary Education Cooperative Teacher Education Program (SECTEP), faculty from Secondary Education, and student representatives (current and alumni). The Board meets the second Tuesday in October and the second Tuesday in March. The Board reviews the semester evaluation of the program, concerns of teachers and students, and other programs issues. The Board is chaired by the Coordinator of Secondary Education.

e. **Special Education Community Advisory Board**

The Special Education Community Advisory Board (SPEDCAB) consists of a representative sample of community and district members who have an expressed interest in the broad context of special education. The board includes parents of individuals with disabilities, school administrators, direct service providers, representatives from the Orange County Office of Education, program graduates and candidates, practitioners, directors of early childhood programs, family members, SELPA directors, school psychologists, and other members with an orientation and commitment to the ideals of the education profession. The SPEDCAB also consists of professional practitioners and diverse community members. The Dean, Associate Dean of Education, Department Heads from Elementary, Bilingual, and Reading Education; and Secondary Education, all faculty in the Department of Special Education and three part-time representatives are members of the board.
The SPEDCAB provides program review and a guidance source experienced with the teaching and parenting demands of the discipline. This external check and balance system provides the necessary oversight to meet the demands of the discipline at the level of the practitioner. The Community Advisory Board meets at least once per year (and often more) and serves in an advisory capacity for the department. In addition, the board provides an operational inspection of special education programs, including mission and delivery.

The new CCTC configuration of unit review has provided opportunities for departments/programs to share knowledge and expertise of the various educational partners. On Thursday, October 7, 1999 CSU Fullerton hosted an Educational Partners meeting for all Education Community Advisory Board members. Approximately 200 education partners attended the two-hour event. During the first half hour the partners met together to hear an update on CSU Fullerton Education programs and to learn about the upcoming NCATE/CTC visit. The conceptual framework was explained and partners were shown how their past input contributed to the framework. The second half hour provided an opportunity for all present to provide additional input to CSU Fullerton program; each table brainstormed major strengths, suggestions and they were asked how their input has made a different in program revisions to date. The final hour was used for department/program meetings for specific input and sharing of information.

f. WASC Study

The University Self-Study for the WASC accreditation visit in the Spring of 2000 states “The process of building assessment into the curriculum represents the third major unifying data they cover in the Self Study.” The focus on outcome-based assessment has been a major activity on campus in the last few years so that in preparation for the WASC visit each department and program was asked to provide a written answer to seven questions:

1. How do you decide what you want your students to learn in your program?
2. What do you expect your students to know and be able to do as a result of completing your program?
3. How do you communicate these expectations to students?
4. How is the curriculum structured to reflect your program’s goals for student learning and to facilitate student progress toward achieving them?
5. How do you know students are learning what you expect them to learn at the various points in the curriculum?
6. How do you know graduates have accomplished the goals of the program?
7. How do you use this information to improve your program?

The responses to these questions for each program in the School are referenced in CS4.1: Final WASC Report.

II. Program Development and Revision

Program development and revision is ongoing in the School of Education. Program administrators and faculty members rely on follow-up studies, final assessment and course evaluations, assessments from field experience site supervisors, formal and information discussions with students and faculty, current research and readings, and feedback from the community for input and direction regarding program development. Curriculum Committee

Common Standards

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minutes provide evidence of continuous program and curriculum review and modification (CS4.5: Curriculum Committee Minutes).
Internship Response

Single Subject Internship

District, University, and Certified Professional Representation in Program Development and Evaluation

District, university, and professional teacher involvement in program development and evaluation is assured through the Coordinator of Secondary Education. The program has an Internship/Community Advisory Board made up of representatives from districts/schools, professional organizations, and faculty. This committee meets each semester. The same instruments are utilized for master teacher/mentor and student evaluation and feedback as in the regular program.

Multiple Subject and Special Education Internship

The Division of Education Elementary and Special Education programs have membership to the Internship Advisory Board. When special education developed their intern program three years ago it only made sense to collaborate with Elementary Education. This way district personnel and teacher union staff only have to attend on CSU Fullerton Intern meeting a semester instead of two. This Board meets each semester, as required to ensure qualified guidance is provided to the candidates. Each participating district appoints a Board representative to send to advisory committee meeting, most commonly this is the Human Resources Director or the Director of Personnel Services as this person hires both elementary and special education teachers for the district. Several representative faculty from both Elementary and special Education at CSU Fullerton are members of the Board. Field Coordinators also serve on the Board. The Board oversees the program and promotes innovative effective support/techniques. As previously indicated, this Board consists of representatives from the various teachers’ unions and district appointed Intern coordinators. Valuable contributions from these certificated employees, along with district representatives, ensures cooperation in all decisions regarding the implementation and evaluation of the Internship program. The programs participated in joint review December 9, 1999. (CS4.6: Internship Boards).

Communicative Disorders

The Communicative Disorders Advisory Board meets once per semester to provide feedback on the program and advice to the faculty. They have made several suggestions for program improvement, some of which were implemented, and have additionally made suggestions based upon the most recent survey of employers and graduates.

In Communicative Disorders, students are required to complete at least three on-campus and four off-campus clinical practica. Consequently, their clinical performance is evaluated by several different supervisors and master clinicians. Further information regarding program evaluation is available in the program document pages 7 through 9.

In summary, qualified persons are hired and assigned to teach courses and supervise all field experiences in each program. Faculty are knowledgeable cultural, ethnic, and gender diversity. CSU Fullerton provides support for faculty development, and recognizes and rewards outstanding teaching. We regularly evaluate performance of all course instructors and field supervisors and retain only those who are effective.

Common Standards

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DOCUMENTATION STANDARD 4

CS4.1 Final WASC Report
CS4.2: Conceptual Framework
CS4.3: School of Education Evaluation
CS4.4: Evaluation Forms for Candidates
CS4.5: Curriculum Committee Minutes
CS4.6: Internship Advisory Boards
Common 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.

For 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.

NCATE Standards

II.A. Qualifications - The unit recruits, admits and retains candidates who demonstrate potential for professional success in schools.

II.B. Composition - The unit recruits, admits, and retains a diverse student body.
1. The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.
2. The unit’s efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.
3. The student body is culturally diverse.
4. The student body includes males and females from two or more of the following groups: White, not Hispanic; Black, not Hispanic; Hispanic; Asian or Pacific Islander; Native American; or Other.

The response is organized according to admission criteria and procedures and admission of under-represented groups with the documented evidence at the end.

I. WELL-DEFINED ADMISSION CRITERIA/PROCEDURES UTILIZING MULTIPLE MEASURES

A. University

All California State University, Fullerton applicants must comply with admission requirements to the California State University, which are in accordance with Title 5, Subchapter 3 of the California Code of Regulations. (California State University, Fullerton General Catalog 1999-2001, p. 412.)
1. **Undergraduate applicants must** complete a university application form, pay an admissions fee, secure official transcripts, take appropriate aptitude tests (ACT or SAT and, if applicable, the TOEFL), and additional placement tests as required. Admission is determined by prior GPA and aptitude test scores. For more specific information, refer to the California State University, Fullerton General Catalog 1999-2001, pp. 412-426. Credential candidates may enter the program as an undergraduate, however, they cannot receive their preliminary credential until their bachelor’s degree is posted.

2. **Graduate Applicants must** apply for University Postbaccalaureate Standing. To do this, they must complete a university application, pay an admissions fee, and secure transcripts. Also, they must:

   a. Hold an acceptable bachelor’s degree from a regionally accredited four-year institution or have equivalent preparation as determined by appropriate campus authority;
   b. Be in good academic standing at the last college or university attended;
   c. Have attained a 2.50 GPA (A = 4.0) in last 60 (90 quarter) units attempted; and
   d. Satisfactorily have met professional, personal, scholastic, and other standards, including qualifying examinations, as appropriate campus authorities may prescribe.

For more specific information, refer to the California State University, Fullerton General Catalog, 1999-2001, pp. 456-462. The attainment of Postbaccalaureate Standing is one condition for admission to all advanced credential and master’s degree programs. Additional admission requirements specified in each University college are prepared by division and program.

**R. Colleges/School**

1. **Program Information**

Undergraduate admissions is supported infrastructurally throughout the University. The Center for Careers in Teaching (CCT) is a permanent University office staffed by a full-time director and two full-time support staff, plus graduate assistants. The Director’s specific responsibilities regarding BTEP encompass the following: Student recruitment including high school site recruitment visits, on-campus recruitment and recruitment of incoming major appropriate students; reviewing applications and appropriate follow-up communication; new student orientation; ongoing academic advisement that includes community college general education course possibilities; and with the BTEP Coordinator assisting students’ access to institutional offices such as Admissions and Records and Financial Aid. The CCT has developed an extensive website that includes a link for BTEP. The address is www.fullerton.edu/cct.

All School of Education basic credential and most advanced credential program information, applications, and student records (applicant and first semester) are housed in Admission to Teacher Education (UH 123). The staff includes an office manager, a receptionist, three admissions technicians (basic credential programs), two data technicians, and several student assistants. The Director of Admissions to the single subject program is housed next door to the Admission to Teacher Education complex and the Director of Admissions for the multiple subject program is housed in EC 207.

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Other programs information and applicant materials are also available from department heads, program coordinators, and program faculty and used in group orientation sessions (required for some programs) as well as during individual conferences.

Programs housed in other colleges also have program information and application materials available in department and program subject matter coordinators and advisors offices and are readily available for applicants and enrollees upon request.

2. **Admission Requirements BTEP (CS5.1: BTEP Admission Materials)**

Students applying to the BTEP at CSU Fullerton must meet the following academic and personal criteria:

- Minimum high school GPA of 3.2
- Three years of high school foreign language with at least a B average. Students who do not have this background will need to take two courses (6 semester units) of college level foreign language in the summer following their freshman year.
- Completion of the ELM and EPT examinations by June 1 of the senior year of high school if not exempt from these exams on the basis of SAT scores (minimum math score 560 and minimum verbal score 550).
- Admission to CSU Fullerton as a first-time freshman.
- Submission of the BTEP application including letters of recommendation, personal responses to questions listed on the application, and official high school transcripts (in addition to those mailed with CSUF Fullerton application).
- Documentation of positive experiences working with children.
- Commitment to a full-time program that runs five days per week (part-time employment of more than 10 hours per week is strongly discouraged due to the intense time commitment of this program).

After successfully completing the freshman and sophomore years, students will apply for formal admission to the Teacher Education Program.

Official admission to the Teacher Education Program will occur prior to the beginning of the junior year. To achieve Admission into the Teacher Education program, BTEP students must accomplish the following:

- Pass the CBEST examination.
- Earn a GPA of 2.75 or better in a minimum of 60 semester units of course work.
- Complete six semester units or the equivalent of a foreign language
- Complete all courses from the first four semesters of BTEP
- Submit two letters of recommendation - one from a CSU Fullerton faculty member and one from a field experience elementary teacher to the program coordinator for multiple subject and/or special education
- Compete a Certificate of Clearance
- Submit TB test results

The BTEP program adheres to the philosophical standards espoused by the University. The students written statement and the interview determine that each admitted student has appropriate personal characteristics, including sensitivity to California’s diverse population, effective
communication skills and other basic skills, and prior experiences that suggest a strong potential for professional effectiveness.

