California State University, Hayward
School of Education and Allied Studies

Institutional Report and Common Standards

A Response to the
National Council for Accreditation of Teacher Education
(NCATE) Unit Standards
and the
California Commission on Teacher Credentialing (CCTC)
Common Standards

Submitted for Continuing Accreditation by the CCTC and the NCATE
Visit Dates: April 27 – May 1, 2002

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Institutional Report and Common Standards  

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This report is divided into ten sections:

* The *Introduction* includes an explanation of how this document responds to both the NCATE Unit Standards and the CCTC Common Standards.

* The *Overview of the Institution* provides the context for the visit and describes California State University, Hayward and the School of Education and Allied Studies (SEAS).

* The third section offers an *Overview of Programs for the Preparation of Educators.*

* The discussion of the *Conceptual Frameworks* describes the SEAS conceptual framework and program frameworks.

* Sections five to ten provide evidence on how SEAS meets each of the six *NCATE Unit Standards* and the eight *CCTC Common Standards.*

### CCTC/NCATE Standards Concordance

The report is organized by, and provides a response to, the NCATE Unit Standards:

- Conceptual Framework
- Standard 1: Candidate Knowledge, Skills, and Dispositions
- Standard 2: Assessment System and Unit Evaluation
- Standard 3: Field Experiences and Clinical Practice
- Standard 4: Diversity
- Standard 5: Faculty Qualifications, Performance, and Development
- Standard 6: Unit Governance and Resources.
This document also responds to the eight CCTC Common Standards. The format of the report attempts to make things as simple as possible and keep cross-referencing to a minimum. The chart below shows where each CCTC Common Standard is addressed:

<table>
<thead>
<tr>
<th>CCTC Common Standard</th>
<th>Addressed in the Response to NCATE Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Education Leadership</td>
<td>6 Unit Governance and Resources</td>
</tr>
<tr>
<td>2 Resources</td>
<td>6 Unit Governance and Resources</td>
</tr>
<tr>
<td>3 Faculty</td>
<td>5 Faculty Qualifications, Performance, and Development</td>
</tr>
<tr>
<td>4 Evaluation</td>
<td>2 Assessment System and Unit Evaluation</td>
</tr>
<tr>
<td>5 Admission</td>
<td>2 Assessment System and Unit Evaluation</td>
</tr>
<tr>
<td>6 Advice and Assistance</td>
<td>5 Faculty Qualifications, Performance, and Development</td>
</tr>
<tr>
<td>7 School Collaboration</td>
<td>3 Field Experiences and Clinical Practice</td>
</tr>
<tr>
<td>8 District Field Supervisors</td>
<td>3 Field Experiences and Clinical Practice</td>
</tr>
</tbody>
</table>

Thus, all information required for the CCTC Common Standards can be found in the responses to NCATE Standards 2, 3, 5, and 6.

Support Documents

Two sets of documents support this report:

(1) **CCTC Program Documents.** All credential programs at CSU Hayward are accredited by the California Commission on Teacher Credentialing (CCTC). A self-study, responding to each of the relevant CCTC standards, has been written or each program. A copy of each self-study is in the Exhibit Room.

(2) **Documents in the Exhibit Room.** Hundreds of relevant documents are available for examination in the Exhibit Room. Each program has a bin, with documents sorted by a common directory.

**NOTE:** All references to documents attached as appendices or placed in the Exhibit Room will be referenced in this font.
Overview of the Institution

California State University, Hayward

California State University, Hayward is a public, regional institution of higher education with excellence in teaching as its primary mission. The University opened its doors in a local high school as the “State College of Alameda” in 1959. The college moved to its present location in 1963 and was renamed "California State University, Hayward” in 1973. Today, CSU Hayward offers undergraduate and masters degree programs in a wide range of disciplines and is one of 23 universities in the California State University system. CSU Hayward, like all universities in the CSU system can not independently offer doctoral degrees. The University offers bachelor’s degrees in 41 fields and master’s degrees in 28. CSU Hayward now has two campuses, one in the Hayward hills of Alameda County, and a smaller, satellite campus 38 miles away in the Concord foothills of Contra Costa County. The University is located in one of the largest urban areas in the United States, California’s East Bay, and serves over 2 million people living in Alameda and Contra Costa Counties. This is a highly diverse region. Alameda County has the largest percentage of African Americans in California and there is a significant population of recent immigrants from the Spanish-speaking Americas, the Middle East, and East Asia.

In the Fall Quarter of 2001, 13,240 students were enrolled in classes at CSU Hayward. African Americans, Asian Americans, and Hispanic Americans make up a majority of students. The demographics of the undergraduate student population during the Fall of 2001 are illustrative: 36.5 % were Asian, Filipino, or Pacific Islanders; 14.4 % were Hispanic; 14.3 % were African American; and 63% were women.

University Mission. CSU Hayward is committed to educational excellence for a diverse society. Encouraging and advancing learning is the University’s primary mission. This purpose is achieved mainly by providing instruction for undergraduate and graduate students in the liberal arts and sciences and the professions, including business and teacher education. The University is also a social and cultural center for public enrichment. In partnership with surrounding communities, the University helps identify and address issues of importance to the region. To further its educational objectives, the University fosters excellence in instruction. It also encourages pursuits to stimulate among its students, alumni, staff, and faculty a lifelong enthusiasm for intellectual activity, including basic research, artistic creation, the integration of knowledge, and the application of scholarship to practical problems. CSU Hayward is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of School and Colleges (WASC). Academic programs at CSU Hayward are organized in four schools: Arts, Letters, and Social Sciences; Business and Economics; Education and Allied Studies; and Science.

The 2000 –2002 University Catalog is in the Exhibit Room, as Item 3, in the “General” category. The University web site is www.csuhayward.edu.
The School of Education and Allied Studies (SEAS)

Within SEAS there are five departments and an interdisciplinary cluster: Educational Leadership, Educational Psychology, Kinesiology and Physical Education, Recreation and Community Services, and Teacher Education. The Interdisciplinary Studies Cluster, was created to promote interdisciplinary collaboration among faculty. Table OV-1 shows student enrollments and the number of faculty positions in SEAS during the Fall 2000 quarter:

________________________

Table OV-1
SEAS Department Student Enrollments and Faculty Positions
Fall Quarter 2000

<table>
<thead>
<tr>
<th>Department</th>
<th>FTES</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>86</td>
<td>6.67</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>258</td>
<td>20.27</td>
</tr>
<tr>
<td>Interdisciplinary Cluster</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Kinesiology and Physical Education</td>
<td>307</td>
<td>18.76</td>
</tr>
<tr>
<td>Recreation and Leisure Studies</td>
<td>73</td>
<td>3.80</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>431</td>
<td>29.28</td>
</tr>
</tbody>
</table>

Notes: (1) Programs in the departments of Kinesiology and Physical Education and Recreation and Community Services are not subject to this review. (2) Universities in the CSU use the Fall Quarter for official reporting, final data for the Fall 2001 Quarter will be available during the April visit.

________________________

All but two masters degree programs subject to this review are linked to credentials and given these linkages, this report describes eight “programs”:

Initial Teacher Preparation Programs

(1) Multiple Subject Teaching Credential. Offered through the Department of Teacher Education, program includes: (a) the Multiple Subject Teaching Credential (MSTC), Preliminary and Professional Clear, (b) MSTC with a Cross-cultural, Language, and Academic Development (CLAD) Emphasis, (c) MSTC with a Bilingual (Spanish-English) Cross-cultural, Language, and Academic Development (BCLAD) Emphasis, and (d) MSTC Internship Credential.

(2) Single Subject Teaching Credential. Offered through the Department of Teacher Education, this program includes the (a) Single Subject Teaching Credential (SSTC), Preliminary and Professional Clear, (b) the SSTC with a Cross-cultural, Language, and Academic Development (CLAD) Emphasis, and (c) the SSTC Internship Credential.
Program with Both Initial and Advanced Preparation Tiers

(3) Special Education Credentials/MS in Special Education. There are three tiers in the Special Education program: (a) the Educational Specialist Credential: Mild – Moderate and Moderate – Severe Disabilities, Level I; (b) the Education Specialist Credential: Mild – Moderate and Moderate – Severe Disabilities, Level II, and (c) the Masters of Science in Special Education. The Level I Credential tier is for initial teacher preparation. The Level I Credentials are offered in two formats: (1) concurrent with the Multiple Subject Teaching Credential (called “TED/SPED”), a collaborative effort between the Departments of Teacher Education and Educational Psychology; and (2) for candidates who already have a basic teaching credential, by the Department of Educational Psychology. The Level II Credential and the MS tiers provide advanced preparation.

Advanced Preparation Programs

(4) Administrative Services Credentials/MS in Educational Leadership. Offered through the Department of Educational Leadership, the related programs are: (a) the Preliminary Administrative Services Credential (b) the Professional Administrative Services Credential, (c) Internship Credential in Administrative Services, and (d) the Masters of Science in Educational Leadership.

(5) MS in Education, Option in Curriculum. The Masters of Science in Education, Option in Curriculum is a graduate program for practicing K-12 teachers. It is not linked to a credential program and it is offered through the Department of Teacher Education.

(6) MS in Education, Option in Educational Technology Leadership. The Masters of Science in Education, Option in Educational Technology Leadership is a graduate program, not linked to a credential program, offered through the Department of Teacher Education.

(7) Reading Certificate/Reading & Language Arts Specialist Credential/MS in Education, Option in Reading Instruction. This is a three-tier program including (a) the Reading Certificate, (b) the Reading and Language Arts Specialist Credential, and (c) the Masters of Science in Education, Option in Reading Instruction. The program is offered through the Department of Teacher Education.

(8) School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology. The linked programs are (a) the Pupil Personnel Services Credential: School Psychology, (b) Pupil Personnel Services Credential: School Psychology Internship, and (c) the Masters of Science in Counseling: Option in Clinical Child Psychology. These programs are offered through the Department of Educational Psychology.

Inter-Departmental Delivery of Programs

Candidates concurrently can work toward the Level I Special Education Credentials and the Multiple Subject Teaching Credential. These candidates are organized into a cohort that has been nicknamed “TED/SPED.” TED/SPED is a collaborative effort among faculty
from the Departments of Educational Psychology and Teacher Education. A revision in the California Education Code now permits candidates to earn both the bachelors degree in Liberal Studies and the Multiple Subject Teaching Credential in four years. This is called a “blended” program and is jointly administered by the Office of Liberal Studies and the Department of Teacher Education.

Program Outside of SEAS Subject to Review by the CCTC

The Rehabilitative Services Credential in Speech, Language and Hearing is offered through the Department of Communicative Sciences and Disorders in the School of Arts, Letters, and Social Sciences. NOTE: For the RSC Program, separate responses are provided to the eight CCTC Common Standards according to the concordance provided above.

Significant Accomplishments in the School of Education and Allied Studies, 1997 - 2002

Grants. Faculty members have an impressive record in developing successful grant projects. Of particular note are federally-funded programs. Successful Options for Academic Readiness (SOAR) is a $14 million project funded by US Department of Education that promotes access to higher education for 3500 low-income middle and high school students in Oakland. The African American Literacy and Culture Project is collaborative effort among the University, the Oakland Unified School District and the University of Pennsylvania. This three-year project has received $1.2 million and is developing and testing teacher development, reading instruction, and parent advocacy approaches to enhance the literacy of African American elementary school students. Students, Assistants, and Bilingual Educators Reaching Out (SABER) is a five-year project that will receive slightly under $1 million. SABER assists paraprofessionals and high school students in becoming credentialed, bilingual (Spanish/English) teachers. Finally, special education faculty in the area of moderate to severe disabilities have been awarded grants of over $6 million during the last 15 years. These projects have recruited a more diverse population of special educators.

Credential Student Service Center (CSSC). The CSSC was created in 1999 to serve as an information center for all candidates seeking credentials, to provide recommendations for all California credentials, to process applications for the Multiple Subject and Single Subject Credential programs, and to develop a database on all credential candidates. (Please note, however, that each credential program conducts formal admission advisement separately.) The creation of the CSSC was a response to the challenges of improving services for candidates and developing databases for mandated state and federal reports.

Interdepartmental/Inter-University Delivery of Programs. Two new programs are the result of inter-departmental and inter-University collaboration. In 1998, in response to revised CCTC standards, a program was developed that would allow candidates to concurrently pursue the Multiple Subject Teaching Credential and the Education Specialist Credential, Level I, in either Mild to Moderate or Moderate to Severe Disabilities. This two-year program was developed and is administered by faculty from the departments of Educational Psychology and Teacher Education. The program has been nicknamed “TED/SPED.”
In 1999, California law was changed to allow candidates to earn their Multiple Subject Teaching Credential at the same time they earn their undergraduate degree in Liberal Studies. In 2000, the first candidates were admitted to the new Blended Liberal Studies Subject Matter Preparation and Multiple Subject Credential Program. The program was developed by faculty from the Department of Teacher Education and faculty from CSU Hayward’s Schools of Science and Arts, Letters, and Social Sciences. It is administered by the Director of the Liberal Studies program, a faculty member in the Department of Criminal Justice, and the faculty team leader from the Department of Teacher Education.

Center for Educational Leadership. In 1996, the Hewlett Foundation funded the Center for Educational Leadership. The Center’s purpose has been to improve public education by developing leadership capacity in schools and districts. For five years, the Center received additional funding from the Bay Area School Reform Collaborative (BASRC). With that funding, SEAS faculty worked closely with four professional development schools on the development of leadership capacity to enhance student achievement. The Center provides regular study and support group meetings for principals and vice-principals. The Center is currently in its second year of supporting teachers applying for National Board certification.

Interdisciplinary Studies Cluster (ISC). Established in 1995, The ISC develops cross-disciplinary courses and experiences for students, promotes interdisciplinary collaboration among students and faculty, builds partnerships, and broadens program offerings. By involving faculty from three or more departments in common endeavors, the ISC encourages cross-departmental innovation. Until 1999, the ISC fostered the creation and was home for the MS in Education, Option in Educational Technology (that program and its faculty have since moved to the Department of Teacher Education). The ISC currently offers courses in collaborative leadership, computer applications, and community relations. Under development is a joint masters degree program in teacher leadership.