3. Admissions Requirements - Basic Credentials (Regular and Internship) CSU5.2: Basic Credentials (Regular and Internships) Admission Materials

Very specific policies and procedures have been developed for all applicants seeking admission to the basic credential programs. These programs/credentials are outlined in the California State University, Fullerton General Catalog 1999-2001 (pp. 489-492) and admissions criteria specifically delineated in admission packets available to all students and other interested persons in the Admission to Teacher Education complex. These policies and procedures (i.e., Multiple Subject and Special Education Credential Admissions Requirements and Single Subject Credential Admission Requirements) are updated each semester by the Department Heads, Directors of Admission, Program Coordinators, and faculty to reflect any changes in the requirements or processes. Priority consideration is given to program applicants who submit completed application packets by September 30 for Spring enrollment and February 28 for Fall enrollment. When the reviewers view the documents room, you will see the multiple subject application is green, single subject is yellow and special education is blue. The content aligns across all programs. The color coding is for administrative needs.

a. Academic Requirements - Multiple Measures. Verification of academic competency for basic credential enrollees is done with the use of multiple criteria. Students may enter the credential program as an undergraduate and use the units in the credential program as electives to obtain a bachelor's degree. A bachelor's degree from a regionally accredited college or university is a requirement for teacher certification. Students may petition for concurrent post-baccalaureate credit. Students must:

- Have taken the California Basic Education Skills Test (CBEST). The test must be passed before student teaching. The CBEST verifies attainment of basic competencies in reading, writing, and mathematics.

- Candidates must pass the Commission's subject matter competency exam or complete a Commission approved program of subject matter study before beginning formal student teaching.

- Pass appropriate prerequisite courses to the basic credential program to which they are applying.

- Attain a cumulative GPA that demonstrates academic achievement equivalent to the upper one-half of undergraduate students in the applicant's discipline division or major. The School of Education comparison group utilized is the one compiled by the Chancellor's office for 1995-96 through 1998-99. University and system median GPAs for academic majors are included in the admissions packets/handouts and gone over in the orientation. We will adopt the common admission standards of the CSU at the effective date.
• Demonstrate knowledge of the U.S. Constitution by completion of the appropriate college-level course or college-level examination before credential eligibility.

• Pass the Reading Instruction Competence Assessment (RICA) before credential eligibility. This applies to multiple subject and special education candidates.

b. Pre-Professional Requirements/Personal Characteristics. Verification of pre-professional requirements/personal characteristics for a basic credential include:

• Completion of a Teacher Education Admission Application which requires the applicants to report prior experiences in working with school-aged children, specific education goals, and personal characteristics that relate to teaching in a written autobiography.

• Participation in an interview with an appropriate program coordinator and/or faculty members who assess effectiveness in the use of the English Language and assess suitability for teaching.

• Securing three letters of recommendation from former instructors, supervisors, or other individuals who are in a position to recommend the applicants. Letters should verify academics, character, and include experiences working with children.

• A valid Health Clearance (Tuberculin) and Measles. The tuberculin clearance is valid for four (4) years and must be valid through all student teaching experiences. The clearance may be completed at a private physician’s office or HMO, the County Health Department, or the CSU Fullerton Student Health Center.

• Securing a Character and Identification Clearance which involves an FBI background check to establish true identify and good moral character.

• Writing an autobiography or letter of intent.

All candidates in multiple subject/special and the CLAD certificate in Single Subject must have six semester units of college second/foreign language instruction with a grade of “C” or better, or an equivalent experience that sensitizes the candidate to the challenges of second language learning acquisition, prior to recommendation for CLAD. Such an experience could include options such as Peace Corps training and service, or residence in a non-English speaking country. Three years of high school second/foreign language may satisfy one college-level course if the candidate received grades of “B” or better. The experience must be satisfied in one language, not a combination of languages. Single subject and special education candidates who are admitted without this requirement will receive their preliminary credential at the time of program completion. The CLAD certificate may be added when the second language requirement is met.
Requirements for a BCLAD emphasis are all of the above plus: Submission with application the applicant's philosophy of bilingual education, written in the language being emphasized and additional course work emphasizing language and culture (EDEL 446 (3 units) - BCLAD Methods and Inquiry. The BCLAD Asian Language will be offered beginning Fall 2000. The candidate must verify before completion of the program listening, reading, speaking and writing language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute.

Each candidate is provided with information at the time of orientation to the program about the language requirements and is advised on how to meet the foreign language requirement. The program provides opportunities through Foreign Languages (two three unit courses designed especially for teachers) on campus to acquire and/or enhance their language and cultural competencies.

d. **Basic Credential Programs Internship.** Academic and Pre-Professional/Personal Characteristics Requirements. Program applicants must meet all requirements for enrollment in regular basic credential programs. In addition to these, they must also:

- Submit passing scores on the CBEST.
- Verify subject matter competency through completion of an appropriate subject matter waiver program or pass an appropriate subject matter PRAXIS/SSAT examination.
- Possess a bachelor’s degree in an academic subject from an accredited institution.
- Pass an interview conducted by Internship program coordinators and/or faculty.
- Pass an interview conducted by school district personnel where Internship placement is being requested.

4. **Admissions Requirements (Services and Specialists) and Master's Degree Programs (CS5.3: Services and Specialists and Master's Degree Programs Admission Materials)**

Policies and procedures have been developed for all applicants seeking admission to advanced (services and specialists) credentials and master's degrees. The programs are explained in the California State University, Fullerton General Catalog 1999-2001 as well as in application packets that can be secured from the Admissions to Teaching Office (EC 207) which give detailed requirements, policies, and procedures.

a. **Academic Requirements - Multiple Measures.** Verification of academic competencies for School of Education advanced credential and master's degree applicants is done with multiple measures. The admissions decision for post baccalaureate and degree standing are monitored by the Admissions Office and
Graduate Office of the University that assures that students have met the minimum requirements. All programs applicants must:

- Possess a bachelor’s degree from an accredited institution.
- Attain a 2.5 GPA overall or on the last 60 undergraduate units. The Reading Program requires a 3.0.
- Complete an appropriate academic program or course work. See specific requirements for each program.
- Advanced Credential Program applicants must also pass the California Basic Education Skills Test (CDEST). This test verifies attainment of basic competencies in reading, writing, and mathematics.
- Education Leadership - Professional Administrative Credential. These candidates complete an Applicant Portfolio in part requiring an Application form, three confidential recommendations, an interview with a faculty member, and an essay.

b. Pre-Professional Requirements/Personal Characteristics. Verification of professional potential for School of Education advanced credential and master’s degree applicants is done through the following measures:

- An essay, philosophy, or statement of purpose which requires an applicant to produce a 2-3 page statement pertaining to a focus on the present situation and his/her short and long-term professional goals (single subject only).
- Three letters of recommendation written by instructors, supervisors, or other individuals in a position to evaluate potential for graduate study and service in the area of professional study.
- All advanced credential applicants are required to make application or have a basic credential. This clearance must be secured as condition for working with children and young adults in a K-12 setting.

A review of all application materials by the program coordinator and the program faculty serves as the determining factor for program admission.

5. Advanced Credential Program (College of Communications)

In addition to general requirements for admission to the University, the advanced credential applicants housed in School of Communications for Clinical Rehabilitative Services - Language, Speech and Hearing have requirements that are generally similar but unique. They are:

a. University application.
b. Department application
c. A bachelor’s degree in Communicative Disorders or completion of all Communication Disorders courses required for the major.
d. A GPA of 3.00 on the last 60 units of course work, and a minimum GPA of 3.00 on Communicative Sciences and Disorders course work.

e. Official GRE scores - scores are considered but not a final determinant for admission.

f. Letter of Intent

g. Three letters of recommendation (by instructors or other persons familiar with Communicative Disorders)

h. Faculty review

II. Attention to Admission of Under-Represented Groups

A. University

The California State University, Fullerton General Catalog 1999-2001 outlines the university Nondiscrimination Policy on pp. 452-454. Two full time individual staff university offices act on inquiries concerning compliance with acts and implementing regulations: Rosemaria Gomez-Amara (Director of Affirmative Action) and Paul K. Miller (Director Disabled Student Services). CSU Fullerton actively recruits candidates for program admission from under-represented groups. The campus undergraduate student body represents minority and traditionally under-represented populations, so there is a natural pool of students for the School of Education.

B. Colleges/School

The Colleges of Communications, Human Development and Community Service, and School of Education faculty and administrators are committed to achieving a balanced student population in terms of gender, race, ethnicity, and handicapping conditions. 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. All materials specifically state our goal of having a balance of representation from all genders, races, and ethnic and disability groups. The sensitivity of applicants to individuals with various disabilities and from diverse ethnic, cultural, linguistic, and socio-economic backgrounds is assessed in the recommendations which request this information specifically, interviews which probe for experience in this area, and essays which ask for information about working with diverse groups. This is demonstrated in a variety of ways with some examples listed below:

In most programs, personal and academic qualities of applicants are assessed through program faculty consulting with colleagues who have taught the prerequisite courses in which applicants have enrolled. All students are exposed to and assessed in their sensitivity to cultural diversity courses. This screening procedure has been very helpful in identifying any applicants whose academic or personal qualities are of potential concern. Every candidate is engaged in a personal interview with an individual or a panel of faculty who teach in the school, department and/or subject area. The interview enables faculty to examine candidates’ interest in the needs of children, sensitivity to children from diverse ethnic, cultural and socioeconomic backgrounds, as well as candidates’ prior leadership experience and experience with children. Interviews conducted in small groups allow an opportunity to observe interactions with other adults as well.

1. School of Education Program Admission:

   a. Basic Credential Program applicants failing to meet all minimal requirements for admission into a program may be given an exceptional admit. Criteria for
exceptional admit include: consideration of applicants from under represented populations; unique skills such as bilingual competence; work experience; and other related factors. There is also admission flexibility for applicants who have failed to pass all segments of the CBEST and/or subject matter competence.

b. **Advanced Credential and Master's Degree Program** coordinators and faculty review all program applications. Deficiencies in one or more areas can be offset by strengths in other areas. Some of these include: strengths receiving consideration include membership in under represented populations, successful work-related experience, bilingual capabilities, recent academic performance, and other related experiences.

c. **Special Programs/Projects that Promote Minority Enrollment:**

- **CBEST and MSAT Support.** The Center for Careers in Teaching and Admission to Teacher Education offices alert students to program requirement changes and to the importance of passing these examinations. These offices also provide resources (courses available, workshops, guides, etc.) that provide support for students in passing the CBEST/MSAT. Students are also given information about these examinations during regular advisement sessions. Much emphasis in this area is directed to offsetting the impact of the test on minority and second language students in what is perceived to be unfairness relative to the tests. To this end, special courses/workshops have been developed to address basis skills deficiencies of student who were unable to pass the tests.

- **The Teacher Track Project,** originated in 1990, designed to recruit from the pool of instructional aides in the diverse school districts of Fullerton Elementary, Anaheim City, and Santa Ana, has moved potential teachers into the teaching professionals and supported them in their efforts to achieve a credential. One of the primary goals of this program is to assist in achieving a multi-racial ethnic teaching workforce.

- **The Paraprofessional Teacher Training Program (PTTP)** targeted to address shortages in teaching by supporting paraprofessionals to enter the teaching force has resulted in under-represented groups entering our programs. Collaboratives with local school districts (Capistrano, Saddleback, Orange Unified, Santa Ana, Anaheim, Buena Park, etc.) have resulted in additional minorities pursing teaching credentials at CSU Fullerton.

- **The Bilingual Career Ladder Program** provides support for high school graduates and paraprofessionals who are pursuing careers in teaching. This program was recently refunded and expects to produce 80 credentialed teachers and Special Education teachers each year for five years.

- **The Bilingual Teacher Recruitment Program,** supported by the California Department of Education in cooperation with local school districts, provides funding support for bilingual teachers. This program currently has 49 enrollees (45 minority).
• **The Future Teachers Program** offers CSU-eligible high school juniors and seniors weekly class meetings which focus on teaching related subjects, tutoring opportunities, career and academic advising, field trips, and special speakers each semester for which the students receive two units of credit at CSU Fullerton. Over 3,000 students, mostly minority, have completed the course for credit.

• **Orange County PreIntern Program** was established two years ago to support elementary and special education teachers working on emergency permits who had not successfully attained subject matter competency. CSU Fullerton has been a partner in this effort from conception. We assisted with the grant writing, offered 6 units per year to participants and attended advisory committee meetings. This program supports teacher education candidates who are 93% minority (mostly Hispanic).