The SEAS web site is http://edschool.csuhayward.edu. All relevant state and national accreditation reports, including the AACTE/NCATE annual reports submitted since the 1997 CCTC/NCATE review, are in the Exhibit Room under the “General” category, item 1.
Overview of Programs for the Preparation of Professional Educators

Table OV-2 provides an overview of the programs for educators offered through SEAS. All programs were fully accredited as a result of the last CCTC/NCATE visit in 1997. For each program, the following information is provided:

Type: Each program is classified as either an “advanced” or “initial” preparation program according to the definitions provided in the “Glossary of NCATE Terms.”

Quarter Course Units: CSU Hayward is on the quarter system. The number in this column is the total units of courses.

Quarter Field Units: The number in this column is the total number of units assigned to field experience.

Candidates Enrolled F01: This is the total number of candidates enrolled in either courses or required fieldwork during the Fall Quarter, 2001.

Other Standards: Other than the NCATE Unit Standards, this column lists the other set(s) of standards the program has met.

Table OV-2
Overview of SEAS Programs Subject to Review

Programs in the Department of Educational Leadership

<table>
<thead>
<tr>
<th>Program</th>
<th>Type</th>
<th>Quarter Course Units</th>
<th>Quarter Field Units</th>
<th>Candidates Enrolled F01</th>
<th>Other Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters–Educational Leadership</td>
<td>Adv</td>
<td>48</td>
<td>12</td>
<td>42</td>
<td>none</td>
</tr>
<tr>
<td>Prelim Administrative Services Credential</td>
<td>Adv</td>
<td>24</td>
<td>12</td>
<td>92</td>
<td>CCTC</td>
</tr>
<tr>
<td>Prelim Administrative Services Internship</td>
<td>Adv</td>
<td>24</td>
<td>18</td>
<td>15</td>
<td>CCTC</td>
</tr>
<tr>
<td>Profess Administrative Services Credential</td>
<td>Adv</td>
<td>15</td>
<td>9, Note PRAD</td>
<td>81</td>
<td>CCTC</td>
</tr>
</tbody>
</table>

The Department of Educational Psychology

<table>
<thead>
<tr>
<th>Program</th>
<th>Type</th>
<th>Quarter Course Units</th>
<th>Quarter Field Units</th>
<th>Candidates Enrolled F01</th>
<th>Other Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters – Counseling Clinical Child</td>
<td>Adv</td>
<td>74</td>
<td>2200 clock hrs</td>
<td>48</td>
<td>Nat Assoc of School Psychologists</td>
</tr>
</tbody>
</table>

13
<table>
<thead>
<tr>
<th>Program</th>
<th>Type</th>
<th>Quarter Course Units</th>
<th>Quarter Field Units</th>
<th>Candidates Enrolled</th>
<th>F01 Standards</th>
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<tbody>
<tr>
<td>Masters in Education Curriculum</td>
<td>Adv</td>
<td>45</td>
<td>0</td>
<td>205</td>
<td>none</td>
</tr>
<tr>
<td>Masters in Education Edu Technology Ldrship</td>
<td>Adv</td>
<td>45</td>
<td>0</td>
<td>40</td>
<td>none</td>
</tr>
<tr>
<td>Masters in Education Reading Instruction</td>
<td>Adv</td>
<td>50</td>
<td>6</td>
<td>85</td>
<td>none</td>
</tr>
<tr>
<td>Reading Certificate</td>
<td>Adv</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>CCTC</td>
</tr>
<tr>
<td>Reading &amp; Lang Arts Specialist Credential</td>
<td>Adv</td>
<td>38</td>
<td>6</td>
<td>87</td>
<td>CCTC</td>
</tr>
<tr>
<td>Multiple Subject Teaching – Preliminary</td>
<td>Initial</td>
<td>31</td>
<td>23</td>
<td>175</td>
<td>CCTC</td>
</tr>
<tr>
<td>Multiple Subject Teaching – Prof Clear</td>
<td>Adv</td>
<td>Bach+45</td>
<td>0</td>
<td>Note MSPC</td>
<td>CCTC</td>
</tr>
<tr>
<td>Multiple Subject Teaching – Prel - Intern</td>
<td>Initial</td>
<td>31</td>
<td>23</td>
<td>88</td>
<td>CCTC</td>
</tr>
<tr>
<td>Multiple Subject Teaching – Prel - CLAD</td>
<td>Initial</td>
<td>38</td>
<td>23</td>
<td>Note MSCLAD</td>
<td>CCTC</td>
</tr>
<tr>
<td>Multiple Subject Teaching – Prel- BCLAD</td>
<td>Initial</td>
<td>44</td>
<td>23</td>
<td>20</td>
<td>CCTC</td>
</tr>
<tr>
<td>Single Subject Teaching – Preliminary</td>
<td>Initial</td>
<td>27</td>
<td>22</td>
<td>31</td>
<td>CCTC</td>
</tr>
<tr>
<td>Program</td>
<td>Type</td>
<td>Quarter Course Units</td>
<td>Quarter Field Units</td>
<td>Candidates Enrolled</td>
<td>F01</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>RCS – Lang, Spch, Hrng</td>
<td>Adv</td>
<td>45</td>
<td>6</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subject Tchng</td>
<td>Blended – Preliminary</td>
<td>Initial 38</td>
<td>21</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Note PRAD: 9 units of fieldwork and 120 hours of approved professional development training

Note MSPC: Multiple Subject Credential candidates in all categories are working toward the Professional Clear Credential. No number is provided to avoid “double-counting” of candidates.

Note MSCLAD: All but a few Multiple Subject Credential candidates earn the CLAD emphasis. No number is provided to avoid “double-counting” of candidates.

Note SSPC: Single Subject Credential candidates in all categories are working toward the Professional Clear Credential. No number is provided to avoid “double-counting” of candidates.

Note SSCLAD: All but a few Single Subject Credential candidates earn the CLAD emphasis. No number is provided to avoid “double-counting” of candidates.

---

**Program Notes**

**Preliminary and Professional Clear Teaching Credentials.** The Professional Clear Multiple and Single Subject Credentials are awarded after the candidate meets each of the following: (1) all requirements for the Preliminary Credential, (2) a course in computer education (TED 5099 or TED 5110), (3) a course in educating students with challenging conditions (TED 5500), (4) a course in health education (TED 5002) and (5) 45 quarters units beyond the bachelor’s degree. Candidates are made aware of the requirements for the Clear Credential when they are admitted to the Multiple Subject or Single Subject programs. Candidates choose different paths to achieve the Professional Clear Credential. Some take the required courses before they apply for the Preliminary Credential, and thus, earn both credentials at the same time. Other candidates wait until they have received their Preliminary Credentials, they have five years to complete the Clear Credential requirements. Future
reference in this report to the Multiple Subject or Single Subject programs will be to the
courses and field experiences required for the Preliminary Credential.

Masters Degree Programs. The following masters degree programs are an added “tier”
to a credential program, with additional units required:

The Masters of Science (MS) in Educational Leadership is linked to the Administrative
Services Credential. The masters degree requires 24 units beyond the Preliminary
Administrative Services Credential.

The MS in Counseling, Option in Clinical Child Psychology is linked to the Pupil
Personnel Services Credential in School Psychology. Here, the credential requires more units
(11) than the masters.

The MS in Special Education is the third tier that includes (1) the Level I Education
Specialist Credential in either Mild to Moderate or Moderate to Severe Disabilities, (2) the
Level II Specialist Credential in either area, and (3) the masters degree. The MS requires an
additional 8 -10 units beyond the Level II credential.

The MS in Education, Option in Reading Instruction is the third tier of graduate study
in reading instruction that includes (1) the Reading Certificate, (2) the Reading and Language
Arts Specialist Credential, and (3) the masters degree. The masters degree requires 8 units
beyond the Specialist Credential.

Thus, only two masters degree programs are not offered in conjunction with an
advanced credential: The MS in Education, Option in Curriculum; and the MS in Education,
Option in Educational Technology Leadership.

Location of Programs

Even with two campuses, some candidates in CSU Hayward’s service area live over 30
miles from either location. Commuting in this densely populated region can be frustrating, as
rush-hour traffic is heavy. The initial teacher preparation programs require candidates to be
concurrently enrolled in courses and field experience, and advanced programs are designed for
working professionals. Thus, most classes begin at 4:30, and candidates come to class at the
busiest travel times of the day. In order to serve the needs of our candidates, programs are
offered at several locations:

(1) All programs listed in Table OV-2 are offered at the Hayward campus.

(2) The following programs are offered at the Concord campus: (a) the MS in
Educational Leadership and the Administrative Services Credentials, (b) the Multiple Subject
Teaching Credential (including CLAD and Internship), (c) the Single Subject Teaching
Credential (including CLAD and Internship), and (d) some courses in the MS in Education,
Option in Curriculum.
(3) The following programs are offered in **Oakland**, in cooperation with the Oakland Unified School District: (a) the Multiple Subject Teaching Credential (including CLAD and Internship); (b) the Single Subject Teaching Credential (including CLAD and Internship); and (c) the Preliminary Administrative Services Credential, with a focus on small school design and leadership.

(4) The following programs are offered in **Union City**, in cooperation with the New Haven Unified School District: (a) the Multiple Subject Teaching Credential (including CLAD and Internship) and (b) the Single Subject Teaching Credential (including CLAD and Internship).

(5) The following programs are offered in **San Pablo**, in cooperation with the West Contra Costa Unified School District: (a) the Multiple Subject Teaching Credential (including CLAD and Internship) and (b) the Single Subject Teaching Credential (including CLAD and Internship).

(6) The Professional Administrative Services Credential is offered in **Pittsburg**, with candidates from several school districts in northern and eastern Contra Costa County.
Conceptual Frameworks

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

1. Introduction

Description of the SEAS Conceptual Framework

Conceptual frameworks have been developed for the School and for each program under the auspices of the School. The conceptual frameworks are both a process and a product, an ongoing process that defines a shared vision for each program in SEAS and a product encoded as a diagram and a narrative. The diagram of the SEAS conceptual framework appears on the next page as Figure 1. The diagrams and accompanying narratives for the program conceptual frameworks are in the Exhibit Room under the heading “Conceptual Frameworks and Descriptions.”

The SEAS conceptual framework is grounded in the School’s mission:

To prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.

The mission is at the center of the SEAS conceptual framework, along with the SEAS vision and theme. To fulfill the mission, the diagram of the conceptual framework has six interrelated spheres: (1) Outcomes, (2) Assessment System/Plan, (3) Evaluation of the Conceptual Framework, (4) Philosophy, (5) Knowledge Base Needed, and (6) Delivery System. A more complete description of the conceptual framework, with professional references, follows in the subsequent section, “Shared Vision.”

Development of the Conceptual Framework

On January 25, 2000, SEAS faculty began to review the conceptual framework developed in 1997. A new vision statement had been adopted by SEAS faculty:

We will be a school exemplifying the ideals of social justice and democracy, distinguished by excellence in teaching, vibrant programs, and graduates who are powerful forces in their communities.

Clearly, any revised conceptual framework needed to contain the new vision statement along with the SEAS mission and theme. Another catalyst for change was the “Worksheet for
Developing a Conceptual Framework,” based on the work of Erskine Dottin, who wrote “Developing a Conceptual Framework.” In addition, the worksheet was based on the previous SEAS conceptual framework as well as two drafts of the SEAS Strategic Plan. During the months that followed, faculty shared their work in developing program-specific conceptual frameworks. New terms and emphases were explored, including an emphasis on outcomes. Finally, on December 1, 2000, we were ready to share drafts with the consultant, Dr. Dottin. In addition to commenting upon some of the program conceptual frameworks, Dr. Dottin presented “Seeing the Big Picture: The Conceptual Framework as Guide to Inform Programs, Courses, Instruction, etc.” At the end of the workshop faculty had good ideas for modifying the SEAS diagram. Based on Dr. Dottin’s presentation, the original worksheet and the diagram were revised. These changes and their implications were discussed on January 31, 2001. The SEAS theme was placed in the center of the diagram. By June 29, 2001, revised conceptual frameworks were ready to be placed in program handbooks.

Major changes from the 1997 conceptual framework are:

(1) The diagram changed from a set of circles to a set of interacting spheres; thus, the change of one element in the conceptual framework influences all of the remaining spheres.

(2) More emphasis is placed on assessment; replacing the terms “ongoing assessment and evaluation” and “continuous improvement” are “outcomes, assessment system/plan, and evaluation of the conceptual framework.”

(3) “Disposition” is used to replace “attitude” in the “Knowledge Base Needed” sphere.

(4) “Vision” was added as a sphere; the vision statement was used to write a new theme.

(5) The school mission was revised to complement the new vision statement.

At our fall retreat in 2001 faculty developed four “Social Justice and Democracy Learning Objectives for the School of Education and Allied Studies.” Our graduates will: (1) have knowledge and skills to develop and implement researched-based programs and strategies that create access and opportunities resulting in equitable outcomes; (2) create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness; (3) demonstrate the ability to work collaboratively at the system level as change agents to create socially just solutions; and (4) have the ability to identify social injustices and the courage and commitment to engage in action and advocacy to redress them.

These objectives and the SEAS vision are incorporated in course syllabi. Thus, the SEAS conceptual framework becomes a component of every course. Changes continually occur in the conceptual frameworks because of the influences of professional organizations, professional standards, best practices and research, and feedback from our candidates and K-12 colleagues. Given a commitment to continuous evaluation of existing conceptual frameworks, the process serves as a vehicle to improve programs.
2. Shared Vision

The SEAS conceptual framework is anchored by the core concept, *Preparing Leaders for Social Justice and Democracy*. This concept is central to the mission of the School as it weaves together the professional preparation programs in the Departments of Educational Leadership, Educational Psychology, and Teacher Education. “Leaders” are SEAS graduates who enter the professions of teaching, school psychology, and school administration. These candidates not only influence their respective disciplines, but move the profession closer toward our country’s fundamental ideals of social justice and democracy for all citizens, regardless of race, ethnicity, gender, sexual orientation, physical ability, age, or socio-economic status. Toward this end, faculty in SEAS are committed to professional preparation programs that ensure that our graduates will:

* Have knowledge and skills to develop and implement programs that create access and result in equitable outcomes (Darling-Hammond, 1993; Fullan, 1999; Garmston and Wellman, 1999; Howard, 1991; Johnson, 1996; Krovetz, 1989; Ladson-Billings, 1994; Lambert, 1998; Schaefer, 1967; Senge, 1990; Wiggins, 1998);

* Create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness (Banks, 1994; Darling-Hammond, 1993; Delpit, 1995; Glickman, 1998; Lambert et al, 1995 & 2002; Miron, 1996; Sergiovanni, 1992);

* Demonstrate the ability to work collaboratively as change agents to create socially-just solutions (Darling-Hammond, 1993; Fullan, 1999; Garmston and Wellman, 1999; Miron, 1996; Schaefer, 1967; Senge, 1990; West, 1997); and

* Have the ability to identify social injustices and the courage and the commitment to engage in action to redress them (Ayers, 1995; Banks, 1994; Delpit, 1995; Glickman, 1998; Kozol, 1992; Krovetz, 1989; Lambert et al, 1995 & 2002; Sergiovanni, 1992; West, 1997; Wiggins, 1998).

The conceptual framework rests on the belief that leadership is everyone’s work; that it transcends role, individual, and formal authority; and is applicable to all professionals who would influence the direction of our schools and communities toward a shared ideal. This belief includes the following assumptions:

* Everyone has an inherent right to participate actively in decisions that affect him or her (Ayers, 1995; Delpit, 1995; Glickman, 1998; Lambert, 1998; Lambert et al, 1995 & 2002; Senge, 19909; Sergiovanni, 1992).

Overall success of leaders is measured by the extent to which their actions lead to improved quality of democratic processes and social justice, including significant attention to issues of diversity and equity (Ayers, 1995; Banks, 1994; Howard, 1991; Johnson, 1996; Ladson-Billings, 1994; Lambert, 1998; Lambert et al, 1995 & 2002; Sergiovanni, 1992; West, 1997).


Leadership for social justice and democracy requires vision, courage, and the strength to question traditional values and beliefs; to challenge the status quo perpetuated by institutional norms and individual behaviors; and to interrupt age-old patterns of dominance and privilege that result in the marginalization and disenfranchisement of groups within our society. By agreeing that the School mission lies in “preparing leaders committed to social justice and democracy,” there is a common ground for programs. This mission both informs and is informed by the missions, values, knowledge bases, instructional delivery, and assessment systems of each program.

Colleagues in other units in the University and in the K-12 community had opportunities to provide feedback on the conceptual framework. The SEAS conceptual framework has been shared with our colleagues in the University through the University Council on Teacher Education. The program conceptual frameworks have been shared with our K-12 colleagues through two channels: (1) meetings of program advisory councils and (2) program handbooks, which are given to district field supervisors and site administrators. Complete references to the professional literature are included as Table CF-1.
Table CF-1
References: Conceptual Framework


3. Coherence

The SEAS conceptual framework serves as both the foundation and the organizing system for the program conceptual frameworks. Program curriculum, field experience, and assessment are based upon these conceptual frameworks. For example, the SEAS conceptual framework has “Delivery System” as a sphere. The delivery system for the Multiple Subject Teaching Credential includes field experiences and clinical practices that fulfill the SEAS mission of collaboration, leadership, social justice, and democracy. Multiple Subject candidates collaborate with their district field supervisors (master teachers or intern support teachers), other teachers at their school site, school administrators, and with the other candidates in their cohort. As a first step toward leadership in effective practice, candidates critique their own teaching, and in class sessions, the teaching of their fellow candidates. Field
experience requires placements with culturally and linguistically diverse children because the achievement of social justice and democracy demands teachers who are effective with all students.

Perhaps the greatest value of the conceptual frameworks is the coherence the frameworks provide for the many components of each professional preparation program. The SEAS mission calls for programs to prepare collaborative leaders, for example. The ability to work effectively with other candidates, program faculty, District field supervisors, University field supervisors, and K-12 students is an essential outcome for each program. The conceptual framework dictates that collaboration will be a thread running through courses, field experience, and assessment. Candidates for the School Psychology credential, for example, are expected to work together to analyze the assessments they administer to K-12 students as part of their clinical experience.

4. Professional Commitments and Dispositions

The assessment system of each program, defined in the conceptual framework, provide avenues for the evaluation of each candidate’s professional commitments and dispositions. Entry evaluations, assignments in courses, and, most significantly, field experiences are used to determine whether or not candidates have acquired both the dispositions common to all programs in SEAS and those defined specifically for each program. The SEAS conceptual framework generates three dispositions for all candidates in SEAS:

(1) Candidates will value collaboration,

(2) Candidates will recognize the importance of assuming leadership roles, and

(3) Candidates will be committed to social justice and democracy.

The SEAS conceptual framework reflects a belief that knowledge and skills acquired without values are transitory. Courses provide candidates, for example, with the knowledge of how to collaborate with professional colleagues and students. Likewise, candidates will be assessed during their field experiences to determine if they have fostered collaboration among students. Ultimately, though, course instructors and University field supervisors expect to see candidate behaviors that reflect a professional value system in which collaboration is recognized as essential.

Beyond those generated by the SEAS mission statement, dispositions for each program are defined by the relevant California Commission on Teacher Credentialing (CCTC) standards and in the case of the School Psychology program, by the standards of a national professional organization (the National Association of School Psychologists).

5. Commitment to Diversity

The SEAS conceptual framework adopts as a results-oriented perspective toward diversity. A commitment to diversity is meaningful only if results in the improvement of the
school achievement of all students. Each program has defined knowledge, skills, and dispositions that reflect the belief that diversity is a gift, not a barrier. The CCTC program standards reflect a commitment to effective practice with California’s diverse student population. For example, the CCTC standards for the Preliminary Administrative Services Credential include Standard 16, “Working with Diverse Populations.”

The SEAS conceptual framework includes “Philosophy” as an organizing sphere and states that “diversity” is an integral concept in achieving the SEAS mission. Consistent with the SEAS conceptual framework, all program conceptual frameworks include delivery systems that require candidates to demonstrate their effectiveness with students of both genders, with challenging conditions, of all socio-economic backgrounds, and diverse cultural and linguistic identities. Issues of diversity are integrated throughout courses and, in some cases, are the central focus in specially-designed courses. All programs require candidates to work with diverse students during field experiences. Evidence of the SEAS commitment to diversity can be found in program conceptual frameworks, the objectives in course syllabi, the performance expectations for field experience, the processes for admitting candidates, program assessment plans, and in the policies that govern the hiring of faculty.

6. Commitment to Technology

The SEAS mission speaks of preparing candidates who “will influence a highly technological and diverse world.” Like the SEAS commitment to diversity, this is a results-oriented perspective. SEAS faculty are committed to preparing candidates who use educational technology to help all students learn. Candidates acquire the knowledge, skills, and dispositions to achieve this goal in program courses and field experience. To illustrate the integrated nature of technology in SEAS professional preparation programs, a look at the spheres in the SEAS conceptual framework will help. Each program has defined key “Outcomes” for their candidates and these include the effective use of technology. Candidates are expected to use technology in their courses and field experience. The type of technology used will vary from program, as, for example, reading specialists select appropriate software to help struggling readers and special educators select adaptive keyboards and screen displays for children with physical and perceptual challenges. Each program has defined a plan for an “Evaluation/Assessment System” that utilizes technology, including software to monitor candidate progress and electronic portfolios to assess candidate competence. The “Knowledge Base” for each program includes research on effective practice and reflects the emerging parameters of best practice with computer-based resources and media. Each program’s “Delivery System” features faculty who model the use of technology in their classrooms.

7. Candidate Proficiencies Aligned with Professional and State Standards

The SEAS conceptual framework requires assessment plans that identify appropriate assessments upon candidate entry to program, at key “mid-points” of the candidate’s experiences in the program, and upon candidate exit. The SEAS conceptual framework includes “Outcomes” that, in each, program, allow faculty to determine if candidates have acquired the knowledge, skills, and dispositions necessary to fulfill the School mission.
In each credential program, the CCTC “Standards of Candidate Competence and Performance” are the basis for determining performance expectations for candidates. For the Multiple Subject and Single Subject Teaching Credential Programs, the *California Standards for the Teaching Profession* (CSTP) play a key role. The candidate proficiencies in the School Psychology Credential Program meet the standards of the National Association of School Psychologists. The Administrative Services Credentials program is designed to meet the new California Professional Standards for Educational Leaders (CPSELS), which are aligned with national standards.

Documents relating to the SEAS Strategic Planning process, including the SEAS and department strategic plans are in the Exhibit Room under Standard 2, item (a).
Standard 1

Candidate Knowledge, Skills, and Dispositions

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

(Note to reviewers: The CCTC program documents contain considerable information that supplements the response to NCATE Unit Standard 1. The program documents are available for your review in the Exhibit Room.)

Candidates in all credential programs meet the relevant standards established by the California Commission on Teacher Credentialing (CCTC). All CCTC standards can be found at [www.ctc.ca.gov/profeserv/progrstan.html](http://www.ctc.ca.gov/profeserv/progrstan.html).

1.1 Content Knowledge for Teacher Candidates

In California, the content knowledge teacher candidates acquire is referred to as “subject matter competency” or “subject matter preparation.” All candidates for the Multiple Subject (Elementary) Teaching Credential and the Single Subject (Secondary) Teaching Credential establish their mastery of subject matter through multiple measures: (1) examination or completion of an appropriate undergraduate subject matter preparation program, (2) reading exit exam (Multiple Subject), (3) field experience, and (4) assessments in required courses. These multiple measures allow for each candidate’s content knowledge to be assessed throughout the program.

For this response, candidates for the Education Specialist Credential in either Mild to Moderate or Moderate to Severe Disabilities are considered “teacher candidates.” At CSU Hayward, all candidates for these special education credentials must first earn either the Multiple Subject or Single Subject Teaching Credential.

Multiple Subject Teaching Credential: Examination or Undergraduate Program

Candidates for the Multiple Subject Teaching Credential establish subject matter competence in one of two ways:

(1) Completion of a CCTC-approved undergraduate program of subject matter preparation in Liberal Studies. All IHEs with CCTC-approved programs have met the Commission’s Subject Matter Preparation Program for Elementary School Teaching: Standards of Program Quality Effectiveness. The Liberal Studies, Credential Track program at CSU Hayward is CCTC-approved.
(2) A passing score on the Multiple Subjects Assessment for Teachers (MSAT). For the best description of the MSAT, see “Tests at Glance” on the Educational Testing Service (ETS) web site, www.teachingandlearning.org. The test is offered six times a year, in January, March, April, June, September, and November.

Verification of subject matter competence is a requirement of admission to program. Applicants admitted in the Summer Quarter must have verified subject matter competence prior to the beginning of the Fall Quarter. Applicants admitted in the Winter Quarter must verify completion of subject matter competence in December, prior to the start of classes in January. In order to help districts cope with a statewide teaching shortage, candidates teaching under internship credentials may continue in the program if they meet 80% of the undergraduate preparation program.

Note on “passing” rates for MSAT. For those applicants not possessing an appropriate Liberal Studies degree, a passing score on MSAT is required for admission. Thus, CSU Hayward reports a passing rate of 100% on the MSAT.

Single Subject Teaching Credential: Examination or Undergraduate Program

All candidates for the Single Subject Teaching Credential establish subject matter competence in one of two ways:

(1) Completion of a CCTC-approved undergraduate program of subject matter preparation in the relevant discipline. CSU Hayward offers undergraduate subject matter preparation programs in the following areas: English, foreign language, math, music, physical education, science (four areas), or social science. CSU Hayward offers the Single Subject Teaching credential in each of those areas and in art. All IHEs with CCTC-approved programs have met the Commission’s standards for Subject Matter Preparation Programs in the relevant discipline. OR

(2) A passing scores on the Praxis II Subject Assessments for Single Subject Teaching Credentials. Depending on the discipline, there may be one, two, or three tests. For example, for social science there are three tests: general knowledge, analytical essays, and interpretation of materials. For the best description of the Praxis II Subject Assessments, see “Tests at Glance” on the Educational Testing Service web site, www.teachingandlearning.org. The tests are offered six times a year. The deadlines for verifying subject matter competence are the same as those described for the Multiple Subject Credential Program.

Note on “passing” rates for PRAXIS. Since a passing score on PRAXIS is required for those candidates not seeking subject matter competency through undergraduate subject matter preparation programs, in each year CSU Hayward reports a passing rate of 100% on the PRAXIS for candidates in the Single Subject Credential program.
Demonstration of Knowledge of Subject Matter: Examination, Field Experience, Required Courses

All candidates for the Multiple Subject or the Single Subject Credential also demonstrate their knowledge of subject matter through assignments in required courses and through their performance during field experience (either student teaching or internship). Candidates in the Multiple Subject Credential Program must pass a state-mandated exit exam, the Reading Instruction Competence Assessment (RICA).

RICA. Policy makers in California implemented this high-stakes, exit assessment in the area of reading instruction for prospective elementary school teachers in 1998 (for more information on RICA, www.rica.nesinc.com). A passing score is required to receive the teaching credential. There are two versions of the test, a written exam and a video performance assessment. So far, no CSU Hayward candidates have completed the video performance assessment. At the same time RICA was implemented, the CCTC approved a new standard on reading instruction for Multiple Subject Credential programs (standards 4a and 4b). In response to RICA and the new reading standard, courses in reading and language arts in the Multiple Subject Credential program were rewritten. Candidates at CSU Hayward have been successful in passing the RICA. Table 1-1 shows the passing rates on the written version of RICA:

<table>
<thead>
<tr>
<th>Reporting Period</th>
<th>CSU Hayward</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1998 – June 1999</td>
<td>95.3% (317 candidates)</td>
<td>91.1%</td>
</tr>
<tr>
<td>August 1999 – June 2000</td>
<td>93.8% (274 candidates)</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

Field Experience. All candidates in the Multiple Subject and Single Subject Credential Programs complete three quarters of field experience as either student teachers or interns. The California Standards for the Teaching Profession (CSTP) were adopted by CCTC and the California Department of Education in July of 1997 to provide a common vision of the performance expectations for beginning teachers. The Multiple Subject and Single Subject Credential Programs at CSU Hayward have adopted the CSTP as the basis for performance objectives in field experience. One of the six standards is “Understanding and Organizing Subject Matter for Student Learning.” Each candidate must meet the following objectives: (1) demonstrates knowledge of subject matter and sources of curriculum, (2) organizes curriculum to support student understanding of subject matter, (3) integrates ideas and information within and across subject matter areas, (4) develops student understanding of subject matter through appropriate instructional strategies, and (5) uses materials, resources, and technologies to make subject matter accessible to students. Though courses are offered in a quarter system, required field experience is divided into two assignments (September to December; late January to
June). For each assignment, the candidate is evaluated by both a CSU Hayward supervisor and a District field supervisor. Both must verify that the candidate has met these objectives.