• **Anaheim Union II High School District PreIntern Program** was established this year to support secondary and special education teachers working on emergency permits who not successfully attained subject matter competency. The program is anticipated to have high enrollment of minority candidates.

• **Orange County Paraeducator Program** was established Spring 2000 to support elementary and special education paraeducators working in Orange County Schools. The funding requires CSU or Community College Partnerships. CSU Fullerton has been a partner in this effort from conception. We assisted with the grant writing, offered faculty advisement to participants and attended advisory committee meetings. This program supports teacher education candidates who are 87% minority (mostly Hispanic).

• The Office of Student Academic services and University Outreach, **Choices 2000** promotes higher education to ninth and tenth grade students through a series of presentation and activities to help qualify these students for CSU admissions. BTEP Advisory Committee members have consulted with the program coordinator and have included BTEP in the ongoing recruitment presentations. The **Educational Talent Search Program**, also sponsored by the Office of Student Academic Services and University Outreach, targets under represented students for entry to CSU Fullerton and has also agreed to add the BTEP brochure to their outreach sessions.

• **The Director of Center for Careers in Teaching** participates in high school career fairs at which programs are highlighted to under-represented students. The Director also makes personal visits to counselors of high schools with diverse populations to promote programs.

• **Rancho Santiago Community College District Bridge to Teaching Project** is designed to identify and recruit future teachers from among community college student population, including paraprofessionals working in the local schools. The Project is an outgrowth of the CSU Fullerton Teacher Track Program. This multi-faceted effort is jointly sponsored by
CSU Fullerton and the Rancho Santiago Community College District with funding from the Philip Morris corporation, and is mid-way through a two-year funding cycle. Of the 500 individuals participating in the project this year, more than 50% are from ethnic backgrounds that are currently under represented in the California teaching force.

d. Credential Candidates Ethnicity

Results of these projects provide good evidence of success as both the numbers and percentages of students from under-represented populations continue to increase. Table 5.1 shows total minority enrollment Fall 1999 averaging over 25% across programs, with 23% special education, 29% single subject, 26% multiple subject, 20% educational leadership, and 17% reading.

Table 5.1
School of Education
Credential Programs Ethnicity Fall 99

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<tr>
<th>Credential</th>
<th>Number of Students</th>
<th>Full Time</th>
<th>Women</th>
<th>Men</th>
<th>Minority**</th>
<th>White</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>283</td>
<td>31%</td>
<td>80%</td>
<td>20%</td>
<td>23%</td>
<td>64%</td>
<td>13%</td>
</tr>
<tr>
<td>Single Subject</td>
<td>410</td>
<td>60%</td>
<td>54%</td>
<td>46%</td>
<td>29%</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>Multiple Subject</td>
<td>553</td>
<td>56%</td>
<td>87%</td>
<td>13%</td>
<td>26%</td>
<td>66%</td>
<td>8%</td>
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<tr>
<td>Educational Leadership</td>
<td>201</td>
<td>61%</td>
<td>68%</td>
<td>32%</td>
<td>20%</td>
<td>80%</td>
<td>None</td>
</tr>
<tr>
<td>Reading</td>
<td>128</td>
<td>40%</td>
<td>95%</td>
<td>5%</td>
<td>17%</td>
<td>83%</td>
<td>None</td>
</tr>
</tbody>
</table>

*12 or more units
**Minority includes all ethnicities except for White, Unknown, and International

Source CSU Fullerton, Office of Analytical Studies (CS5.4 CSU Statistical Handbook, Spring 2000)

C. Advanced Credentials Other Colleges

The College of Communications gives consideration to applicants from under represented populations. They use multiple criteria and in different ways state that no single criterion by itself will determine whether or not an applicant is admitted to a program. Applicants for advanced credentials offered in the Department of Communicative Sciences and Disorders must be admitted to graduate standing. Additional information regarding admissions is found in the program document on page 30. In reviewing applicants, the California State University, Fullerton General
Catalog 1999-2001 (p. 349) states requirements. In addition to common criteria consideration may include but will not be limited to: outstanding clinical potential, students with disabilities, and students with multi cultural or bilingual experience.

In summary, criteria for admission to advanced credentials and master's degree programs offered both within the School of Education as well as in other colleges have several common factors that include:

a. BA/BS degree in the same or a related major (or additional prerequisite work is required).

b. An undergraduate GPA of 2.50 (or better).

c. Passage of CBEST.

d. Subject Matter Competency

e. Some statement of purpose or autobiography that relates to the credential/degree desired.

f. Letters of recommendation.

g. Review and approval by a faculty committee who look at criteria with no single factor determining whether or not admission is granted.

h. Consideration to admission of under represented groups.
Internship Response

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 have had extensive opportunity to work as paraprofessional in schools and in other related positions. The candidate pool is typically more diverse than applicants for our regular program.

Primary differences in admissions standards for the Intern Program have to do with the employment process. Application and admission is more intense as candidates are interviewed by district personnel in addition to university faculty. The thoroughness of the application and interview experience is vital since most of the district administrators and teachers involved are looking past the intern experience and considering the candidates as future teachers in their districts.

Finally, intern candidates must all met all prerequisite requirements including 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 more in terms of academic credentials as well as experience.

Internship candidates have had prior experiences and personal qualifications that enable them to perform at the level of responsibility required of an intern (CS52: Internship Admission Materials).

CLAD/BCLAD Emphasis Programs

Candidates admitted to these programs must meet the appropriate language prerequisite. For the CLAD authorization, the candidate must have experience in learning a second language by the time of completion of the program. Candidates seeking the BCLAD authorization must be assessed to determine eligibility for entry into the program. The institution must verify, during the program or at its completion, that the candidate has attained, in listening, reading, speaking, and writing, a language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute. The Commission has established examinations that assess these competencies in the languages commonly utilized in bilingual education in California.

The institution determines that each CLAD applicant has completed six semester units (or equivalent quarter units) of college course work in a second language (with a grade of C or higher), or an equivalent experience that sensitizes the candidate to the challenges of second language learning and acquisition.

Communicative Disorders

The Communicative Disorders Program has an independent graduate committee which evaluates all applications for the graduate and CRSC programs. Because CCTRC standards mandate that students obtaining the CRSC must obtain a master’s degree or its equivalent, all students must obtain a GPA in the major of 3.0 or higher. After admission, students are directed to select a graduate advisor and complete a Graduate Study Plan as a requirement for the master’s degree.
In summary, CSU Fullerton admits candidates in each professional preparation program with well-defined admission criteria and procedures that use multiple measures. Students are sought and admitted from diverse populations. The School of Education assures that candidates meet high standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for success as evidenced by measures of personal characteristics and prior experiences.
DOCUMENTATION FOR COMMON STANDARD 5

CS5.1: BTEP Admission Materials
CS5.2: Basic Credentials (Regular/Internship) Admission Materials
CS5.3: Services/Specialists & Masters Admissions Materials
CS5.4: CSU Statistical Handbook
Common 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.

NCATE Standards

II.C. Monitoring and Assessing Progress - The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic professional advisement from admission through completion of their professional education programs.

II.D. Ensuring the Competence of Candidates - The unit ensures that a candidate’s competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

The response to this standard is organized by advisement of candidates, availability of program advisement information, monitoring of student progress, ensuring competence of candidates, and assistance in professional placement, opportunities provided for candidates who need special assistance, and student behavior expectations and grievance. A list of documentation is included at the end.

I. ADVISEMENT OF CANDIDATES

Program coordinators, program faculty, and staff assist credential applicants and candidates with questions and concerns by answering their inquiries, providing explanatory materials, or directing them to the person best qualified to assist them. All program faculty members are updated regularly about program information and changes in advisement policies and procedures at department meetings and program meetings. Therefore, they are qualified to provide important advisement support to all candidates.

Although each credential program’s faculty has established a different approach in organizing student advisement, students are provided access to advisement in a systematic and consistent manner than extends from program entry support to placement.

Student advisement and assistance is present in terms of University-wide services available to students, advisement support provided by the School of Education, and by program faculty in other University colleges.

A. University

Academic Affairs and Student Affairs (CSU Fullerton General Catalog 1999-2001 pp. 372-376 and pp. 388-392) at California State University, Fullerton provide a full array of services and programs that promote student success at the University. These services are designed to
encourage student development to enable students to realize their academic, personal, and career goals. Some of the most important services are listed and described as follows:

1. **Admissions and Records** determines student’s eligibility for admission to the University, conducts registration for courses, maintains student academic records, coordinates articulation of courses with other institutions, and is responsible for evaluation of a student’s progress toward completion of degree requirements.

2. **Academic Advisement** assists students in undergraduate academic advising, undeclared major advising, academic petition procedures, change of major, process, general academic problem solving, general education advising, and appropriate referrals.

3. **The Center for Careers in Teaching (CCT)** assists undergraduate students interested in pursuing a teaching career. Their services include: advisement, evaluation of transcripts for subject matter competency for multiple subject, referrals for single subject to subject area coordinators, overviews to teaching (multiple and single), and outreach to schools (high schools and community colleges).

4. **Career Planning and Placement** provides services that help students and graduates develop and implement their career plan. Services include career counseling, part-time employment, job search hot lines, job search workshops, seminars, job fairs, full-time job interviews (held on campus and off campus), and career information.

5. **The University Mentor Program/Fullerton First Year** provides free information and assistance to individuals who aspire to be first generation college students, have a low income, and are interested in pursuing a postsecondary education. Services include: assistance with admission applications, financial aid applications, career assessment and counseling, academic advising, information on entrance exams, and academic needs assessment. Educational Talent Search and Upbound offer similar services.

6. **Financial Aid** provides students with assistance obtaining financial support to offset the costs associated with University enrollment. This unit manages four basic programs of financial aid: grants, loans, work-study, and scholarships.

7. **The University Learning Center** services include: individual and group tutoring in many university course subjects, academic assessment and advising, specialist assistance in reading, writing, including English as a second language, mathematics, and study and testing skills.

8. **The Women’s Center/Adult Re-entry** provides a support system created specifically for women and non-traditional students who are beginning or resuming their college education. It seeks to provide a supportive environment for interaction and self-discovering through a wide range of activities and campus events.

9. **Disabled Student Services** provides a variety of support services to students with physical disabilities, learning disabilities, and emotional disorders to ensure full access to the educational process at CSU Fullerton. Services include assessment and identification, priority registration, special parking and cart service, interpreter services, note taker services, adaptive equipment, recordings for students with visual impairments, modality
orientation, accommodation testing, housing, tutoring, advising, library study rooms, and
general guidance and counseling related to university life.

10. **The University Outreach/Relations with Schools and Colleges** (Enrollment
    Management) office coordinates all of the University’s ongoing outreach programs and
    recruitment. The primary focus is to assist students with preadmission procedures
    necessary to attend CSU Fullerton and to improve access for students from educationally
    and/or economically disadvantaged families.

11. **Student Health & Counseling Center Services** are available at the Health Center on a
    walk-in or appointment basis and subject to availability of staff and clinical specialties.
    Nurse practitioners and other specially trained clinical staff members, provide additional
    services.

12. **The Summer Bridge Program** is an on-campus experience that allows entering freshmen
    students to experience the CSU Fullerton environment prior to Fall term.

13. **Student Support Services** assists with improving the academic performance, retention,
    and graduate rate of student participants. Services are available to students who are
    freshmen who meet certain academic and income criteria or have a physical or learning
    disability.

14. **The University Testing Center** provides testing and advisement regarding testing.

15. **International Education and Exchange** services include academic advising, program
    planning, degree monitoring, enrollment verification and certification, problem solving,
    immigration services, and advising for F and J Visa holders, assistance to international
    faculty and scholars, international credentials evaluation, and advocacy for international
    education.

16. **Educational Opportunity Program** (EOP Admissions) is designed to make higher
    education a possibility for students by providing comprehensive support services which
    include orientation, academic advising, counseling, and learning skills development.

Nancee Buck, a full-time college-based Assistant Dean, serves students in the College of HDCS
with accessing student support services. In addition, she designs and coordinates programs with
faculty, students, and administration that enrich the academic environment and enhance student
development. Responsibilities include: counseling, coordinating orientation and retention
programs, advising student groups, administering scholarship programs, and developing alumni
and community support.

B. **College/School of Education**

The College of HDCS and School of Education’s advisement system includes the following
components:

1. **The Center for Careers in Teaching** (UH 178) provides academic advising and
    professional guidance to undergraduate student pursuing a career in teaching at the
    elementary and secondary levels. The office is staffed by a director, assistant director, two
    full-time clerical and several student assistants. As an inquiry comes into the University,
they mail each individual an application and follow-up with telephone calls to answer any questions. Staff and faculty participate in recruitment fairs, high school career days and University exploration days.

2. **The Admission to Teacher Education Center (UH 123)** houses all admissions information, student records (application through first semester in a program) and credential/master's degree applications. The following individuals perform advisement functions:

<table>
<thead>
<tr>
<th>FACULTY/STAFF/LOCATION</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Technicians (3) UH123</td>
<td>Basic credential information and records</td>
</tr>
<tr>
<td>Graduate Technician (1) EC 525</td>
<td>Advanced credentials/master's degrees information and records</td>
</tr>
<tr>
<td>Admissions Single Subject (1) UH 123</td>
<td>Advises/oversees single subject admissions and conducts overviews.</td>
</tr>
<tr>
<td>Admissions Multiple Subject (1) UH 123</td>
<td>Advises/oversee multiple subject admissions and conducts overviews.</td>
</tr>
<tr>
<td>Data Technical (1) EC 529</td>
<td>Maintains a comprehensive degree and credential database</td>
</tr>
<tr>
<td>School of Education Complex (EC 379)</td>
<td>Brochures and program information is available and individual advisement appointments are scheduled</td>
</tr>
</tbody>
</table>

Additional advisement support is provided for the Multiple Subject Coordinator (.5 position) and the Single Subject Coordinator (.5 position), Special Education Coordinator (.5 position), and Reading Coordinator (.5 position).

3. **Subject Area Coordinators and individual advisers** in each of the single subject content areas provide academic advising and professional guidance to undergraduates pursuing a career in teaching in one of the content areas. These advisers are listed in the California State University, Fullerton General Catalog 1999-2001 under each content area and a list of single subject faculty and academic area advisers is included in the admissions packet.

4. **Every full-time faculty member** in the University must schedule a minimum of four hours per week for office hours and must be available for student advisement and professional assistance during that time.

5. **The professional development district/school and cohort/block models** utilized at CSU Fullerton in the School of Education facilitate advisement and support for candidates. Each professional development district/school and cohort/block has a Field Coordinator or block leader who works with students as both academic and personal support. Their counseling is sometimes formally in a class setting when information needs to be shared.

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Advise and counseling is also done on an informal basis and individually with students as needed.

6. **As each candidate progresses through the program, he/she is encouraged to interact with** the program faculty, the credential analyst, the program coordinator, subject area coordinators, all of whom are knowledgeable about program requirements, deadlines and procedures. When appropriate, small portions of class time (particularly in prerequisite classes) are used to update and remind students about upcoming deadlines, requirements, and other important program matters.

7. **Each advanced credential and master's degree program has a faculty coordinator** who serves as the major adviser for that program. Faculty also provide needed advisement support. In Special Education, students are assigned one faculty advisor for all levels of their program.

8. **The Dean and Associate Deans** are available for general school-wide program advising.

9. All programs are described in the California State University, Fullerton General Catalog 1999-2001 and can be referenced for advisement purposes. Programs also have written plans to assist students as they navigate through the program (CS6.1: Individual Program Materials).

Major program and department offices are staffed throughout the year and are generally accessible to students 12 months each year (except when the University is closed for one week following Christmas). The School of Education Complex, Center for Careers in Teaching, and Admissions to Teacher Education are staffed from 8 a.m. to 7 p.m. daily (except Fridays).

Admissions Directors, Coordinators, The Center for Careers in Teaching, individual advisors, and the Associate Dean are available for college career days and special University-sponsored undergraduate and graduate events that promote student application and enrollment in credential and degree programs.

C. **College of Communications**

In the College of Communications the Communicative Disorders advising is provided by Coordinator of the program who meets with each student and informs them about the program admission and content. Program application information is available in the department office as well as from the coordinator/advisor.

II. **Availability of Program Advisement Information**

The professional preparation programs at California State University, Fullerton ensure that candidates for credentials and degrees have access to the information and assistance to support them throughout their programs.

A. **The California State University, Fullerton General Catalog 1999-2001** informs the candidate of the requirements for admission to the University and to credential and degree programs. The catalog contains information about program admission, program and course content, and requirements for program completion procedures, dates, and information pertaining to campus services and offices are also provided in the catalog.
B. The Class Schedule (also available on line) provides information regarding course offerings and schedules, fees, and other information necessary for enrollment (CS6.2: Schedule of Classes).

C. Program Brochures and Program Requirements Sheets offer information describing policies and procedures specifically related to each program offered (CS6.3: Individual Program Requirements).

D. Program Advisement Packets provide student information about the requirements of the programs and the responsibilities of the students participating in them (CS6.4: Individual Program Advisement Packets).

E. Program Handbooks provide detailed information about programs, fieldwork and assignments (CS6.5: Individual Program Handbooks).

In each program or department office, advisement material is available for every program offered by that program or department. The advisement hours of faculty, courses required to complete the programs and times and dates of special advisement meetings are posted and copies of this information are available. Orientation overviews dates and times are available by phone and posted throughout the campus. Overviews/Orientations to programs/credentials are offered at a variety of times to accommodate students’ schedules. Advisement materials are also updated when needed.

III. Monitoring Student Progress

A. Basic Credential Programs

A student’s progress in a basic credential program is carefully monitored by School of Education or Communicative Disorders faculty. Admission to Teacher Education (UH 123), and ultimately by faculty advisors, program coordinators, and the Associate Dean and Dean.

1. Students receive the published criteria for admissions from the Admissions Office and at overviews to programs, and complete requirements for admission.

2. The Director of Admissions to each program with the assistance of technical/clerical personnel document compliance with each of the requirements for admission. A separate file is created for each student and kept in the Admissions Center (UH 123).

3. Students are assigned an admission status, either “regular admits”, “tentative”, or “exceptional admits”.

4. Early in the first semester in the program Admissions and Credentials screens the files for all compliances (subject matter competence, minimal GPA of 3.00 in all professional preparation course work). After first semester, students are again informed by letter from Credentials of their status.

5. Students apply to the Credential Analyst in Credentials (FTS 805) for either the Preliminary Credential or the Professional “Clear” Credential during the semester of anticipated program completion. A separate application is used for this purpose and the Credential Analyst verifies completion of all requirements. Students are notified by mail of
their status. The Dean gives final endorsement and makes the final recommendation for the credential to the California Commission on Teaching Credentialing.

B. Advanced Credential or Master's Degree Programs

A student's progress in an advanced credential or master's degree program is carefully monitored by the faculty of the School of Education, Department of Communicative Disorders, by the Graduate Office on campus, the Graduate Program Coordinator and ultimately by the Dean of HDCS. The process works as follows:

1. Students receive the published criteria for admission to the various School of Education or Communicative Disorders specialist and master's degree programs from the Admissions Office and Program Coordinators and complete requirements for admission to the University and to a specific School of Education advanced program.

2. After application is made to a specific advanced program, and following submission of all application requirements by the specified deadlines, the program faculty representing each master's degree and/or advanced credential review the application. Written notification is then sent regarding the status of the application; e.g., full (Classified Standing), or conditional admission, or denial.

Applicants who receive written denial of admission have an opportunity to submit a formal appeal for special consideration or a second review by the program faculty. This appeal must be a written letter to the program requesting an appeal within two weeks of the date of denial in order to be considered for the following semester.

3. Following the attainment of Classified Standing (full admission) to a master's degree program, the student must attain Advancement to Candidacy status. Advancement to Candidacy must occur not later than one semester before the student is expected to be awarded the degree and requires attainment of Classified Standing; completion of nine or more units or program course work (for the MA degree) or completion of twenty or more units (for the MS degree) with a 3.00 GPA in all graduate courses; completion of the Petition for Advancement to candidacy; and demonstration of graduate writing competence.

4. After attaining Advancement to Candidacy status, and after having completed the research course or become concurrently enrolled in all course work on the approved program, the student completes a final project or thesis.

5. The student files an application for a graduation check or an Advanced Credential when all requirements have been completed.

6. After candidates file a graduation check, all applications are reviewed by the Graduate Admissions Technician and the Graduate Program Coordinator, and if complete, signed and recommended for final approval.

Candidates' applications for an Advanced Credential must be reviewed by a Credential Analyst who verifies that all credential requirements have been met and then, with the endorsement of the Dean, forwards the application to the California Commission on Teacher Credentialing.
IV. Ensuring Competence of Candidates

Programs in the unit use performance assessment in many forms to ensure the competence of their candidates during the program as well as at the time of completion. The development of portfolios as one form of performance assessment is evolving in its use throughout degree and credential programs. It is a process/product tool for assessment and evaluation within courses, for demonstrations of competence at the completion of programs, and for demonstration for professional achievement during professional placement interviews. Commonly used assessment tools are group work, simulations, role playing, debates, laboratory activities, case studies, field experiences, and student presentations to enhance and support lecture, discussion, and faculty demonstrations (see Course Syllabi Department Files). The final recommendation in multiple subject is based on performance-based competencies.

The focus on outcome-based assessment has been a major activity on campus in the last few years so that in preparation for the WASC visit each department and program was asked to provide a written answer to seven questions. The responses to these questions for each program in the Division may be found in CS6.6: WASC Self-Study Expectations/Outcomes.

V. Assistance in Professional Placement

Students receive considerable support related to career planning and placement. Support for students is provided at both the University-wide and College/Division levels.

1. University

Career Planning and Placement provides services that help students develop and implement their career plan. Services include resume development, interview techniques, scheduled interviews, and job placement activities. Career Planning and Placement also offers seminars, job fairs, career counseling, part-time employment, job search workshops, full-time job interviews (held on campus) and career information.

Each year Career Planning and Placement sponsors Teacher Recruitment Fairs. These are large, special events where employers from throughout the region and state are available to conduct interviews of teacher preparation program graduates. Two Teacher Recruitment (Careers Fairs) were offered to candidates academic year 1999-2000. One was on campus sponsored by CSU Fullerton career Planning and Placement and other was in nearby Buena Park sponsored by CSU statewide Career Planning/Development Association. Both were extremely well received by both employers and grades.

2. College

a. Fall 1997 a specialist in Education Placement, Charlene Mathe was hired by the Career Planning and Placement Center (CS6.7: Career Planning and Placement). Her visibility to students has enhanced the Center Services. Her office is located in LH 209I in the Career Planning and Placement offices. However, she regularly visits our Professional Development Schools/Districts, attends School of Education program meetings, and has a regular list of activities and hours available to candidates. Some of the activities include: career exploration, job search strategies, resume writing, interviewing strategies, etc. In addition, she is available to attend seminars for student teachers. She has held seminar with beginning student teachers in the professional development districts and final student
teaching seminars. She is also available to work with advanced credential and master's
degree students either via seminar or on an individual basis. Ms. Mathé updates the
University education job hot line, which provides students with direct telephone access to
open positions.

b. Notices of positions from professional journals, newsletters, and recruitment inquiries are
posted in program and department offices. They help inform candidates of current
professional positions available.

c. Professional contacts by the faculty members in the university are of great assistance to
candidates who are seeking professional placement. Contacts with professionally
employed alumni of programs are also of assistance. Professional contacts made during
field placement, internships, and partnership projects and collaborations are also of great
value to students as they complete their program and seek professional placement.