**Required Courses.** Candidates in the Multiple Subject and Single Subject Credential Programs demonstrate their knowledge of subject matter through course assignments. These include lesson and unit plans, written responses to scenarios, reflective essays, tests, and online discussions through the Blackboard system. Candidates in the Multiple Subject Credential program, for example, are required to take TED 5352: Curriculum and Instruction – Reading in the Elementary School A. Standard 4a of the CCTC Standards includes the following expectation, “For each candidate, the study of reading and language arts methods includes the phonological/morphological structure of the English language . . .” Two assignments in TED 5352 allow candidates to demonstrate that knowledge. First, all candidates must pass a quiz on the sound/symbol relationships of English (i.e., digraphs, blends, diphthongs, onsets, rimes). Second, candidates apply their knowledge of English phonology and morphology as they write and implement a lesson for elementary school students focusing on word recognition.

**Demonstration of Content Knowledge: Special Education Credentials/MS in Special Education**

Candidates in this program acquire an understanding of the basic principles in the education of students with either mild to moderate or moderate to severe disabilities. This understanding is demonstrated through courses and field experience. Candidates are required to articulate this information on exams, written assignments, class presentations, and daily in their field experience. One content area required for all candidates, for example, is Positive Behavioral Support (PBS). Level I candidates demonstrate their mastery of this content through course assignments in EPSY 6137 (Moderate to Severe) or EPSY 6127 (Mild to Moderate); in EPSY 6142 or EPSY 6131, and in EPSY 6820 or EPSY 6810. Level II candidates demonstrate their knowledge of this content in EPSY 6141 or EPSY 6134. In addition to the development and implementation of PBS plans required in both Level I and Level II, Level II candidates guide a team through the assessment, design, implementation, and monitoring of PBS intervention. Level II candidates also train, coach, and/or provide technical assistance to others regarding PBS.

**1.2 Content Knowledge for Other Professional School Personnel**

Candidates in other programs acquire an understanding of the central concepts, underlying principles, and tools of inquiry of their field through courses, field experience, and, for the masters degree, through a culminating experience (thesis, project, or synthesis course).

**Administrative Services Credentials/MS in Educational Leadership.** Candidates learn the principles and concepts of leadership in public schools delineated in the CCTC Program Standards. Candidates demonstrate content knowledge in the context of course work through papers, case presentations, personal platform statements and other reflective writing, threaded (online) conversations, field experience activities, and contributions to class dialogue and discussion. The later underscores the assessment value of the small, cohort structure of the program. Exit assessments include portfolio presentations, colloquia for presentation of candidate work and exit interviews.
MS in Education, Option in Curriculum. The option in curriculum is comprised of five patterns: children’s literature, elementary education, environmental education, mathematics education, and science education. Each pattern requires candidates to complete courses designed to increase content knowledge in the field. For example, in the children’s literature pattern, candidates take courses on the place of literature in the elementary curriculum, multicultural children’s literature, the picture book, adolescent literature, and the critical analysis of children’s literature. Assessment of content knowledge is done by course instructors and through a culminating expectation, either a thesis, a project, or a synthesis. Each pattern incorporates the professional standards relevant to that pattern. For example, the children’s literature pattern addresses the “Literary Response and Analysis” standards in the California English-Language Content Standards for California Public Schools.

MS in Education, Option in Educational Technology Leadership. In this program, candidates acquire the underlying principles, essential concepts, and modes of inquiry for the use of educational technology in school settings. Candidates learn about developmental theories and multimedia design, the culture and evolution of technology, research in the use of educational technology, and innovation and change in educational technology. Assessment of this content knowledge is done by course instructors, in almost all cases through technology-related projects, and through the completion of a thesis or a project.

Reading Certificate, Reading/Language Arts Specialist Credential/ MS in Education, Option in Reading Instruction. Candidates in advanced reading programs learn a considerable amount of content essential to the successful teaching of reading. This includes the research on the development of literacy and reading instruction; the structure of the English language; psychological factors, such as concept formation and the development of schema; second language acquisition theory; and socio-linguistic aspects of reading and writing. Candidates demonstrate this knowledge through course assignments, by fulfilling the Certificate-level field experience performance expectations, through an intensive summer clinic experience, and, for the masters degree, through either a thesis, a project, or a graduate synthesis course.

School Psychology Credential/MS in Counseling, Option in Clinical Child. Candidates are expected to learn the concepts, underlying principles, and methods of inquiry for developmental psychology, the ecology of human development, cognitive-behavioral psychology, neuro-psychology, the foundations of counseling, and assessment and intervention in both clinical and school settings. Assessment of candidates’ content knowledge is completed through field-based assignments applying theory and practice in working with children, course exams, professional portfolios, and exit interviews. All candidates must pass an exit exam, the PRAXIS II National Examination in School Psychology.

1.3 Pedagogical Content Knowledge for Teacher Candidates

The pedagogical content teacher candidates master is defined by the CCTC Standards of Quality and Effectiveness for Multiple and Single Subject Credentials and the California Standards for the Teaching Profession. Candidates for the Multiple Subject Teaching Credential acquire appropriate pedagogical content knowledge in all areas of the elementary
candidates for the Single Subject Teaching Credential acquire appropriate pedagogical content knowledge for their subject area (i.e., social studies or mathematics).

In the Multiple Subject Credential Program, candidates complete courses in the following areas: multicultural education, second language acquisition, classroom management, psychological and sociological foundations, computer technology in the classroom, curriculum and instruction in mathematics, curriculum and instruction in reading and language arts (three courses), curriculum and instruction in science, curriculum and instruction in social studies, ESL methods, and a general course on instructional models. Candidates for the bilingual Spanish/English teaching credential take two additional courses, one on bilingual instructional methodology, the other on the culture of Latino children.

In the Single Subject Credential Program, there are two “pathways” of courses. The “traditional” pathway has 10 courses. An innovative “integrated” pathway was developed to provide course integration. The “integrated” pathway has only one “course” in each of the four quarters (total of four courses). In both pathways, courses cover multicultural education, second language acquisition, psychological and sociological foundations, professional responsibility, computer technology in the classroom, content-area reading and writing, and ESL methods. All candidates in both pathways complete four courses, one each quarter, in curriculum and instruction in their relevant subject area (art, English, foreign language, mathematics, music, physical education, social studies, or science).

Through required courses, candidates develop a repertoire of instructional strategies, use both “authentic” and more traditional assessment devices, and address the needs of California’s diverse K-12 student population. Of particular note here are California’s K-12 content standards in the following areas: English-language arts, history-social science, mathematics, and science (these standards can be found on the California Department of Education web site, www.cde.ca.gov.) Instructors in relevant courses in the Multiple Subject and Single Subject Credential programs require candidates to align lesson and unit plans with these standards.

Assessment of Pedagogical Content Knowledge

Pedagogical content knowledge is assessed through course assignments by instructors and in field experience by District field supervisors and University supervisors. All candidates must maintain a B average in required courses and must repeat any course with a grade of C- or lower. Candidates may be dismissed for a low GPA after their second quarter in the program. Course assignments include: the application of computer-based resources to lessons, essay examinations based on classroom scenarios, objective tests, reflective essays, group projects, case studies on individual students, lesson plans in a variety of formats, the development of assessments (including rubrics for performance-based assessments), presentation of lessons in class, critique of videotaped lessons, and unit plans.

Evaluation of field experience is based upon achievement of 34 objectives organized under the six standards in the California Standards for the Teaching Profession: (1) Creating and Maintaining an Effective Environment for Students, (2) Understanding and Organizing
Subject Matter for Student Learning, (3) Planning Instruction and Designing Learning Experiences for All Students, (4) Engaging and Supporting All Students in Learning, (5) Assessing Student Learning, and (6) Developing as a Professional Educator. During each of the two field experience placements, candidates must meet each of the 34 objectives.

Use of Instructional Technology

In the last five years, a number of factors have improved the abilities of candidates to use computer-based resources with K-12 students. First, computer resources for faculty teaching courses in the Multiple Subject and Single Subject Programs have been upgraded. Five years ago, many faculty shared computers. Today, all faculty have their own computers. Second, faculty have expanded their computer skills through participation in “Preparing Tomorrow’s Teachers for Technology (PT3),” a project funded by the US Department of Education. The New Haven Unified School District is CSU Hayward’s partner. So far, over 30 faculty teaching in the Multiple Subject and Single Subject Programs have participated. Each University faculty member is paired with a K-12 teacher who has effectively used computer resources in his or her classroom. Faculty participate in on-going training through a number of formats. This knowledge is then shared with teacher candidates. Finally, required courses in the use of instructional technology were revised in 2000 to meet a new CCTC technology standard. Candidates applying for their credentials before July 1, 2002, must complete one course in instructional technology; candidates applying for their credentials after that date must complete two courses for their professional clear credential. The new courses developed to meet this standard are TED 5110 and TED 5120.

Pedagogical Content Knowledge: Special Education Credentials/ MS in Special Education

The pedagogical content knowledge required of special education candidates is assessed through course assignments, class discussion, and observations of field experience. There are coordinated course assignments and fieldwork in Level I for both Mild to Moderate and Moderate to Severe candidates. In EPSY 6127 or EPSY 6128, and EPSY 6137 or EPSY 6860, candidates take the pedagogical knowledge obtained in the Multiple Subject Credential program and the teaching strategies learned in either EPSY 5125 or 5136 and implement it in their field experience. Through these methodology courses and field experience, each candidate’s ability to teach children with challenging conditions is assessed.

Some examples from field experience: A Moderate to Severe candidate’s ability to teach functional skills, such as getting around the community safely, would be evaluated by the University field supervisor as the candidate is instructing a student in street crossing. All candidates would be observed applying principles of multiple intelligences to the instruction of science, language arts, or mathematics. A candidate in the Mild to Moderate area would be observed applying components of the Strategies Intervention Model or the Slingerland Method to teaching reading. Prominent in each candidate’s assessment is whether she or he can individualize a strategy to fit each student’s needs and strengths. Candidates’ abilities to use instructional technology are assessed in both courses and field experience.
1.4 Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The professional and pedagogical knowledge and skills teacher candidates at CSU Hayward must master are defined by the CCTC Standards of Quality and Effectiveness for Multiple and Single Subject Credentials and by the California Standards for the Teaching Profession. Required course assignments and field experiences challenge candidates to demonstrate their mastery of professional and pedagogical knowledge and skills.

The required courses and field experiences in the Multiple Subject and Single Subject Credential Program meet all the CCTC Standards. The CCTC Standards fall into three categories. Category I, “Program Design and Curriculum,” defines the knowledge candidates must have in professional perspectives; human development and equity; reading, writing, and related language instruction; and multicultural education. In this category, the final standard (6) defines the preparation candidates must have before they are allowed to student teach or assume an internship. Category II, “Field Experiences,” establishes the expectations for student teaching or internship. The standards organized under Category III, Candidate Competence and Performance,” define performance expectations in the areas of: student rapport and classroom environment; curricular and instructional planning skills; diverse and appropriate teaching; student motivation, involvement, and conduct; presentation skills; student diagnosis, achievement, and evaluation; cognitive outcomes of teaching; affective outcomes of teaching; capacity to teach diverse students; and professional obligations.

The California Standards for the Teaching Profession (CSTP) provide a common set of expectations for beginning teachers. The Multiple Subject and Single Subject Credential Programs at CSU Hayward, like most teacher preparation programs in California, use the CSTP for the evaluation of teacher candidates. In 2001, the CSTP became the basis for the field experience objectives for both programs (additional objectives were added to meet the requirements for the CLAD emphasis, the BCLAD emphasis, to satisfy the CCTC reading standards, and to meet concerns raised by program participants).

For example, one of the six CSTP standards is “Developing as a Professional Educator.” All teacher candidates at CSU Hayward, through either student teaching or internship, must demonstrate to both their District field supervisor and their University field supervisor that they have met the seven objectives under this standard: (1) demonstrates competence in oral and written communication, (2) improves teaching and learning through reflection, (3) utilizes family and community resources to support student learning, (4) works with colleagues to improve teaching and learning, (5) pursues opportunities to contribute and grow professionally, (6) demonstrates strong self-esteem, flexibility, and positive response to constructive feedback, and (7) exhibits dependability, initiative, and enthusiasm.

Assessment of Professional and Pedagogical Knowledge and Skills

Professional and pedagogical knowledge and skills are assessed through course assignments by instructors and in field experience by District field supervisors and University supervisors. The mechanisms for each were described under element 1.3. All candidates must
maintain a B average in required courses and must repeat any course with a grade of C- or lower. Evaluation of field experience is based upon achievement of 34 objectives organized under the six standards in the California Standards for the Teaching Profession.

Professional and Pedagogical Knowledge and Skills: Special Education Credentials/ MS in Special Education

Knowledge and skills are assessed each quarter through course assignments, class discussions, and observations of candidates in the field. Pedagogy addressed in the special education programs is consistent with national professional standards approved by CEC and TASH. Systematic instructional strategies include task analysis, prompt/fading, and data-based evaluation of learning. Each is presented as a means to teach targeted curriculum (which could be reading skills, or, in the case of Moderate to Severe, using a stamp to write one’s name). Level I candidates’ acquisition of this pedagogical knowledge and skill is evaluated in EPSY 5126, EPSY 6137 or EPSY 6127, and EPSY 6142 or EPSY 6131. Candidates are required to design instructional plans and implement them in a manner consistent with the professional standards in their field experiences. Level II candidates are assessed in courses; and through their professional induction plans, by a University field supervisor and their District support provider, an experienced special educator.