VI. Opportunities Provided for Candidates Who Need Special Assistance (CS6.8:
Support Services)

University students may be making unsatisfactory progress in a program/credential for a variety of
reasons. These may include: inadequate CBEST or MSAT scores, low GPA, emotional
problems, low grades in professional education courses, or limited successful experience in
working with children. Some of these problems can be addressed at the
College/Division/Department level and for others, assistance is available in other units of the
University.

A. University

The University provides a host of support services for students needing various forms of special
assistance. Among the more prominent ones are:

1. The University Learning Center provides individual and group tutoring in subject areas,
   assistance in reading, writing, mathematics, study skills, etc.

2. The Disabled Student Services office provides assistance for students with temporary or
   permanent disabilities that may affect academic performance. Services include: priority
   registration, special parking and cart service, interpreter services, notetaker services,
   adaptive equipment, recordings for students with visual impairments, modality orientation,
   accommodation testing, housing, tutoring, advising, library study rooms, and general
   guidance and counseling related to university life.

3. The Academic Advisement Center provides a variety of special advising and assessment
   services.

4. The Student Health and Counseling Center offices provide medical and counseling
   services by trained staff psychologists, counselors, and physicians.

5. Women's Center and Adult Reentry Program is designed to facilitate and enhance the
   experience for women and reentry students.

6. Faculty Mentor Program provides volunteer faculty who mentor students one on one.

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B. College/School of Education

1. The College of HDCS and School of Education offer basic skills courses in reading/writing and mathematics for students who are unable to pass the CBEST and/or state approved subject exams via extended education. In addition, information on CBEST/MSAT workshops is made available in our admissions office.

2. All University faculty are required to hold a minimum of four office hours per week. This time can be used in meeting with individual students and providing assistance as requested.

3. Students experiencing academic or personal problems which interfere with attainment of expected standards are individually counseled by faculty and/or program coordinators. Student progress in Advanced Credential programs and MA/MS programs is monitored by the program faculty who are available for consultation on a regular basis. When the assistance described here is not successful, students may be counseled out of the program.

4. Each student’s progress is monitored on a periodic basis by individual faculty members to evaluate the quality of each candidate for continued pursuit of his or her stated credential objective. Students who fail to maintain an adequate grade point average are placed on probation and formally advised regarding the expectations of continued enrollment. Informal review occurs frequently at faculty meetings while formal review occurs prior to the field-work placement of each candidate. Candidates deemed to be struggling academically regarding their class activities and participation are asked to meet with their faculty advisor.

5. In order to progress though the program the candidates must satisfactorily complete each phase of the program before entering the next. For example, the candidates must perform adequately in fieldwork, receive credit for all course work and meet all designated competencies prior to advancing to student teaching or directed internship.

6. In addition to Department policies regarding informal regulations of academic performance, the Department adheres to the University policy regarding student probationary status for insufficient academic performance. Students placed on probationary status are invited to discuss their academic performance with their advisor and/or the Department Chair (depending on the circumstances). The meeting is designed to redress the academic concerns.

7. The critical element of program quality occurs in the field-placement portion of the program. To guarantee the highest professional standards of student growth and development, each student is provided continued and ongoing feedback from advisors. Candidates meet with University Supervisors on a regular basis. Each meeting is designed to review specific areas of performance and competence with formal and informal feedback being provided. Midterm evaluation forms provide specific evaluation and feedback areas. Candidates requiring assistance in implementing fieldwork components are brought in for formal review and evaluation; including a contract for expectations needed to complete the program. Some candidates are dropped from the program, some are relocated to another site, some are asked to postpone placement until the next placement period and some are reinstated and continue with the program.
VII. Student Behavior Expectations and Grievance Procedures

Information regarding institutional policies, including clear statements for such policies as campus climate, cheating and plagiarism, disruptive behavior, making up incomplete grades, sexual harassment, etc. are found in the current California State University, Fullerton General Catalog published every three years and in the Schedule of Courses which is published each semester. These policies are also available in the University’s Advising office and the Office of the Dean of Student Affairs. The Dean of Student Affairs and the Student Grievance Board handle all formal grievances with exception of matters related to grading.

In addition to providing written policies on due process and grievance procedures for faculty and staff, the University also has in place well defined student policies for student rights, grade protest, and review processes for student petitions. The process for grade protest is outlined in the university policies, Faculty Handbook, University’s General Catalog, and Schedule of Courses. The policy detailing the student academic petition process is available in the General Catalog and on a handout from the Office of the Vice President for Student Affairs.
**Internship Programs**

For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Each intern has an Individual Induction Plan (IIP) developed in collaboration with the district and the University. Internship enrollees are mentored by a site mentor or cooperating teachers who work on-site in providing assistance and supportive feedback through classroom observations and critique. The interns also benefit from the unique services of qualified university supervisors who provide in-depth classroom observations and supportive feedback.

**Communicative Disorders**

Procedures regarding advice and assistance are delineated in pages 30-32 of the program document.

In summary, CSU Fullerton assigns available and qualified members of the its staff to advise candidates and assist in their professional development. Information is available to guide candidates for all programs. We assist students who need special help and retain in the programs only those candidates who are suited for entry or advancement in the profession.
DOCUMENTATION FOR STANDARD 6

CS6.1: Individual Program Materials
CS6.2: Schedule of Classes
CS6.3: Individual Program Requirements
CS6.4: Individual Program Advisement Packets
CS6.5: Individual Program Handbooks
CS6.6: WASC Self-Study Expectations/Outcomes
CS6.7: Career Planning and Placement
CS6.8: Support Services
Common 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.

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

NCATE Standards

L.I Professional Community - The unit collaborates with higher education faculty, school personnel and other members of the professional community to delivery, and renew effective programs for the preparation of school personnel and to improve the quality of education in the schools.

L.H. Quality of Field Experiences The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.

The response to this standard is organized by collaboration with local school personnel in selection of school sites, and effective clinical personnel with the documentation included at the end.

I. COLLABORATION WITH LOCAL SCHOOL PERSONNEL IN SELECTION OF SCHOOL SITES AND EFFECTIVE CLINICAL PERSONNEL

The University stresses collaboration as an important tool in carrying out its mission in three of its seven goals “to make collaboration integral to our activities ....to expand connections and partnerships with our region.....to strengthen institutional effectiveness, collegial governance and our sense of community” as does the School of Education in its conceptual framework “learning is expanded beyond the classroom to include partnerships with the community. ... shaped by the needs of our community (CS7.1: Conceptual Framework/Knowledge Base Document).

Education faculty at California State University, Fullerton enjoy close ties with many schools and school districts in the Southern California (particularly Orange County) who employ a majority of our program graduates. Collaboration with K-12 educators is fundamental to the mission of our departments and evident in our day-to-day activities. However, the programs use different forms of collaboration of site and personnel selection, based upon varying factors of program design and delivery.

A. Site and Personnel Selection Criteria

Approved sites for early field experiences or clinical practice include consideration of:

1. Availability of appropriately credentialed and qualified personnel.
2. Availability of appropriately oriented personnel who are knowledgeable about the design and expected outcomes of the program and candidates’ skills.

3. Historic unit and faculty relationships.

4. Faculty committee/program coordinator screening of sites and personnel credentials.

5. Cooperation of the school site/district in accepting program requirements and/or candidates.

6. Program candidate evaluations of effectiveness of site and supervising personnel.

7. Field supervisor evaluations of effectiveness of site and candidate supervision.

Potential sites for placement of program candidates are identified by program coordinators, faculty, and division/department administrators. These individuals have many contacts with school district teachers and administrators, particularly during supervision of teaching or clinical practice. Sites are also identified through numerous faculty research projects and other initiatives conducted in collaboration with the schools, research, and in-service activities.

All master teachers are selected in collaboration with the school district personnel. They must have three years teaching experience and be fully credentialled in the area they are supporting a student teacher or intern.

All credential program coordinators, in consultation with program faculty, develop and collectively approve handbooks and course syllabi that serve as guides for students in assuring that each enrollee will receive planned, well sequenced field experiences that include daily supervision by a site supervisor and scheduled supervision by a University faculty member. Program faculty and coordinators periodically review handbooks in order to keep them up-to-date and current. Each program has dedicated faculty who are involved in district/school collaborative activities that are integral to candidate success. Each program trains supervisors and with others aide in training coaches, master teachers, and support providers. Several examples of collaboratives are provided below:

C. Individual Program Collaboratives

1. Communication/Collaboration w/Local School Districts by Multiple Subject/Special Education Credential Program Faculty

Field sites are carefully selected to ensure full benefit for the student. The Departments of Elementary, Bilingual, and Reading Education and Special Education within the School of Education have worked together to develop professional development sites in the community known as Professional Development Schools (PDS). The goal of the PDS is to draw closer connections between schools and the University so responsibility for student education is shared.

The Multiple Subject faculty works collaboratively with area school districts in selecting appropriate Professional Development Schools for field experiences. The education unit has long-standing, professional relationships with local school districts and school sites where candidates are placed for their field experiences. The Coordinators of Elementary, Bilingual, and Reading Education and Special Education work collaboratively with school district personnel throughout Southern California, particularly Orange County. Professional Development Schools (PDS) include: Fullerton School District (Sunset Lane), East Whittier District (Scott Avenue), La Habra

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City School District (Arbolita Elementary, Lacera Palma Elementary, Sierra Vista Elementary), Centralia School District (Miller Elementary), Placentia Yorba-Linda Unified School District (Tynes Elementary and Bryant Ranch Elementary), and Los Alamitos Unified School District (McGaugh Elementary). Special Education has a PDS in Brea-Olinda Unified School District (Mariposa Elementary School), Easter Whittier (Scott Avenue), and a Preschool PDS at the Jewish Community Center. Blocks of 25-30 students are assigned to four or more Professional Development Schools along with a teaching team of three individuals from the department. The Block Leader becomes the individual responsible for facilitating the placement of the student teachers in the school. During the first ten weeks of the semester the block of students and team of teachers meet on the university campus. This permits the team to get to know the students and facilitate an easy transition to the school site with an assigned master teacher. All subject credential candidates are educated at school sites where university and school personnel work in close collaboration to ensure candidate success (not all are part of PDS).

Multiple Subject and Special Education program faculty, in consultation with school district administrators and teachers, have developed clear and explicit criteria for the selection of school sites. The departments seek to place students in schools that are self-renewing and have a supportive faculty with trained master teachers. Criteria related to research of effective schools such as a safe and orderly environment, instructional leadership, high expectations of children, and time on task are considered when selecting schools. Feedback is gained from supervisors and students, and school districts recommend sites.

The California Commission on Teacher Credentialing has set standards for master teachers in regard to reading instruction. Requirements form the Standards for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English are of particular importance for students enrolled in EDEL 433 and the cross listed class SPED 433. All candidates enrolled in this class are placed in field sites with master teachers whose instructional approaches and methods in teaching are consistent with a balanced, comprehensive reading program and who collaborate with instructional supervisors and instructors. We assess through master teachers’ assessment of their Reading/Language Arts program (submit a form) and our supervisors’ assessment based on observation. The field experience of each Multiple Subject and Special Education Credential candidate, including student teaching assignments, are designed to establish cohesive connections between the reading methods course work, reading-related course work, and the practical experience components of the program, which provide ongoing opportunities to participate in effective reading instruction (Factor 2a).

The institution provides for careful and thorough communication and collaboration involving field site supervisors, student teaching supervisors and reading methods instructors to assure modeling of effective practice, monitoring of candidates progress, and the assessment of Multiple Subject and Special Education Credential candidate attainment of performance standards in reading, writing, and related language instruction (Factor 4c).