1.5 Professional Knowledge and Skills for Other School Personnel

Candidates in other professional preparation programs demonstrate knowledge of learning, diversity, technology, ethics, policy issues, and pedagogy of their field. Candidates know their students, their individual differences, and the factors that contribute to their individuality. Candidates use research on effective practice to enhance the quality of their day-to-day performance. They demonstrate this knowledge through course assignments, field experience, and, in masters degree programs, through a culminating experience.

Administrative Services Credentials/ MS in Educational Leadership. Candidates demonstrate professional knowledge and skills through course products such as papers, case stories and analyses, quick writes, analyses of readings, and platform statements. A key expectation is that candidates gather data in their field experience, reflect on that data, and modify administrative practice to increase student achievement. Most candidates have a good level of sophistication with computer-based resources, and instructors expect candidates to use these resources in course assignments. Because of the cohort structure of the program, every class requires a high level of engagement and participation. The California Standards for Administrators, the CCTC Standards for Administrative Services, and the National (ISLLIC) standards were the main sources for the development of course expectations in the programs.

MS in Education, Option in Curriculum. Two courses required of all candidates in this option, TED 6300 and TED 6700, present content related to the historical, economic, sociological, philosophical, and psychological foundations of K-12 curriculum and instruction. Course instructors assess students’ knowledge through class discussions and a variety of written projects. The development of curriculum that reflects California’s diverse population is a strand that runs through all courses. Candidates use a variety of technology and media tools
as they create curriculum in their area of specialization. For example, in the children’s literature pattern, candidates learn how to address topics in adolescent literature through web-based resources. As noted previously, course content reflects the relevant national standards in science and math education and the California K-12 standards in English-Language Arts. Through a thesis, a project, or in the graduate synthesis class, candidates are challenged to demonstrate their knowledge of research methodology as they implement action research in their classrooms or schools.

**MS in Education, Option in Educational Technology Leadership.** This program is designed for educators who wish to serve in leadership roles in schools and school districts. The professional knowledge and skills candidates are expected to acquire includes using the Web as an interactive educational tool, multi-media design, interface design, distance learning technologies, the management of educational technology, and the evaluation of educational technology. Candidates are assessed through course assignments.

**Reading Certificate/Reading & Language Arts Specialist Credential/ MS in Education, Option in Reading Instruction.** Candidates in the graduate reading program demonstrate knowledge of the elements of effective reading instruction, the characteristics of a balanced instructional program in literacy, the components of effective intervention with struggling readers, assessment of reading development, how to conduct a school-wide needs assessment in literacy instruction, and how to provide effective staff development. These expectations are based on the CCTC Standards for the Reading Certificate and the Reading and Language Arts Specialist Credential. Candidates are given many opportunities to gather data, analyze it, and modify their practice. The most significant challenge in this area is the summer reading clinic required of candidates for the Specialist Credential. Each candidate conducts a preliminary assessment of one struggling reader, develops an intervention plan, and then implements it in seven weeks of daily tutorial sessions. Each candidate uses the results of each day’s session to modify the intervention plan to meet the emerging strengths and needs of the struggling reader.

**School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology.** Professional knowledge and skills are assessed in courses, in the 2200 hours of required field experience, and through a passing score on the PRAXIS II exam. The program curriculum has integrated the requirements for National Certification from the National Association of School Psychologists (NASP).

### 1.6 Dispositions for All Candidates

Candidates in all programs are expected to adopt attitudes and values consistent with the School’s mission statement: “To prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.” Candidates are informed of program-specific dispositions through program handbooks, course syllabi, meetings with cohort leaders, and through performance objectives for field experience. The following dispositions are consistent with the SEAS mission statement:
(1) Candidates will value collaboration. For example, the Department of Educational Leadership has chosen “democratic collaboration” as one of four values inherent in the department’s programs.

(2) Candidates will recognize the importance of assuming leadership roles. These leadership roles will vary from field to field. For example, in the special education credential programs, candidates are expected to become advocates for children with disabilities.

(3) Candidates will be committed to social justice and democracy. Candidates’ performance in class and in field experiences should provide evidence that they are dedicated to helping all children achieve. Discussion of issues related to social justice and democracy are expected to be a part of every course offered in SEAS. For example, all candidates for the MS in Counseling must complete EPSY 6752, Cross Cultural Counseling. In EPSY 6752, candidates demonstrate an understanding of cultural values in counseling and psychotherapy, the effects of gender roles and life styles in the counseling process, and the psychological effects of racism and other forms of bias.

Beyond those generated by the mission of SEAS, dispositions for each program will be defined by the relevant CCTC standards and, in one case, by a national professional organization.

Initial Teacher Preparation Programs

Multiple Subject and Single Subject Teaching Credentials

Program-specific dispositions are defined by the CCTC Program Standards and the *California Standards for the Teaching Profession*.

Level I Special Education Credentials

Specific program dispositions are: (1) All individuals in our society have the right to inclusion and successful participation in the least restrictive environment; (2) All children can learn and teachers must differentiate instruction; (3) Families are partners in the educational process; and (4) Effective education requires collaborative expertise. Dispositions are assessed throughout all aspects of the program by faculty, cohort (team) Leaders, and District supervisors. Specific guidelines are provided for interaction with course instructors, University supervisors, principals, master teachers, other school personnel, and with elementary school students. Course instructors gather evidence of candidate dispositions through course assignments. Most importantly, University and District field supervisors observe candidates as they student teach or complete internships.

Advanced Preparation Programs

Administrative Services Credentials/MS in Educational Leadership. The core values of democratic collaboration, equity, diversity, critical inquiry and bold, socially responsible leadership have driven all aspects of the department’s work for many years. Each of these is
elaborated, at three levels of attainment (“emerging,” “practicing,” and “integrated” leadership).

**MS in Education, Option in Curriculum and the MS in Education, Option in Educational Technology Leadership.** In these two options, the program-specific dispositions are applications of the SEAS dispositions to the development of the K-12 curriculum and the implementation of educational technology in K-12 schools, respectively. For example, in the curriculum option, candidates take a course in advanced educational psychology. A topic for consideration is grade retention. Candidates read the research on this topic and examine the disproportionate numbers of “minority” children who are recommended for retention. The practice is placed in the context of social justice and democracy.

**Reading Certificate/Reading & Language Arts Specialist Credential/MS in Education, Option in Reading Instruction.** Dispositions are defined by the CCTC *Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential*. Standard 10, Crosscultural Practices, states that “Each candidate demonstrates the ability to respect, understand and teach students who are different from the candidate, including ethnic, cultural, gender, linguistic, and socio-economic differences.” In the assignments candidates complete in required courses, in their interactions with their colleagues, and during their required field experiences, candidates demonstrate knowledge, respect, and understanding of cultural and linguistic diversity.

**School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology.** The School Psychology program has been approved by the National Association of School Psychologists [NASP] and adheres to their code of ethics.

**Level II Special Education Credentials/MS in Special Education.** The same dispositions apply to all three tiers of the Special Education Credentials/MS in Special Education program. (See response above to Level I Special Education Credentials.)

### 1.7 Student Learning for Teacher Candidates

All candidates in the Multiple Subject and Single Subject Credential Programs are expected to accurately assess student learning, use the results of assessment to make adjustments to their teaching, and have a positive effect on the learning of all students. Three CCTC Program Standards are particularly relevant: 16, Student Diagnosis, Achievement, and Evaluation; 17, Cognitive Outcomes of Teaching; and 18, Affective Outcomes of Teaching. One of the six California Standards for the Teaching Profession is “Assessing Student Learning.” Candidates learn to choose from a number of assessment options. Candidates in each program take a psychological foundations course (Multiple Subject: TED 5351; Single Subject, Discrete Course Pathway: TED 5301; Single Subject, Integrated Pathway, the content articulated across four courses). Candidates learn the strengths and limitations of formal tests, how to interpret norm-referenced scores, and the cultural and linguistic challenges of testing. In methodology courses, candidates learn about formal and “authentic” assessment options. In unit and lesson plans completed in these courses, candidates must define appropriate measures of student achievement.
There are limits to what teacher candidates can learn about assessment in the university classroom. Of greater significance is each candidate’s performance during student teaching or internship. Using the CSTP as a foundation, candidates must achieve five objectives relating to the assessment of student learning during their field experience: (1) establishes appropriate learning goals for all students, (2) collects and uses multiple sources of information to assess student development and learning, (3) involves and guides students in assessing their own learning, (4) uses the results of assessments to guide instruction, and (5) communicates with students, families, and other audiences about student progress.

Teacher candidates are expected to be effective with all students. Over 90% of all Multiple and Single Subject Teaching Credential candidates pursue the Cross-Cultural, Language, and Academic Development Emphasis (CLAD). CLAD licenses candidates to teach English as a second language in grades K-12 and to provide specially designed academic (sheltered) instruction in the content areas. Faculty developed a separate set of field experience performance objectives that candidates for CLAD must achieve during student teaching or internship. The 17 objectives are organized under four categories: (1) Instruction for English Language Development, (2) ESL through Content, (3) Specially-Designed Academic Instruction in English, and (4) Evaluation and Classroom Management in the CLAD Placement. These objectives can only be met in a placement with a significant number of students designated as English Learners.

**Assessment of Student Learning for Teacher Candidates**

Candidates demonstrate their ability to help all students learn both in course assignments and during field experience. Course instructors assess candidate-developed lesson plans and assessments to determine if they differentiate instruction for students of diverse ability and background. Lesson plans and candidate-developed assessments usually are field-tested, reflected upon, and annotated for future reference. District field supervisors and University supervisors expect to see daily teaching that reaches all students. In addition to written observations of effective differentiated instruction, many candidates provide videotapes of their teaching as evidence. Finally, course instructors and field supervisors look at samples of work completing by diverse students to establish that candidates are effective.

**Special Education Credentials/MS in Special Education**

As with candidates for the basic teaching credentials, special education candidates demonstrate their ability to help all students learn in both course assignments and during field experience. Candidates for special education credentials must show they can develop and manage learning environments that are safe and effective; communicate effectively with students with challenging conditions, their parents, other teachers, and school administrators; select appropriate assessments; and plan and implement instruction on the basis of those assessments. It is essential that each candidate be able to make adjustments to his or her teaching on the basis of ongoing assessment. The evaluation of each candidate in Level I is a collaborative effort among program faculty, who assess candidates in courses; and University supervisors and District field supervisors, who assess candidates in the field. In Level II, the
role of the District support provider is different than that played by the Level I District field supervisors. Level II support providers assess each candidate according to his or her professional induction plan.

1.8 Student Learning for Other Professional School Personnel

Candidates in all professional preparation programs are expected to accurately assess student learning, use the results of assessment to make adjustments to their teaching, and have a positive effect on the learning of all students. In brief:

**Administrative Services Credentials/MS in Educational Leadership.** Candidates for administrative credentials must demonstrate the ability to be reflective about their professional practice. In fact, the value of “critical inquiry and continuous improvement,” one of four that drive the program, requires that candidates demonstrate the competency to enhance a school’s capacity for inquiry, self-reflection, and innovation. Candidates must show they have the knowledge and skills to enable teachers to help all students learn.

**MS in Education, Option in Curriculum and MS in Education, Option in Educational Technology Leadership.** Both of these graduate programs require candidates to extend their expertise in the curriculum and instruction of students in K-12 classroom. The option in curriculum focuses on enhancing candidate knowledge of curriculum development. The option in educational technology leadership prepares educators to improve the learning of all students through innovative and equitable applications of instructional technologies. Candidates in both programs demonstrate the ability to create optimum learning environments for candidates through course work and through culminating experiences, which can be a graduate synthesis class, projects, or theses.

**Reading Certificate/Reading & Language Arts Specialist Credential/MS in Education, Option in Reading Instruction.** Graduates of this program assume roles as reading specialists in schools, in school districts, and at county offices of education. Candidates demonstrate their ability to provide effective reading and language arts instruction for all students, either through staff development or intervention. To earn the Reading Certificate, candidates fulfill seven field experience performance expectations in addition to completing all required courses. At the Specialist Credential level, candidates demonstrate the ability to intervene with a struggling reader during an intense experience during the summer quarter. Each candidate is supervised by the faculty director of the summer reading clinic and each candidate critiques the lessons of other candidates participating in the clinic. Finally, for the masters degree, candidates must complete the graduate synthesis class, a project, or a thesis.

**School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology.** Candidates in this program acquire the knowledge and skills necessary for school psychologists to help all children reach their full potential. The demonstration of the ability to assume the role of school psychologist is an expectation in courses and field experience. Of particular note here is the extensive field experience required of candidates, over 2000 hours completing during three years of fieldwork. Candidates have required experiences in schools and in the University Community Counseling Center. In addition to evaluations completed by
course instructors, University field supervisors, and District field supervisors, candidates must pass the PRAXIS II National Examination in School Psychology.

The documents in the Exhibit Room filed under Standard 1 include program matrices, schedules of classes, program handbooks, and course syllabi.
Standard 2

Program Assessment and Unit Capacity

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Related CCTC Common Standards: Common Standard 4, “Evaluation,” is addressed in the response to this NCATE standard. A response to CCTC Common Standard 5, Admission, is provided at end of this standard.

2.1 Assessment System

SEAS is developing an assessment system that will provide a thorough evaluation of candidates and programs. Consistent with the NCATE document, “Assessment Systems: An Explanation of the NCATE Transition Plan,” programs have developed assessment plans and are implementing them. Each assessment plan: (1) identifies transition points, (2) selects assessments for each of the transition points and establishes goals for their implementation, (3) adheres to a Unit timeline for implementation, (4) defines a process for collecting, summarizing, and using data, (5) defines a process to address Unit operations, and (6) integrates the use of technology.

During the 1999-2000 academic year, faculty began redesigning their methods of assessing both candidates and programs. Several factors contributed to the need to develop more comprehensive systems of assessment: (1) changes in the NCATE Unit Standards, (2) the requirements of the CCTC Standards, (3) mandates from the Chancellor’s Office of the California State University to maintain databases on candidates, (4) internal University expectations generated by the previous WASC report, and (5) a desire by SEAS faculty to improve the quality of candidate and program assessment.

In September 1999, the Associate Dean and Assistant Dean attended the NCATE 2000 Conference and took part in the “Continuing Accreditation and Beyond Workshop.” After this conference, plans were made to improve assessment in SEAS programs. In April of 2000, faculty learned about the new NCATE expectations at a school forum. In June of 2000, the Assistant Dean and three faculty members attended a conference on changing perspectives on teacher candidate assessment in Alexandria, Virginia. During the 2000-2001, work continued on revising program assessments. A second SEAS faculty forum on assessment was held in November of 2000. Program faculty focused their attention on evaluating the validity and utility of evaluation devices used in their programs. In the Summer of 2001, faculty began writing drafts of their program assessment plans.

During the 2001–2002 academic year, monthly meetings have been held with program coordinators and department chairs. Program coordinators have shared what they have learned
with faculty. At the same time, members of advisory councils and other program participants (i.e., faculty, supervisors, candidates, school administrators, District field supervisors) provided input on the emerging assessment plans. When the final draft of this document was written (February 2002), all programs had developed assessment plans and were in the process of implementing them.

For each program, the goal was to create an assessment plan consistent with the program’s conceptual framework. Each assessment plan has two components: (1) a schematic overview, or diagram, of the assessment plan, and (2) a narrative description of the assessment plan. The template for the diagrams appears on the following page as Figure 2. Each program assessment plan can be found in the Exhibit Room, under Standard 2, item b.
Figure 2
Template for Diagrams of Assessment Plans

Candidate Admissions Assessments

Candidate Mid-Point Assessments

Candidate Exit Assessments

Candidate Follow-Up Assessments

Program Assessments

Best Practices & Research

Professional Organizations

Professional Standard
Each program assessment plan has the following components:

(1) **Transition points have been identified.** Each plan has: (a) candidate admission assessments, (b) candidate mid-point assessments, (c) candidate exit assessments, and (d) candidate follow-up assessments. For a very specific description of admission criteria and procedures, see the response to CCTC Common Standard 5 at the end of the response to this standard. In addition to the data gathered from the assessment of candidates, program evaluation is based upon data provided other program participants, the best practices and research from the program’s area, professional organizations, and professional standards developed by the CCTC, national accrediting bodies, and professional organizations.

(2) **Major assessments have been selected for each of the transition points and a goals has been established for implementation.** The goal is to have assessments that allow faculty to determine whether or not each candidate has developed the knowledge, skills, and dispositions defined for the program. A variety of technologies are used in the assessment plans, including the use of video and computer-based resources. The process is evolutionary; program faculty and coordinators are constantly evaluating program assessments. The target is to have this component of the assessment system fully operational by the end of the 2002 – 2003 academic year.

(3) **A timeline for the development and implementation of the assessment system has been written.** A copy of the SEAS “Timeline for the Development and Implementation of the School of Education and Allied Studies Assessment System” is in the Exhibit Room under Standard 2, item R.

(4) **A process for collecting, analyzing, summarizing, and using data has been established.** There are two components here. First, each program has developed a system for collecting and analyzing the data on candidate performance. Second, each program has created a system for collecting, analyzing, summarizing, and using data for program modification.

(5) **Aspects of the system that address Unit operations have been identified.** For each program, data will be collected from candidates, faculty, University field supervisors, recent graduates, District field supervisors, and our K-12 partners. This data is used in conjunction with data on candidate performance to improve the operation of programs and the Unit. In 2000 the Associate Dean’s office began coordinating the development and implementation of surveys of program graduates, K-12 school site personnel (master teachers and principals), and employers. Generic surveys were developed, then each program could (1) decide to create their own surveys, (2) place additional items on the generic survey, or (3) use the generic surveys without amendments. The surveys were distributed and analyzed by staff in the Associate Dean’s office and the department chairs. All programs use the surveys in conjunction with other sources of data to make program modifications.

(6) **Each program has considered the use of technology in the assessment plan.** All programs maintain computer-based databases on candidates. The databases reflect each candidate’s status in fulfilling program requirements. A variety of computer-based resources are used in the assessment of candidates. In the Administrative Services Credential/MS in Educational Leadership program, for example, candidates engage in online conversations with
their instructors through Blackboard. Instructors use these electronic messages to keep records of candidates’ conceptual growth. In the Single Subject Credential Program, considerable progress has been made in the use of electronic candidate portfolios. Candidates in the Hayward campus cohort complete an electronic portfolio. Each candidate creates a portfolio organized by the six California Standards for the Teaching Profession. Candidates may add a seventh category of their choosing. For each standard, the candidate writes a reflective essay detailing what they achieved and a prospective essay on what they hope to accomplish. Throughout, the candidate provides links to other texts (i.e., lesson or unit plans) and items stored in graphic formats (i.e., student work that has been scanned). Some candidates provide links to video and audio sources. The portfolio is turned into a PDF document and burned to a CD for access on any computer. The faculty team leader evaluates the development of the portfolio at the end of the second, third, and final quarter of the program.

2.2 Data Collection, Analysis, and Evaluation

Each program’s assessment plan is based on two principles: (1) data needs to be gathered from multiple sources and (2) the process of collecting, analyzing, and using data is on-going. Data is collected from the sources listed and described below.

1. **State-mandated tests.** State-mandated tests have played an increasingly prominent role in the assessment of candidates for the Multiple Subject and Special Education Credentials. Passing scores on each of the three sub-tests of the California Basic Educational Skills Test (CBEST) are required for admission. Applicants who did not major in Liberal Studies at a California IHE must have a passing score on the Multiple Subjects Assessment for Teachers (MSAT). All candidates for the Multiple Subject and Special Education Credentials must pass the Reading Instruction Competence Assessment (RICA).

2. **Other commercially-prepared tests.** As noted previously, candidates for the Pupil Personnel Services Credential in School Psychology must have minimum scores on either the Graduate Record Exam or the Miller Analogies Test for admission. Candidates in this program, prior to exit, must pass the PRAXIS II Examination in School Psychology.

3. **Admission Interviews.** All credential programs require candidates to successfully complete an interview before admission. Most programs use interview panels, consisting of program faculty and K-12 personnel.

4. **Academic transcripts.** All programs have required entrance GPAs and use academic transcripts to determine GPA.

5. **Admission essays.** Almost all programs require applicants to write an admission essay. The essays provide data on applicants’ prior experience, personal characteristics, and personal goals.

6. **Candidate performance in required program courses.** All programs have minimum GPA’s that candidates must achieve. Course instructors uniformly rely on multiple sources of data to determine grades.
(7) **Candidate performance in field experience.** Each program has clearly-defined objectives for field experience. CCTC standards require that each candidate be positively evaluated by both a University supervisor and a District field supervisor.

(8) **Culminating experiences for masters students.** All candidates for the masters degree must complete one of the following: (a) a final course involving an action research project [TED 6901 for the MS in Education, Option in Curriculum is an example], (b) a project, which can be original curriculum or creative work, or (c) a research-based thesis.

(9) **Candidate portfolios.** Most programs require candidates to maintain a portfolio and have specific guidelines for determining which items are included. Purposes for the portfolio vary. In some programs the portfolio is used to assess candidate performance. In other programs the portfolio is used to stimulate candidate reflection.

(10) **Exit interviews with candidates and/or exit surveys of candidates.** All programs gather data from candidates as they leave the program, either through exit interviews or written surveys.

(11) **Candidate evaluations of course instructors.** At a minimum, the collective bargaining agreement between CSU faculty and the CSU Board of Trustees requires that two courses be evaluated annually. This process is described in greater detail under Standard 5, Element 5.6.

(12) **Surveys of recent graduates, District field supervisors, school principals, and employers.** The Office of the Associate Dean coordinates the surveys of recent graduates, District field supervisors, school principals, and employers. Programs may choose to use surveys developed at the School level, to add questions to School survey, or develop their own.

(13) **Meetings with program faculty.** Program faculty meet on a regular basis to reflect on the effectiveness of admission criteria, the scope of courses, the nature of field experience, and the quality of candidate and program assessment.

(14) **Meetings with advisory councils.** Advisory councils provide an opportunity for colleagues in the K-12 community to help faculty improve the quality of each program.

Data are summarized and analyzed and by different parties. All data ultimately are available to the Dean, department chairs, and program coordinators. Program faculty and advisory councils meet annually to consider the implications of the data. Computer software (ACCESS and University systems) is used to maintain a database on the progress of candidate. Programs in the Departments of Educational Psychology and Educational Leadership keep these databases in the department offices. Databases for the initial teacher preparation programs are maintained in the Credential Student Service Center (CSSC). The Office of the Associate Dean provides a statistical summary to program coordinators of the surveys of recent graduates, District field supervisors, principals, and employers. Cohort leaders are provided
quarterly updates on the progress of their candidates by staff in their department offices or in the CSSC.

2.3 Use of Data for Program Improvement

The assessment system, when fully implemented, will allow programs to continuously renew themselves. The expectation is that programs will change when modification is in order and that innovations will be assessed for the efficacy. Below are three examples of how programs have used evaluation data to become stronger:

* The system of joint delivery of the Special Education Credentials with the basic Multiple Subject Teaching Credential (TED/SPED) was the result both of feedback from graduates, master teachers, and advisory committee members and changes in the CCTC standards. There was consensus that special educators should learn how to collaborate with general educators as part of their pre-service training. Special educators should acquire the knowledge and skills required of classroom teachers and conversely, classroom teachers need a good understanding of the needs of students with special needs.

* In the School Psychology, MS in Counseling, Option in Clinical Child Psychology program, mid-program assessments and informal suggestions from students led to a resequencing of the second year curriculum. The course on mental health consultation was moved from spring to fall and a course on personality assessment moved from fall to spring.

* In the Multiple Subject and Single Subject Teaching Credential Programs feedback of school district personnel was responsible for adjusting the academic calendar for field experiences. CSU Hayward is on the quarter system. Fall Quarter classes don’t begin until late September, with student teaching not beginning until October. School administrators and master teachers, in program evaluations, cited this “late start” as a design flaw. Both programs made adjustments and fall student teaching now begins at the same time K-12 teachers return to work, in late August or early September.

The documents in the Exhibit Room under Standard 2 include each program’s assessment plans, copies of surveys, and mandated Title II reports.

CCTC Common Standard 4, Evaluation: Required Information on Interns

As noted in other sections, representatives from school districts participate in the development and implementation of the internships in Administrative Services, Multiple Subject Teaching, School Psychology, and Single Subject Teaching. Participation occurs through three avenues: (1) participation in advisory councils, (2) input provided through surveys, and (3) ongoing dialogue with University representatives, primarily cohort leaders and University supervisors. The Multiple Subject Teaching and the Single Subject Teaching programs have separate advisory councils in the three districts with the most interns: New Haven Unified, Oakland Unified, and West Contra Costa Unified.
CCTC Common Standard 5: Admissions

Diversity and Admission Policies and Procedures

During the past ten years the School of Education and Allied Studies has pursued an active course in attracting diverse candidates. The Urban Teacher Academy (UTA), established in 1989, recruits members of ethnic minority groups and persons interested in urban education into teaching. The UTA has five components: (1) the Future Teacher Mentoring Program, which provides opportunities for undergraduate students to work with exemplary teachers; (2) a college-level course, “Teachers for Tomorrow,” offered in local high schools; (3) Groundhog Job Shadow Day, which offers high school students the opportunity to “shadow” University faculty, administrators and staff; (4) the Day of the Teacher, a day of workshops for high school and community college students; and (5) preparation classes for the California Basic Education Skills Test (CBEST).

All programs have admission policies that facilitate a diverse candidate population. Candidates in programs in SEAS are diverse, as Table 2-1 demonstrates:

Table 2-1
Diversity of Candidates, Fall Quarter 2001

<table>
<thead>
<tr>
<th>Approximate Percentages of Total Number of Candidates (1034)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic American</td>
</tr>
<tr>
<td>Asian American</td>
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<tr>
<td>White</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>

Note: Percentages are estimates based on data supplied by candidates, faculty cohort leaders, and institutional sources.

The subsequent section of this response to CTTC Common Standard 5 provides information about admission policies for each program accredited by the CCTC.

Initial Preparation Programs

Multiple Subject and Single Subject Teaching Credential

Applicants to the Multiple Subject and Single Subject Credential programs must satisfy multiple criteria. Two deadlines have been established for applicants: (a) an admission deadline, approximately four months before the first quarter of classes, and (b) a final deadline,
which is the end of the quarter preceding required field experiences (Summer entry: final deadline is the end of the Summer quarter; Winter entry: the final deadline is the end of the Fall quarter). The admission criteria for the Multiple Subject and Single Subject Credential Programs are:

1. Admission Advisement Session. All applicants must attend an admission advisement session.

2. Prior Field Experience. All applicants must have a successful experience of at least 45 hours in a classroom or classroom-like setting, verified by two letters of recommendation.

3. GPA. All candidates must have a cumulative undergraduate grade point average of 2.67 with a GPA of 2.75 in the last 60 semester units. Up to 15% of candidates may have GPAs below the required average, the GPA exemption has increased the diversity of our candidates.

4. Subject Matter Preparation. This requirement was described in the response to Standard 1, element 1.1.

5. CBEST. All applicants must pass the California Basic Educational Skills Test by the final deadline.

6. U.S. Constitution. All applicants must verify their knowledge of the Constitution of the USA with either a passing grade in a course or exam. (By final deadline)

7. Math Course (Multiple Subject only). Multiple Subject applicants must complete MATH 4021 or an equivalent course (final deadline).

8. Admission interview. All applicants are interviewed by a faculty team leader, other CSU Hayward faculty, and in some cases, district personnel.

CLAD/BCLAD. All candidates for the CLAD must verify completion of the second language requirement no later than one year after they apply for their preliminary credential. Cohort leaders provide candidates with information on the options for fulfilling this requirement. All applicants for the BCLAD, at time of admission, are assessed in Spanish and must attain a level of proficiency in speaking, listening, reading, and writing, equivalent to 3 on the former FSI scale. This assessment is completed by the coordinator of the BCLAD program who is fully proficient in Spanish.