Elementary, Bilingual, and Reading Education and Special Education faculty periodically review the suitability and quality of all field placements sites and assure that candidates are assigned or reassigned to appropriate supervisory teachers. The Multiple Subject Credential Handbook specifies the criteria for selection of master teachers. Master teachers must be competent role models who have had at least three years of classroom teaching experience and have demonstrated willingness to help the enrollee to develop the knowledge and skills needed for successful teaching. Priority for placements are given to teachers who have participated in master teacher training programs held each summer that are directly related to the supervisory process. A list of potential

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master teachers is made available to the Block Leaders through the Coordinator of Elementary Education. This list is made available through district liaisons and university supervisors. Assignments are made in collaboration with school personnel. On-going reviews of master teachers and school sites are conducted by university supervisors and student teachers to ensure appropriate placements. Block faculty work closely with sites through long-standing relationships so we know our master teachers.

Structured field experiences for Multiple Subject and special Education candidates in the Multiple Subject Credential programs have systematic field experiences linked to professional preparation course work. Student assignments include a minimum of two different placements with in the context of initial and final student teaching. These assignments are required in two grade levels (primary and intermediate) and for Special Education (one placement in general education and one in special education). Every effort is made to insure that “variety” is provided for each candidate in each placement. For example, candidates experience children from different ethnic backgrounds, cultural, languages, socioeconomic conditions, grade and instructional levels, a variety of inclusive settings including working with children with special needs, and genders different from their own. The Coordinators of each department arranges and monitors placements of candidates in accordance with an established policy (CS7.2 Multiple Subject I Handbook, CS7.3 Special Education Handbook, and CS7.4: Single Subject Handbook).

2. Multiple Subject Preparation - A Sequence of Experiences

Candidates in the Multiple Subject program fulfill typical teaching responsibilities such as preparing for class, meeting school deadlines and keeping records of student work during their initial and final full-time student teaching assignments. In a collaborative partnership with the master teacher, candidates are responsible for planning effective lessons, evaluation of student achievement, record keeping and participating in school related functions.

The sequence of the professional preparation course work permits the candidate to begin an incremental and development series of activities which prepare him/her for full day teaching responsibilities. The Multiple Subject Credential Handbook specifically lists the competencies expected for both initial and final student teaching experiences including suggested timeliness. Candidates begin the process by initially observing a variety of teaching situations and activities such as different classroom organizational patterns, content area assignments and working with diverse student populations. The candidate then moves on to engaging in small instructional group activities, supervising field trips, reading stories and outdoor activities. In the full-day assignment the candidate gradually assumes all classroom preparation and teaching responsibilities (e.g., planning, management, diagnosis and prescription, assessment of student learning, record keeping, etc.). These activities are based on graduated comprehension and complexity.

An integral component of the credential curricular structure is the field experience. Field experiences begin with observations and individual/small group assignments and culminate in full-time student teaching. Each field experience leading to a Multiple Subject Credential is described below:

- Pre-Professional Preparation Experiences. Pre-Professional field experiences offered at the undergraduate level include EDEL 315 A/B enrollees spend 60 hours in public schools observing effective teaching. In EDEL 315 enrollees have structured requirements for observation, tutoring, small group interactions, etc. They will participate in focused observations, and write reflective journals about their classroom experiences. Students will
work with both small and large groups of elementary students. Those candidates in Special Education also complete 30 hours of fieldwork for SPED 371 where they have the opportunity to observe a variety of settings for persons with disabilities and to work with a child and/or adult with disabilities.

- Professional Preparation Field Experiences. EDEL 430C - Supervised Fieldwork in the Elementary School is offered concurrently with other professional preparation courses. It involves a time commitment of a 90 hours the last five weeks of the semester. Under the guidance of a selected cooperating teacher, students become increasingly familiar with classroom routines and teaching methods. They are given increasing amounts of teaching opportunities. This prepares them for their student teaching next semester. This class is linked with EDEL 429, 430A, 430B, and 433. Student Teaching in the Public Elementary School is the final field experience that involves full-time student teaching. This semester of full-time student teaching is offered with a regularly held seminar. Students are expected to participate in the classroom all day assuming the same responsibilities as credentialed teachers. Students have placements in diverse setting generally at the primary level and at the upper grade elementary level. They are expected to gradually plan and teach all subject areas; and virtually become the classroom teacher for the weeks they are assigned.

The three-semester program is designed to meet the needs of candidates who elect an alternate structure. This program differs in that fieldwork occurs during semesters one and two, and all student teaching occurs during semester three.

D. Special Education

One of the most critical mandates for special educators is to prepare teachers not only to instruct students, but to help reshape institutions. Schools, social agencies and work environments, should more humanely serve persons with disabilities so everyone can function in culturally normative environments, as independently as possible. The faculty at CSU Fullerton are committed to enhancing the lives of persons with disabilities by preparing special education teachers who will have skills in three main professional roles: direct and collaborative educator, advocate for persons with disabilities, and leadership in the school and community.

- Professional Development Sites for Special Education

Field sites are carefully selected to ensure full benefit for the student. As indicated above, the Special Education faculty have worked together to establish professional development sites in Brea Unified School District, Fullerton School District, East Whittier School District and a preschool site at the Jewish Community Center in Costa Mesa. One strong unique collaborative feature implemented in partnership with elementary education is that special education candidates attend a Demonstration Lesson at their assigned PDS site. These lessons are taught by site teachers with particular expertise or interest in the area, not necessarily by teachers who are serving as master teachers for the semester. In fact, it is beneficial for non-master teachers to conduct the lesson to expand involvement in the PDS and provide students wider exposure to staff expertise. Demonstration Teachers prepare an informal written lesson plan for the students and outline the purpose and structure of the lesson. Students have the opportunity to talk with the Demonstration Teacher shortly after the lesson. Demonstration Teachers arrange this by assigning independent practice, scheduling the lesson before recess, or arranging with a University faculty member to cover their class. This opportunity helps students understand the basis for the Demonstration Teacher’s decisions. After viewing a lesson, a pair of students are required to teach an application

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lesson. In this lesson they apply what was learned about the particular strategy modeled by the Demonstration Teacher. The other site students observe the application lesson, complete an application lesson processing sheet, and all students discuss it at the close of the lesson.

Another vital element of the PDS is that CSU Fullerton faculty are also eager to learn from PDS site teachers. Selected Demonstration Lesson topics match the content presented in our methods courses (EDEL/SPED 430 A&B, & EDEL/SPED 433). We are enthusiastically receptive to site teachers’ and administrators’ ideas for future demonstration lessons and other PDS activities as well.

University courses are taught onsite at PDS schools. Meeting at an elementary school provides hands-on examples, demonstration lessons, and access to a variety of curriculum materials. Teachers from the site often participate in the classes. Additionally, the Department of Special Education requires all persons working in a teaching position under an internship or emergency permit to spend at least one day per semester at a PDS observing stellar co-teaching and witnessing model demonstration lessons. All teachers practice research based strategies and are open to sharing their knowledge base with the students from the university and with each other.

- **Special Education Field Site Selection**

Site Selection requirements align with Multiple Subject and Single Subject detailed in this Standard. In addition to a willingness to be part of the teaching team, schools are selected based on demonstration of best practices. A CSU Fullerton general and special education faculty visits the site during the day while the school is in session. They observe teaching lessons and meet with students, the principal, and district personnel coordinator. The goal of strong collaboration is to draw closer connections between schools and the University so responsibility for candidate education is shared. Modeled collaboration is critical at every level. A key criteria is school personnel willingness to be a part of the teaching team. Sites/Program are evaluated yearly by candidates, CSU Fullerton supervisors and the teaching faculty at the site. If a positive evaluation occurs, the relationship will be extended another year.

- **Special Education Field Experiences: Mild/Moderate and Moderate/Severe**

Special Education candidates participate in a planned sequence of field work/clinical experiences that is based on a well developed rationale. Special Education candidates are required to participate in 60 hours of general education fieldwork (while taking EDEL 315 A/B or EDSC 310) and 30 hours of Special Education fieldwork (SPED 371) prior to program admittance. Procedural forms have been developed for each field practicum. Clear descriptions of fieldwork options are presented during the first class meeting for Special Education 371 and EDEL 315/EDSC 310.

Field based performance objectives are required in all methods courses, for example: EDEL/SPED 433, Language Arts and Reading in the Public Schools, EDEL/SPED 430B, Curriculum and Instruction in Elementary School Teaching (Math, Science, Social Studies), SPED 482A/B

Curriculum Methods for Individuals with Mild/Moderate/Severe Disabilities are satisfied by meeting the requirements of the coursework as well as the development and teaching of lessons in the public school classrooms. The master teacher and the University Supervisor are responsible for determining whether the specific objectives have been accomplished. Performance objectives in core special education courses are also satisfied by meeting the requirements of the coursework. Supervision of completion of these activities is provided by the professor in the classroom by observation of completed products. Each core class must have at least one field experience. Several examples are listed here:
SPED 433. Candidates must conduct a case study with a student in the field and videotape a lesson with same.

SPED 411. Candidates are required to observe a student with significant disabilities in a classroom or in the community and then to present a case study to the class regarding the specific disabling characteristics of that student and his or her life span needs.

SPED 421. Candidates are required to conduct a family interview with the caregiver of a student with significant disabilities.

SPED 482a. Candidates are required to observe two different teachers teaching a lesson and do a compare and contrast Venn diagram. As another example, candidates design and implement a two week instructional thematic unit, complete with modifications and adaptations for individual students.

SPED 482b. Each week candidates are introduced to and trained in instructional methodology. They are then required to return to their field placement and videotape themselves applying the newly trained material with a students in the classroom. The following week candidates bring their video clip to class to review and critique as a group. Their final video requires the application of an inclusive strategy.

SPED 520. Candidates are required to conduct formal and informal assessments with a student with significant disabilities in a classroom or in the community. Candidates are required to use data from the field to design goals and programs, and then to implement these programs and to collect ongoing evaluative data.

SPED 522. Candidates are required to collect assessment data on severe challenging behaviors for a longer duration and to design and implement a positive behavior support program to remediate these behaviors. Candidates are required to collect ongoing remediation data and to make program modifications as necessary to successfully solve the behavior problems.

SPED 531/532/535. Candidates research a focused topic to create a literature review and a broad understanding of their area of specialization (i.e., learning disabilities).

Performance objectives in student teaching (EDEL/SPED 439A or 490) or directed internship (SPED 489A/B or 490) are demonstrated by the candidate in the public school classroom and/or community and are competency based. Coursework and field experiences are coordinated to allow each candidate the opportunity to apply theoretical knowledge in an actual school setting. When it is determined that a specific competency has been performed satisfactorily, the university supervisor or the master teacher will verify competency. In many cases, samples of student work collected during field experiences will be in the student portfolio. The Special Education Field Experiences Handbook clearly defines field requirements for SpEd 430c (90 hours), SpEd 439a (general education student teaching for 210 clock hours) and SpEd 489 (special education student teaching for 300 clock hours). The Handbook also includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers. Performance objectives and area of specific emphasis in the Induction Level are collaboratively designed and demonstrated by the candidate, the support provider and the university induction coordinator.
• **Special Education Field Experiences: Early Childhood Special Education (CS7.5: Early Childhood Handbook)**

Each Early Childhood Special Education (ECSE) candidate is involved in a wide variety of field experiences which initially includes 30 hours of observing several different types of early intervention programs across a continuum of settings in the SPED 371 class. In the SPED 400 class candidates observe characteristics of young children at risk and those with disabilities and record the different types of instructional and behavioral strategies used by teachers in infant/toddler, preschool and kindergarten settings. In the SPED 421 the candidates conduct a semi-structured interview in the home environment with family members to obtain information about the child with disabilities and the families needs, concerns and educational priorities. During the final two semesters of the ECSE Level 1 program, the candidates take concurrently their assessment and methods classes for infants, toddlers, and preschoolers (SPED 514 and SPED 515) and are placed in their respective student teaching settings with master teachers (SPED 490a and SPED 490b). That is, during the Fall semester candidates (with all the prerequisite courses) will be taking their SPED 514 Infant/Toddler Assessment and Method's class at night and are placed in their respective student teaching program for children birth through three years of age at risk or those with disabilities (SPED 490a). Thus, the candidates are able to practice and apply the skills they learn at the University in their own student teaching situation, concurrently. Similarly, candidates the following Spring semester take concurrently the SPED 515 preschool assessment and methods class and are placed in their preschool student teaching situation (SPED 490b). This preschool experience includes time spent in a regular kindergarten class where student teachers observe the academic skills of typical children in this grade. This will enable the student teacher to better plan and thus teach the necessary readiness skills that will ensure the child's successful transition to kindergarten. A ECSE Student Teaching Handbook has been developed and includes guidelines for Master Teachers, University Supervisors, Administrators, and Student Teachers. In addition, field work assignments, time schedules, forms, etc. are included in the handbook. Each student teacher spends @135 hours observing, participating and teaching in their Infant/Toddler setting, and @265 hours observing, participating and teaching in their Preschool setting. The total clock hours spent in the field are @400 hours. Lastly, during the final semester while the candidates are involved in their preschool experience, they will also be taking at CSUF the SPED 522 class. In this class they will learning about positive behavior support and conducting functional assessment at night and planning data-based interventions with children in their preschool classroom during the day.