Level I Special Education Credentials

Concurrent TED/SPED Program. The admission criteria are identical to those listed for the Multiple Subject program. Interviews include members of the special education faculty.

Admission to Education Specialist Only. The faculty at CSU Hayward have established a goal to increase the number of minority candidates in the program. Recruitment activities
include outreach to minority teachers in elementary and secondary classrooms, paraprofessionals, and undergraduates. Applicants who hold either initial teaching credential (Multiple Subject or Single Subject) apply directly to the Department of Educational Psychology. The process is clearly described in the Program Handbook. Multiple measures are used for admission:

(1) Three letters of recommendation that evaluate the applicant’s academic, personal, and professional potential in the area of special education.

(2) A personal statement in which the applicant describes his or her interests, prior experience, commitment, and goals relevant to special education.

(3) A personal interview with program faculty, who gathers information on personal as well as academic potential.

(4) A GPA above the median for comparable population of students.

Given the ethnic and socio-economic diversity of California, sensitivity to the needs of children from diverse backgrounds is of particular concern. In an effort to increase candidate diversity, 15% of all candidates can have GPAs below that required for admission.

Advanced Preparation Programs

Administrative Services Credential

Applicants for the preliminary credential program must meet all University requirements for graduate admission. Program admission requirements include passing CBEST, a 3.0 GPA in post-baccalaureate work, a current resume, a personal statement of goals, three letters of recommendation, copies of all California educational credentials, and three years of full time teaching or service. Individual or group interviews are scheduled with a panel of two faculty members and, when possible, members of the program advisory council and school administrators. Candidates are requested to bring evidence of leadership performance as a teacher, counselor, or librarian. Criteria for admission include demonstrated leadership capacity and a clear sense of purpose, which includes values congruent with those of the department. For the past seven years, applications have exceeded the number of spaces available in the program. For the Leadership Academy and the Diversity in Leadership Internship programs, personal contacts with nominating school district personnel are made throughout the admissions process. Because admission to these cohorts is by district nomination, individual interviews are conducted with these applicants. The department is demonstrating its commitment to increasing the number of candidates from under-represented racial/ethnic groups in school leadership through the Diversity in Leadership program.

Applicants for the professional credential must also meet all University requirements for graduate admissions and have a valid preliminary credential. They must attain a grade point average (GPA) of at least 3.0 in all graduate-level work. Candidate employment in a school district provides evidence of the candidate’s possession of appropriate personal
characteristics and professional accomplishments. Personal contacts with the candidate and his/her school district are made throughout the admission process by the cohort coordinator.

**Pupil Personnel Services – School Psychology**

Admission requirements are listed in the program handbook. In general, the minimum requirements for admission include an undergraduate GPA of 3.0, passing scores on CBEST, and scores of 500 or higher on both the verbal and the quantitative sections of the Graduate Records Exam. A score of 50 or higher on the Miller Analogies Test is also acceptable. In addition, students are required to provide a written Statement of Purpose and three letters of recommendation. Every effort is made to encourage the application and admission of qualified applicants from under-represented groups. During group orientations, as well as during individual contacts with applicants, program faculty routinely discuss the urgent need within the field of school psychology for trained professionals who are also bilingual and/or bicultural. In considering applications to the program, special attention is given to any background variables that might be seen to adversely affect standardized scores or undergraduate grades. An applicant for who English is a second language, for example, would not necessarily be rejected because of low verbal scores on the Graduate Record Examination.

As a final step in the admissions process, applicants who meet the criteria for admission meet with a team of program faculty in a 20-30 minute interview. The interviews provide opportunities to observe an applicant’s less formal, more individualistic, responses to interpersonal processing and communication. Regardless of other qualifications, no applicant is admitted to the program unless she or he possesses personal characteristics suggesting potential for professional effectiveness.

**Reading Certificate and Reading & Language Arts Specialist Credential**

All applicants must (1) meet the GPA requirement established by the University for graduate study; (2) submit a personal data statement summarizing their professional background, professional objectives, and personal background; (3) have a valid initial teaching credential (Multiple Subject or Single Subject); and (4) complete an interview with the program coordinator, demonstrating potential to become a leader in reading instruction and a desire to work effectively with diverse students. The program handbook explains these admission requirements; the program coordinator answers applicant inquiries.

**Level II Special Education Credentials**

Candidates must meet two requirements: (1) Successful completion of a Level I program, and (2) employment in a special education teaching position appropriate for either the Mild to Moderate or Moderate to Severe specialization.

**Internship Programs**

In each internship program, only those candidates who can demonstrate sufficient prior experience and personal qualifications are approved for internships. Simply stated, in each
program some candidates who wish to work as interns while they complete the course work for the program are denied that opportunity. Only those candidates who are approved by both representatives of the District and the University begin internships.

**CCTC Required Information on Rehabilitative Services Credential in Speech, Language and Hearing (RSC): CCTC Common Standard 4, Evaluation**

The RSC, like all other programs at CSU Hayward, must report to the University Committee on Academic Planning and Resources (CAPR) annually. CAPR conducts a formal review every five years. Additionally, the program’s home department, Communicative Sciences and Disorders, administers outcome studies of graduates and employers and seeks input from professionals in the community. School master clinicians write evaluation and feedback documents for all student clinicians.

**CCTC Required Information on RSC: CCTC Common Standard 5, Admissions**

The demand for speech pathologists in school settings far exceeds the capacity of all RSC programs in California. Enrollments at CSU Hayward have been expanded to the limits of the program’s resources. Between 25 and 30 new graduate credential candidates are admitted annually. Each year, from 80 to 100 applications are received for these slots. A standardized application packet, which requires applicants to apply to the University as well as to the department, is utilized. The application requires basic identification information, submission of transcripts, three letters of recommendation, including a rating questionnaire, and a statement of purpose or intent. All applicants must meet the University minimum requirements for admission to graduate school. Each application packet is evaluated by at least four faculty members and scored on a standardized form. All scores are totaled and a composite score is generated for each applicant. Letters of invitation are sent to individuals with the top scores. Diversity, multi-lingualism, and special needs are included on the rating sheet.
Standard 3

Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.


3.1 Collaboration between Unit and School Partners

The Glossary of NCATE Terms distinguishes “clinical practice” (a culminating activity) and “field experiences” (early activities). In each SEAS program, models of graduated responsibility are used, and the “early/culminating” distinction seems not to fit. Thus, rather than use that dichotomy, “field experience(s)” will be used.

The design, implementation, and evaluation of field experiences are joint ventures among the University and K-12 school districts in Alameda and Contra Costa Counties. Colleagues in K-12 schools provide input on the design of field experiences, in the selection of placements, in the selection of District field supervisors, in the mentoring and evaluation of candidates, and in the evaluation of field experiences. Program coordinators, faculty team leaders, and faculty have developed positive relationships with District-level administrators, site administrators, and teachers. These relationships are essential, for well over 1000 field placements must be made annually for candidates in SEAS programs.

The design of field experiences is completed in collaboration with K-12 colleagues, who provide input in a variety of formats. First, District-level administrators, site administrators, and District field supervisors (master teachers or interns, or school personnel occupying similar roles) are surveyed annually. Second, members of the K-12 community participate in program design through program advisory councils. Finally, program coordinators, team (cohort) leaders, and University supervisors maintain ongoing, informal dialogues with K-12 partners when they visit school sites.

The process for making field placements varies among programs. The system used for placements in the Special Education Credentials program is illustrative. Identification of potential field experience sites and master teachers is a collaborative effort with local district administrators, teachers, University faculty and supervisors. Input for suggested sites is recruited from all of the above participants. Once a potential site has been identified, both a University representative and the classroom teacher evaluate the site in relation to the “Quality Indicators of Model Sites Instrument” in the Program Fieldwork Handbook. The results of the
two evaluations are compared and a decision is made. Once a site is selected a Site Agreement is signed by the principal, master teacher, special education administrator and a University representative. The meeting to establish this agreement provides the opportunity for all parties to discuss their expectations for candidates.

As mentioned previously, K-12 personnel collaborate in the evaluation of field experience and clinical practice through annual surveys, participation in advisory councils, and through ongoing dialogues with University program coordinators, team leaders, faculty, and supervisors. This evaluation has both global and specific components, and impacting the overall design of field experience and the suitability of individual placements.

Internships. Over the last ten years, an increasing number of candidates in programs completed field experience as interns, rather than as student teachers (or a corresponding role for psychologists and administrators). Internships are available in the following programs: Administrative Services, School Psychology, Multiple Subject Teaching, and Single Subject Teaching. Internships require close collaboration with K-12 personnel in approving candidates for internship, selecting appropriate placements, orienting and training district intern support personnel, and evaluating the internship experience. This collaboration has been facilitated through two avenues: (1) creation of University-District partnerships in the design, implementation, and evaluation of program, and (2) participation in grant projects.

In the initial preparation programs (Multiple Subject and Single Subject Teaching Credentials), the University has formed partnerships with the New Haven Unified School District, the Oakland Unified School District, and the West Contra Costa Unified School District. In the New Haven partnership, the majority of candidates complete at least part of their field experience as interns. In the Oakland and West Contra Costa partnerships, almost all candidates teach full time as interns. Each partnership features courses offered in the districts, a mixture of University faculty and District personnel teaching classes, and a District team leader who works with the University team leader. The two team leaders work together to admit candidates into program, to find appropriate placements, to support, and to evaluate the operation of the program.

Professional Development Schools. Grants awarded to the Center for Educational Leadership have provided opportunities for faculty from several programs to work with school site administrators and teachers. These relationships have strengthened field experiences for candidates. The University’s four professional development schools (PDS) have provided a continuing laboratory for better understanding successful partnering with K-12 schools. Working through the Center for Educational Leadership, the faculty in the Departments of Educational Leadership and Teacher Education joined with representatives from three school districts to create PDS at the Hayward Project Elementary School in Hayward (Hayward Unified), Havenscourt Middle School in Oakland (Oakland Unified), and at Richmond High School (West Contra Costa Unified). One original PDS, Glassbrook Elementary in Hayward, now participates as an “emeritus” PDS. The PDS experience has provided: (a) opportunities for both University faculty and teachers to develop as educational leaders, (b) placements for candidates in the Multiple Subject and Single Subject Credential programs, (c) topics for joint
research projects, (d) insight on how to improve candidate field experience, and (e) a process for systemic school reform.

3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Common Features of All Programs

Four common features of field experience are shared by all programs in SEAS. Two programs, the MS in Education, Option in Curriculum, and the MS in Education, Option in Educational Technology Leadership, do not require field experiences.

(1) Field experiences are designed to reflect the Unit’s conceptual framework. Field experiences in all programs provide candidates with opportunities to demonstrate behaviors consistent with the SEAS mission of collaboration, leadership, social justice, and democracy.

(2) Field experiences allow candidates to develop the knowledge, skills, and dispositions for their specific program. The real test for our candidates is not their ability to demonstrate what they have learned in the classroom, rather it is demonstrating mastery of program knowledge, skills, and dispositions in the field.

(3) Field experiences provide opportunities for candidates to observe others and, in turn, be observed. Candidates have structured times when they watch experienced, effective educators practice their craft. Each candidate is observed by both a University supervisor and a District field supervisor.

(4) Field experiences are designed so that candidates become part of the professional community in the school and make professional decisions. Candidates plan, implement, and evaluate the services that veteran teachers, administrators, specialists, and psychologists routinely perform. Candidates in all programs are expected to have significant interaction with students. Field experience allows candidates to apply what they have learned in courses.

(5) Field experiences provide opportunities for candidates to collect data on student learning, analyze and reflect on that data, and use the results of that analysis and reflection to improve their practice. Candidates define objectives for students, select appropriate assessment devices, consider the results of those assessments, and modify their practice. This process is guided by fellow candidates, University supervisors, and District field supervisors.

(6) Field experiences challenge candidates to use technology. All programs require candidates to demonstrate expertise with technology in their field experiences. The nature of the technology, both computer-based resources and other media, vary from program to program. The key is that candidates demonstrate the ability to use technology to improve the education of all students.
Description of Program Requirements

Table 3.1 is a summary of the formats and expectations for each program with required fieldwork:

Table 3.1
Field Experience: Assignment Format and Hour Expectations by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Assignment Format</th>
<th>Total Hours (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Subject</td>
<td>2 assignments: Sept – Dec, Jan - June</td>
<td>800</td>
</tr>
<tr>
<td>Single Subject</td>
<td>2 assignments: Sept – Dec, Jan - June</td>
<td>800</td>
</tr>
<tr>
<td>(Hours for student teachers – interns teach many more)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Ed Level I</td>
<td>3 quarters</td>
<td>500</td>
</tr>
<tr>
<td>Advanced Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adminstrve Srvcs</td>
<td>3 quarters</td>
<td>150</td>
</tr>
<tr>
<td>Prelim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profess</td>
<td>3 quarters + approved professional development</td>
<td>200</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>Certificate: Linked to courses</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Credential: Summer clinic and beginning reader</td>
<td></td>
</tr>
<tr>
<td>School Psychology</td>
<td>3 years, 3 quarters each year</td>
<td>2200</td>
</tr>
<tr>
<td>Special Ed Level II</td>
<td>1 quarter supervised, 2 years induction</td>
<td>1000+</td>
</tr>
</tbody>
</table>

To better understand the design of field experiences in each program, the following summaries are provided:

Initial Preparation Programs

Multiple Subject Teaching Credential and Single Subject Teaching Credential. Candidates complete field experiences as either student teachers or interns. Field experiences are designed to correspond to the K-12 academic calendar, September to June. There are two separately-evaluated assignments, one from early September to December, and the other from late January to June. (Approximately 180 hours in the first assignment; 560 hours in the second assignment; total of 740 hours.) Candidates in the blended program have field experiences in their junior year and, as a result, their senior-year student teaching hours are less than those required for other Multiple Subject candidates.
Candidates for the CLAD must have one assignment in a classroom with English Learners and teach under the supervision of a teacher with appropriate training. A separate “CLAD Field Experience Evaluation” is used to evaluate candidate performance in delivering instruction for English Language Development, ESL through content, Specially Designed Academic Instruction in English, the evaluation of English Learners, and the implementation of an appropriate classroom environment. Candidates for BCLAD have at least one placement in a classroom where Spanish and English are both used for instruction. Additional field objectives have been defined for BCLAD candidates to ensure their competence in Spanish language instruction and assessment.