• **Employed Special Education Candidates**

When candidates are employed every effort is made to follow the intern support model described throughout this document. Candidates teaching on emergency permits are asked to take several “personal days” to participate in the demonstration/application lessons described in this standard. In many cases the school district is willing to find substitute teachers for release time. We are currently exploring options with our Dean to implement an after-school lab or a Saturday enrichment clinic modeled after the CSULA Charter school program. Candidates teaching with emergency permits will be required to do all of the same field assignments. If candidates already work in inclusive classrooms, it will be possible to complete the general education coursework. However, located on segregated sites, they will need to take the general education coursework during the summer. The general education competence is explained more completely in Special Education Standard 21.
E. Single Subject Credential Programs

- Site Selection

Single Subject has three Professional Development Districts (PDD). They are: Anaheim Union High School District, Fullerton Joint Union High School District, and Santa Ana Unified School District. The majority of placements are made within these district junior and senior high schools. In placing student teachers, the University considers school factors including the following: Is the overall school environment conductive to teaching and learning? Is the school interested in the professional development of both prospective teachers and its current faculty? Does the school assign teachers appropriately? Does the school provide adequate counseling and student support services? Does the school expect to promote appropriate student conduct? Does the school support efforts to improve curriculum and instruction? Does the school provide an appropriate environment for learning to effectively educate culturally and linguistically diverse learners? Districts develop lists of approved master teachers largely based on recommendations of its site administrators. Professional Track employment (emergency) must also be approved by the program.

- Placements

Field placements are initiated by the 14 subject area coordinators via written request to the Coordinator of Secondary Education who contacts the three Professional Development District Field Coordinators (district personnel). In collaboration (subject area coordinator, coordinator of secondary education, and district field coordinator), they arrange placements for first semester externs. Out-of-district placements (those outside three professional development districts) are made by written request to the Coordinator of Secondary via the subject area coordinators. The Coordinator of Secondary Education arranges these placements by formal letters to school districts/schools. Out-of-district Placements are made for a variety of reasons including unavailable master teachers in districts, subject area expertise, and by special need (parent needs to be close to a small child). All placements must conform to the guidelines outlined in the Single Subject Master Teacher/Student Handbook.

- Evaluation of Placement Sites

University supervisors, who are in schools on a regular basis, are in an excellent position to assess the quality of field-placement sites. In addition, the program coordinator reviews the annual school reports as they related to the specific factors previously mentioned and the overall suitability of a school as a field-placement site. Student teachers are asked to give input on their assignment in an exit interview in the seminar class with the subject area coordinator. This information is relayed to the Coordinator of Secondary Education. This information is considered when making decision regarding future placements.

- Pre-Professional Field Experience

Single Subject applicants meet the pre-program field experience requirement by completing EDSC 310 - The Teaching Experience - Participation, which includes 30 hours of specified observation/work experience in a 7-12 classroom.
• **Professional Preparation Field Experience**

EDSC 440 F - Supervised Fieldwork in Secondary Schools includes observation and participation in specified instruction in secondary school learning centers three hours daily the first ten weeks of the first semester (extern) in the program. EDSC 449E - Externship in Secondary Teaching includes co-teaching in two secondary school classrooms the last five weeks in the first semester in the program.

EDSC 449I - Internship in Secondary Teaching is full-time student teaching in a specific single subject in a secondary school for an entire semester. The student teacher assumes full responsibility for three classes (two alike), has a planning period (congruent with the master teacher's), and a conference period. This assignment is for the full public school semester (18 weeks).

Field experiences (extern and student teaching semester) are at the same site with the same master teachers. Specific roles for district and school sites administrators regarding the selection of sites and master teachers are identified in the Single Subject Credential Handbook.

F. **Educational Leadership**

District employed staff who work with educational leadership candidates from Cal State Fullerton are called mentors in order to stress their supportive role. The Preliminary Administrative Credential program—Tier I—takes a more traditional approach to fieldwork. These candidates are now teachers who need to gain experience in leadership and administrative tasks. Students begin the process in their first semester in the program by developing with their mentor a fieldwork plan that assures that they will do activities across the ten domains of candidate competence outlined by the California program standards. The students are grouped in cohorts for all of their work in the program. Each cohort is led by a faculty member who acts as the student's primary advisor and reviews and rate evidence that students have met each of the goals set by the domains of candidate competence. A part-time faculty member acts as the faculty supervisor for fieldwork visiting sites, issuing semester grades for fieldwork, and tracking progress. The fieldwork process is detailed in the Fieldwork Handbook for EDAD 567 (CS7.6: Educational Leadership Fieldwork Handbook).

Candidates in the Professional Administrative Credential program—Tier II—are already employed as administrators. They do not need to do traditional fieldwork. However, they all have district-employed mentors who assist them in developing "individualized induction plans." The role of the mentor and the induction planning process are outlined in the Induction Planning Handbook for EdAd501a (CS7.7: Educational Leadership Induction Planning Handbook).

• **Selection of Mentors**

For the Applicant Portfolio for both programs the candidates must turn in a form, Notice to District Superintendent, which indicates the candidate's preference for a mentor and asks the superintendent to report any concerns either on the form or by calling the Educational Leadership Department Head. Mentors must hold an administrative credential and be current with changes in the profession and student population. They also have experience in observation and coaching techniques required to supervise teachers and other professionals. Candidates in both programs must provide a form that gathers data on the qualifications of mentors. Faculty members acting as supervisors also meet with the mentors and candidates. All of these steps provide opportunities to judge the qualifications of mentors.
• Orientation of Mentors

Candidates provide their mentors with copies of the appropriate fieldwork handbook. Faculty then discuss the role of mentors when they meet with the mentors. Unlike the student teaching supervisors in other departments, mentors of Educational Leadership students are not compensated. Many of the district-employed supervisors have been mentors for other candidates from Cal State Fullerton or those from other universities. In addition, a significant number are graduates of our program. At least once each semester the department sends letters and other materials to mentors about the program and their role.

• Collaborative Evaluation of Fieldwork

The Tier I—Preliminary Program collects evaluation forms from mentors each semester that are then used by university faculty in assigning grades and planning for subsequent semesters of fieldwork. These forms are in the 567a Handbook. The Tier II—Professional Program ends with the Assessment of Candidate Competence, which is outlined in the Handbook for EdAd501b. This is a collaborative process in which both the mentor and the faculty member recommend the candidate receive the Professional Credential.

• Recognition of District Supervisors

Each semester the department sends a list of the mentors to the superintendent of the district thanking the district for their support of our candidates and requesting that the district also recognize the work of the mentors. The correspondence sent to mentors each semester also expresses our appreciation. In addition, our students make it a point to express their appreciation by inviting mentors to the department's annual conference and in other informal ways such as inviting the mentor out for a meal.

G. Mission Viejo Campus (MVC) CS7.8: MVC Annual Report

The credential programs offer the following at MVC and other off site locations:

For many years the Department of Elementary, Bilingual, and Reading Education has offered two two-semester blocks at the Mission Viejo Campus. Recent interest and need have swelled credential program numbers in Mission Viejo so that we now offer, additionally, at least one three-semester block. Mission Viejo blocks are staffed by regular Department faculty who attend faculty meetings and participate in the Department’s decision-making process. Candidates in Mission Viejo blocks meet all requirements and competencies as do candidates in campus-based blocks. Prerequisite courses are available at the Mission Viejo site, and many candidates complete their prerequisites at that campus. Early field experiences and student teaching occur in local schools, and we pride ourselves on the strong relationships we have built with school districts surrounding the Mission Viejo site. Some master's courses are also available at the Mission Viejo site.

In response to Anaheim City School District's desire to obtain accessible credential program experiences, the Department of Elementary, Bilingual, and Reading Education initiated an Anaheim site-based three-semester credential block initially devised for Anaheim teachers working on emergency permits. Candidates from other settings have also joined the block. This block is staffed by regular Department faculty who attend faculty meetings and participate in the Department's decision-making process. Candidates in this block meet all requirements and competencies as do
candidates in campus-based blocks. Candidates in this block will be doing their full-time student teaching and completing the program in Fall Semester 2000.

Additional, the Department offers a site-based Master’s program in Anaheim. One cohort of students has completed the Curriculum and Instruction concentration, and a second is currently working toward the Curriculum and Instruction Concentration with a Reading Certificate.

All of the programs in the Department of Special Education are coordinated through the main campus. All classes are cycled through MVC. Special Education offers classes on site in the following school districts: Anaheim Union High School District, Saddleback Union High School District, Placentia Yorba Linda Unified School District, Newport Mesa School District, Capistrano Unified School District, East Whittier Unified School District, Brea Linda Unified School District, and Fullerton School District.

Secondary Education will be offering the prerequisite courses Fall 2000 at the Mission Viejo campus.

Each fall Educational Leadership starts a Preliminary Administrative Credential cohort at the Mission Viejo Branch Campus (MVC). Students are able to take their entire program at MVC. In Fall 1999 Educational Leadership began their first cohort in the East Whittier Elementary School District. The district only provides meeting space. This cohort is made up of teachers from that district and a few teachers from Los Angeles Unified School District. In Spring 2000, Educational Leadership began a cohort in the Fullerton Joint Union High School District. The leadership of the district approached the Department to form the cohort and they have been very involved in the planning. The district buys the students’ books and several of the administrators from the district who were already part-time instructors in Secondary Education have also taught courses in the Preliminary Credential program for this cohort. In Spring 2000, Anaheim Elementary School District requested a cohort which will began April 2000. Off campus cohorts required more support to assure that they are connect to the rest of our on-campus programs. Our department wide conference held every spring assists with this effort as well as the use of batch e-mails to student cohorts assures that the off-campus groups are kept informed. All students are also required to come to an orientation session before they start the program.

The Reading Program offers courses leading to the Master of Science in Education with a Concentration in Reading Degree and the California Reading/English Arts Specialist Credential at the Mission Viejo Campus (MVC) and a locations in several Orange County and Los Angeles County school districts. At the MVC, we offer all courses needed for both the degree and the specialist credential. In the Newport-Mesa Unified School District, the Capistrano Unified School District, and the East Whittier City School District, the Reading Program offers courses to cohorts of candidates earning their graduate degree and/or their specialist credential. The district cohort candidates take courses together in an agree upon sequence. In the Anaheim City School District the Reading Program, in partnership with the Department of Elementary, Bilingual, and Reading Education, is offering courses leading to the California Reading Certificate. Candidates in the Anaheim cohort are also taking courses leading to their graduate degree in curriculum instruction.
Internship Program

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

The CSU Fullerton Internship Programs have contracts with most school districts in Orange County and the surrounding areas. The Departments have on-going collaboration with the these schools districts with intern selection, placement, and supervision. Throughout the school year, the university continually evaluates the internship assignments along with the school sites. University supervisors make six to eight classroom visits each semester, and during these site visits, the university supervisor makes contact with assigned mentor and school administration regarding the intern’s status. A on-site buddy or mentor is assigned collaboratively with the district. This person must have taught for three years and be credentialed in the area they are providing support.

CLAD/BCLAD Emphasis Programs


- The Crosscultural, Language, and Academic Development (CLAD) authorization candidate is placed in teaching settings for English language development (ELD) and Specially Designed Academic Content Instruction in English (SDAIE).

- The Bilingual Crosscultural, Language, and Academic Development (BCLAD): Spanish candidate is also placed in teaching settings where literacy and academic content are taught in the language of emphasis for at least one extended teaching assignment.

Response:

All credential candidates are placed in at least one setting for English language development (ELD) and specially designed academic content instruction (SDAIE).

All BCLAD candidates are placed in at least one setting where literary and academic content are taught in the language of emphasis.

To the maximum extent possible, candidates—both CLAD and BCLAD—are placed in diverse settings where ELD and SDAIE practices are typical.

Communicative Disorders

Procedures for clinical supervisors are described in the program document on pages 19-29.

In summary, CSU Fullerton 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.

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DOCUMENTATION FOR STANDARD 7

CS7.1: Conceptual Framework/Knowledge Base Document
CS7.2: Multiple Subject Credential Handbook
CS7.3: Special Education Handbook
CS7.4: Single Subject Credential Handbook
CS7.5: Early Childhood Handbook
CS7.6: Educational Leadership Fieldwork Handbook
CS7.7: Educational Leadership Induction Handbook
CS7.8: MVC Annual Report
Common Standard 8
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.

For an internship program: Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

NCATE Standards

I.II. Quality of Field Experiences - The unit ensures that field experiences are consistent with the conceptual framework(s), are well planned and sequenced, and are of high quality.

The response to this standard is organized by selection and training of qualified field supervisors, training and orientation of field supervisors, evaluation of supervisors, recognition and reward for supervisors, and programs. The documentation is listed at the end.

I. Selection and Training of Qualified Field Supervisors (CS8.1: Program Handbooks)

Field supervisors are chosen through a collaborative effort of the human resources departments of the larger school districts, special education directors, program specialists, and building principals as well as university personnel. They are chosen on the basis of: recommendations by district and school administrators; successful teaching experience; having completed appropriate California credential(s); ethnic, cultural, language, and gender diversity; clear record of professional-development activities; an interest and willingness to take on the responsibility of supervision; an understanding of the mission, goals, and objectives of the School of Education and the Department/Program for which employed for supervision. In our programs, field supervisors refers to master teachers and university supervisors are counted as faculty.

II. Training and Orientation of Field Supervisors (CS8.2: Agendas of Trainings/Orientations)

Each Department conducts training and orientation for field supervisors. They take the format of individual appointments, school/district site training/orientation, and university site training. All fieldwork supervisors are expected to attend. Some of the topics covered include: program orientation and expectations, responsibilities of all parties, paperwork requirements, calendar for the semester of work, and supervisor strategies and techniques. In these workshops supervisors are given the opportunity to voice their concerns about the placement, monitoring and evaluation process. All program/credential handbooks are updated each year and supplied to master teachers.
and university supervisors. The Single Subject Credential Handbook is available on-line along with computer usable evaluation forms.

III. Evaluation of Supervisors (CS8.3: Evaluations of Supervisors)

Field supervisors are evaluated by the candidates and university supervisor at the end of each semester. In Single Subject this is accomplished by exit interviews with candidates in the program and by feedback from the University Supervisors. In Multiple Subject this is accomplished by a mid-program conferences and exit interviews with university supervisors and/or candidates. Only those field supervisors who receive positive evaluations will continue to receive student placements. In Special Education this is accomplished by written evaluation of master teachers.

IV. Recognition and Reward for Supervisors (CS8.4: Rewards for Supervisors)

In February 2000, two evenings from 4 to 7 p.m. were set aside for the School of Education to meet with all program master teachers/mentors/support providers at the Fullerton Sheraton for an evening of sharing mission/goals and programs/credentials.

Multiple Subject and Special Education pay a $200 stipend to each master teacher who takes part in the summer one-week workshop, sends a thank you letter at the end of the year, and this year will give certificates. Single Subject and Special Education reward each master teacher or field supervisor each semester with an Awards Reception and a Certificate.

Master teachers are compensated for their supervisory activities at a rate of $25 per credit unit for which a student teacher enrolls (e.g., $25 x 2 credits ($50) for a beginning student teacher (EDEL 430C) and $25 x 15 credits ($375) for an advanced student teacher (EDEL 439A). Single Subject master teachers are paid $25 x 10 units ($250) EDSC 449I. Special Education master teachers are paid $25 x 5 credit units for 439a ($125) and $25 x 6 credits units for 489 ($125) and $25 x 3 credit units for 490 ($75). Additionally, teachers are recognized with letters of acknowledgment from program coordinators. A number of master teachers have served as Visiting Teachers in Residence in Single Subject in Mathematics and English. University supervisors receive 1 unit of credit for every two students supervised in Single Subject, ____ unit of credit for every ____ students supervised in Multiple Subject, and 1 unit of credit for every 3 to 4 students supervised in Special Education.

V. Programs (CS8.1: Program Handbooks)

1. Single Subject

The selection and recommendation of master teachers varies across districts; however, we ask those responsible for placing student teachers with master teachers to consider the following characteristics, which we believe are essential to successful supervision:

- be superior, experienced, tenured teachers;
- demonstrate exemplary teaching methods;
- show enthusiasm for working with student teachers;
- be aware of current curricular trends and issues;
- be able to analyze the elements necessary for successful teaching and be able to coach and advise student teachers in helping them develop successful practices;
- be committed to provide the time necessary for supervision, support, and guidance;

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be flexible and able to accept and validate various teaching styles;
act in a supportive as well as evaluative way;
see the student teaching experience as an induction into teaching, not as a test;
be willing to let go of the class and allow student teachers to establish themselves in the classroom; and
be willing to work cooperatively with the university supervisors in resolving problems and in contributing to the success of the student teacher.

2. Multiple Subject

The master teachers have an important role in introducing students to the routine and duties of everyday teaching and providing the candidates with experiences that will prepare them to take over a class for a complete student teaching assignment. Master teachers are sought who:

- Discuss and evaluate with district personnel and university block instructors the overall program and help decide on experiences which contribute to a candidate's professional preparation.

- Share expertise with the student regarding effective teaching strategies, useful teaching materials, discipline techniques, and non-instructional tasks that the teacher must perform.

- Supervise the candidate in his/her classroom activities.

- Confer frequently with the candidate to provide feedback on the candidate's performance and to suggest improvements;

- Enable students to perform student participant task within the time assigned to fieldwork activities;

- Arrange for students to spend approximately one-half of the fieldwork working directly with the pupils.

- Complete an evaluation of the candidate's performance, using the evaluation form for field experiences.

3. Special Education

The program coordinator and/or the department head meet with the site principal and teachers, then tour the school site prior to student teacher placement. District and university personnel determine if site personnel have remained current with changes in the profession and student population. Master teachers must attend an orientation and training session each year. The program seeks to use as many CLAD certified master teachers as possible. Every candidate will have at least one semester with a CLAD certified master teacher. All master teachers must have credentials, academic preparation and successful experience (preferably 3+ years) in the same credential area as the candidate-in-training. Special Education uses the same cooperating teacher characteristics as described above in the multiple subject section.
Internship Response

Interns receive an array of support during their internship experience from different sources. School site support providers, “Cooperating/Master Teachers,” must be experienced and chosen by the principal for their ability to mentor. In addition, in-classroom support is provided by the University Supervisor who visits regularly. Teacher union policy requires that support providers do not evaluate interns. The support provider is a coach and support person only. They demonstrate lessons, help with scheduling, lesson planning, and give personal support.

CLAD/BCLAD Emphasis Programs

Each classroom teacher who supervises one or more student teachers is (a) certified, (b) experienced in teaching the subject(s) of the class, (c) a model of effective instruction for LEP students, (d) trained in supervision and oriented to the supervisory role, and (e) appropriately evaluated.

Each supervising teacher demonstrates skills in observation and coaching techniques and in ways of successfully fostering learning in adults.

Teachers who supervise the field experiences of Crosscultural, Language and Academic Development Emphasis (CLAD) candidates possess a valid credential or certificate authorizing service to LEP students, and model effective English language development, and specially designed academic instruction.

Teachers who supervise Bilingual Crosscultural, Language, and Academic Development (BCLAD) candidates possess a valid bilingual credential or certificated and model effective bilingual and multi cultural instruction.

Teachers who serve as master/mentor teachers for all of our candidates have CLAD certification and/or have training, experience and expertise in working with diverse populations of students.

Teachers who supervise BCLAD candidates possess a valid bilingual credential and/or model effective bilingual and multi cultural instruction.

Early Childhood Education Emphasis Programs

Teachers supervising field experiences, including student teaching, have had academic preparation and successful experience in teaching young children, and have remained current with changes in the profession and the student population.

Communicative Disorders

In the Communicative Disorders program, students take clinical practica in the Speech and Hearing clinic on campus and at sites in surrounding communities. All students who obtain the CRSC complete at least one clinical practica in a hospital or clinical setting in SpCom 559A and another at a school site. All clinical supervisors and master clinicians for the master’s degree and the CRSC must have their Certificate of Clinical Competence (CCC) and their California license. If they are master clinicians in the schools, they must also have the appropriate credential. Clinical supervisors in the on-campus Speech and Hearing Clinic have usually been tenured or tenure track faculty members, the chief speech pathologist, or part-time clinical supervisors who have successfully
supervised students in the Clinic for several semesters. All off-campus clinical practica are coordinated by tenured or tenure track faculty members.

The credential coordinator is responsible for placing all students in the public schools. Students may be placed by preferred area or district, master clinician, grade level, or population. Because students sometimes live as far as fifty miles away, students have been placed as far west as Redondo Beach, as far east as Moreno Valley, as far north as Victorville, and as far south as in Northern San Diego County. Students with bilingual skills, whenever possible and desired by the student, are placed with master clinicians who are fluent in the same language or in schools that serve the relevant bilingual community.

Efforts have been made over the years to recruit and support master clinicians who are excellent clinicians role models, and mentors. Master clinician-student matches are also made partially on personality, so that less confident clinicians are matched with nurturing master clinicians.

Students are allowed to search for their own master clinicians, especially if they are requesting an area far from campus, although their requests are subject to the approval of the credential coordinator. In instances in which there is an extremely incompatible match, a student may be placed with a highly experienced and effective master clinician so that the student’s level of skills may be developed and fairly evaluated.

Master clinicians’ school districts receive $100 for each student clinician. In the vast majority of cases, this sum is transferred to the master clinician. Master clinicians are invited to a master clinician-student orientation and luncheon held at the beginning of each semester.

In summary, CSU Fullerton selects qualified (certified and experienced area of supervision) district-employed field experience supervisor (master teacher), orients and trains as well as evaluates, recognizes, and rewards.
DOCUMENTATION FOR STANDARD 8

CS8.1: Single Subject Credential Handbook
CS8.2: Multiple Subject Credential Handbook
CS8.3: Special Education Specialist Credential Field Experiences Handbook
CS8.4: Agendas of Trainings/Orientations
CS8.5: Program Evaluation Forms
CS8.6: Multiple Subject Credential Document
CS8.7: Single Subject Credential Document
CS8.8: Special Education Credential Document