**Level I Education Specialist Credentials.** Level I candidates complete two quarters of 90 hours of required field experience and one quarter of all-day responsibility.

**Advanced Programs**

**Administrative Services Credential.** Candidates begin field experience concurrent with required coursework. Most are teacher leaders or administrators at their sites. For the Preliminary Credential, candidates have three quarters of field experience; interns must also attend a monthly Saturday seminar. For the Professional Credential, candidates complete three quarters of field experience plus 120 hours of approved professional development.

**Pupil Personnel Services Credential: School Psychology.** Candidates have required field experiences in each of their three years in the program. In the first year, candidates are working in schools 1.5 days a week, 12 hours per week, for 3 quarters (total of 396 hours). During the first year, candidates also are assigned 4 hours a week in the University Community Counseling Center (total of 132 hours). “Advanced Fieldwork” is completed in the second year of the program at a school site, 16 hours per week for 3 quarters (528 total hours). In the third year of the program, each candidate completes an internship at a school for no less than 1200 hours. (Total hours for program: 2256). All field placements are secured by a mutual, three-way agreement among the candidate, school personnel, and University faculty.

**Reading and Language Arts Specialist Credential/Reading Certificate.** In the first tier, the Reading Certificate, field experiences are defined by a set of seven Field Experience Performance Expectations. The culminating expectation requires the candidate to work with a practicing reading specialist to prepare a case study that critiques the reading and language arts instructional program at an exemplary school (the expectations require approximately 120 hours of school-site experience). In the second tier, candidates participate in intensive summer clinic experience, working with a disabled reader. The tutoring sessions are for two hours a day for 35 days (70 total hours). Candidates also complete a field experience with a beginning reader (approximately 25 additional hours). Total of approximately 215 hours.

**Level II Special Education Credentials.** Level II candidates enroll in one field experience course and are supervised as they work in their assignments as special educators. The Level II induction plan requires two years of full-time service in a special education setting, with support and feedback from both the University and the District.
Clinical Faculty: University Faculty and District Field Supervisors
(Note: The information in this section also addresses CCTC Common Standard 8: District Field Supervisors)

In this response, “clinical faculty” adheres to the NCATE definition and includes both University and District personnel responsible for the supervision and assessment of candidates during field experience. In all programs, candidates are supervised by both University faculty and District field supervisors. The following characteristics are true for all programs, both initial and advanced: (1) all clinical faculty have demonstrated expertise and professional experience in the setting in which they supervise, (2) all clinical faculty are carefully selected and regularly evaluated, (3) all clinical faculty are prepared for their roles as mentors and evaluators. Below you find a description for each program:

Initial Teacher Preparation

Multiple Subject Teaching and Single Subject Teaching Credential

Each intern is assigned an intern support teacher and each student teacher works with two master teachers. All teachers who work with candidates meet the following qualifications: (a) they hold an appropriate teaching credential, (b) they have at least three years of teaching experience, (c) they have been designated by their site administrator as an excellent teacher, and (d) they have expressed a willingness to fulfill all the responsibilities for District field supervisors. All teachers who work with candidates during their CLAD field experience must have advanced training in working with English Learners. All teachers working with BCLAD candidates must have appropriate bilingual certification. Selection of District field supervisors is a collaborative effort among University faculty team leaders and site administrators.

Once selected, District field supervisors are oriented and trained for their roles through a number of formats. District field supervisors meet with a University supervisor and receive a copy of the program handbook. University faculty team leaders also work with District field supervisors. The California Beginning Teacher Support and Assessment (BTSA) program has increased the number of teachers who have formal training in mentoring. Many District field supervisors are veterans of BTSA. Other district field supervisors have received training through four state-funded alternative certification projects. Finally, our partnerships with Oakland, West Contra Costa, and New Haven have provided the means for on-site orientation/training sessions with District field supervisors. University faculty team leaders receive input from candidates, site administrators, University supervisors, to evaluate the quality of District-level supervision. District field supervisors receive monetary compensation for their services. Each candidate also has a University faculty supervisor who has a record of successful elementary or secondary teaching experience. The Department Chair and the Department Associate Chair provide orientation and training for University supervisors. Orientation/training sessions are held at various sites in Alameda and Contra Costa counties, and include a discussion of the programs’ conceptual frameworks and the California Standards for the Teaching Profession. University supervisors are formally evaluated by the candidates they supervise twice a year.
Level I Special Education Credentials

University field supervisors are selected on the basis of the following criteria: (a) a valid credential in the area they supervise; (b) familiarity with the University training program and expertise in the theory and strategies promoted in that program; (c) excellence in communication skills, the ability to provide constructive and supportive feedback; and (d) respect for master teachers, children, and school protocols. University supervisors are trained by the program coordinator. The Fieldwork Handbook delineates the “Roles and Responsibilities” for all participants. The expectations describe the type of support, positive feedback and constructive criticism that supervisors should provide to candidates. First-time University supervisors initially co-supervise with an experienced supervisor in one or more schools where they both are working with candidates. Supervisors are evaluated each quarter by candidates and the results discussed with program coordinators.

District field supervisors (master teachers) are credentialed teachers at the field site. Master teachers are selected on the basis of their ability to provide the desired educational model and their ability to work constructively with candidates. They are evaluated by candidates after each field experience, as well as by the University supervisor and program coordinator. The master teacher is trained in the supervisory role by the University supervisor. This training includes a review of the roles and responsibilities listed in the Fieldwork Handbook, specific suggestions for providing constructive feedback, and a review of the CCTC Standards. Periodic meetings with University faculty and District field supervisors have led to the development of evaluation instruments, training activities, and specific strategies for placing candidates. A stipend for master teachers is provided by the University. Additional recognition occurs by recommending master teachers for awards (e.g. Schwab Teach Each Award), requesting their participation in conference presentations, and providing support through grants.

Advanced Preparation

Administrative Services Credential/MS in Educational Leadership

All University faculty who supervise hold administrative credentials and have worked as school site administrators. Each District who supervises candidates has a valid credential and experience as a school administrator. The University supervisor meets with the District field supervisor to clarify program values and beliefs, the program conceptual framework, CCTC standards, and mutual expectations for candidates. Emphasis is on the need for a collaborative relationship. District field supervisors are given support and recognition in a number of ways. They are provided with orientation and coaching support from their University colleagues, invited to seminars, and offered instructional materials. Fieldwork is viewed as a learning experience for each of the three professionals: the candidate, the District field supervisor, and the University supervisor. All three provide evaluate the experience at the end of the assignment.
Reading Certificate/Reading & Language Arts Specialist Credential/ MS in Education, Option in Reading Instruction

Candidates for the Reading Certificate meet seven Field Experience Performance Expectations, each a part of a require course. Verification of each performance expectation is completed by the course instructor. The seventh performance expectation requires the candidate to work with a district field supervisor who meets the following criteria: (1) holds a valid California Reading and Language Arts Specialist Credential, and (2) has worked for at least two years as a reading and language arts specialist. Candidates for the Reading and Language Arts Specialist Credential meet the CCTC requirement for advanced clinical experience through participation in a summer, on-campus reading clinic. Each candidate is supervised by the clinic director, who is a University faculty member. The faculty member who serves as director of the clinic has a graduate degree in the field reading and extensive experience in clinical settings. The CCTC-required advanced field experience with a beginning reader is evaluated by the course instructor of TED 6254.

School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology

Each candidate is supervised by a University faculty member who is an experienced school psychologist. In addition to the supervision provided by University faculty, candidates are supervised each week by a credentialed school psychologist. These District field supervisors have at least two years of successful experience working as a school psychologist. They agree to provide a minimum of one hour of supervision each week, and no District field supervisor works with more than three candidates in any year. University faculty review the Fieldwork Handbook with each District Supervisor and maintain contact during the year. Only those school psychologists who are successful in the role of a District field supervisor continue.

Level II Special Education Credentials/MS in Special Education

Candidates are supervised by a University field supervisor and District support provider. The District support provider is an experienced special educator who is selected according to the following factors: (1) professional expertise, (2) coaching skills, (3) professional role model, (4) CCTC criteria, including an understanding of beginning teacher development.

3.3 Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

All programs have criteria to screen candidates prior to the time they begin field experience. Each program has developed assessments of field experience that establish that each candidate has met the relevant CCTC program standards. The analysis of performance in the field is an on-going, collaborative effort with the candidate, the candidate’s fellow candidates, the University supervisor, and the District field supervisor all participating. An expectation is that only candidates who can demonstrate their success in working with all students will receive credit for field experience and be recommended for a credential.
In each program, candidates are expected to reflect and critique their own practice. For example, in the initial teacher preparation programs two aspects of program design provide candidates with frequent opportunities to reflect on their field experience. All field experience is completed concurrently with program courses and course instructors challenge candidates to share their experiences in the field during class. Second, candidates are organized in cohorts (or teams), and take all courses with the same group of 20 – 30 classmates. Candidates know discuss their field experiences with fellow candidates before, during, and after class, on the telephone, and through email. All candidates meet regularly with their District field supervisors and University supervisors to critique lessons. Another example of candidate reflection and critique: While completing the Reading and Language Arts Specialist Credential, candidates participate in a summer clinic experience in which they tutor a struggling reader. Candidates concurrently enroll in a three-unit seminar that meets daily during the days the clinic is in operation. During the 90-minute seminar sessions, candidates critique their practice and the practice of their classmates. Each candidate is videotaped during one tutoring session. Both the director of the clinic and all the candidates participating in the clinic are expected to reflect on and critique the videotaped sessions.

Below you will find a discussion of (a) entry and exit criteria for field experience and procedures to assess candidates, and (b) requirements to ensure that all candidates have success with all students.

Entry and Exit Criteria, Assessment of Candidates

Initial Teacher Preparation Programs

Multiple and Single Subject Teaching Credentials. Part of the both programs’ conceptual frameworks is a delivery system based on the belief that as many courses as possible should be offered concurrently with required field experience (the exception is the Summer Quarter, when candidates just take classes). Thus, the entry requirements for either student teaching or internship are the admission requirements that must be met by the “final” deadline: (1) passing scores on CBEST, (2) subject matter competence, through either a passing score on the relevant exam, or completion of at least 80% of the undergraduate subject matter preparation program, and (3) satisfaction of any other admission requirements (i.e., the math course requirement for the Multiple Subject program). Approximately 15% of the candidates who are conditionally admitted fail to meet these criteria and exit program before beginning field experience. There are two field experience assignments. To enter the second assignment, the candidate must successfully complete the first. To receive credit for each assignment, the candidate must receive a positive evaluation from both the university supervisor and the District field supervisor. The “Summative Field Experience Evaluation” used by both programs is based on the six California Standards for the Teaching Profession. A separate “CLAD Field Experience Evaluation,” with 17 objectives, is used to assess candidates who are pursuing the Cross-cultural, Language, and Academic Development (CLAD) emphasis. About 5% of the candidates fail to successfully complete one of the two field assignments.
Level I Special Education Credentials. In addition to the requirements noted for the Multiple Subject Credential, for the Level I Credentials, the entry requirements for field experience are program admission and successful completion of either EPSY 5021 or EPSY 5126. Level II field experience is conditional upon (a) completion of the Level I Credential and (b) employment full-time in a special education position. Level I candidates are assessed by District field supervisors and University supervisors at the mid-point and end of each quarter. About 90% of all candidates successfully complete field experience.

Advanced Preparation Programs

Administrative Services Credentials/MS in Educational Leadership. Since field experiences are concurrent with courses, the entry requirements are the same as those for admission. Successful completion of field experience requires approval by both the University field supervisor and the District field supervisor. Candidates experiencing difficulty take grades of Incomplete, work with program faculty, and then either repeat the field experience or withdraw from the program. Field experience assessment is completed by the District field supervisor and the University supervisor. Both complete monthly or quarterly evaluation forms. Program faculty believe successful educational leaders engage in continuous self-reflection, so all candidates assess complete reflective journals during their field experiences. Candidates also evaluate their field experiences their supervisors.

Reading Certificate and Reading & Language Arts Specialist Credential. In the Reading Certificate tier, course instructors verify that candidates have satisfied the Field Experience Performance Expectations. Completion of the 21-unit Reading Certificate program is a prerequisite for continuing into the second tier of the program, the Reading and Language Arts Specialist Credential. The advanced clinical experience, completed in the summer, on-campus reading clinic, is designed as the culminating component of the credential tier. The University faculty member who serves as the director of the clinic evaluates each candidate working in the clinic. Almost all candidates who begin the clinic successfully complete it. The course instructor of TED 6254 evaluates candidates in advanced field experience with beginning readers.

School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology. Field experience is concurrent with courses, so entry criteria for field experience are the same as for program admission. Successful completion of field experience requires positive evaluations from both University and District field supervisors.

Level II Special Education Credentials/MS in Special Education. In the Level II tier, field experience is concurrent with courses, there are no separate requirements to begin fieldwork. The District support provider plays a different role than the District field supervisor in Level I. The support provider is involved in an ongoing assessment of the candidate’s progress toward meeting the goals in the professional development plan. The support provider does not complete a summative evaluation of the candidate for employment purposes.
Success with All Students

Initial Teacher Preparation Programs

Multiple and Single Subject Teaching Credentials. Candidates complete one assignment where at least one-fourth of the students are of an ethnicity different from the candidate’s. Student teachers complete assignments at different grades levels (Multiple Subject: one in grades K-2, the other in grades 3-5; Single Subject, one in middle school, the other in high school). Candidates for the CLAD emphasis must have teaching experiences with students who are classified as English Learners. The “Summative Field Experience Evaluation” form includes objectives that challenge candidates to demonstrate their proficiency with a diverse student population: (1) uses a variety of instructional strategies and resources to respond to students’ diverse needs, (2) facilitates learning experiences that promote autonomy, interaction, and choice, and (3) establishes appropriate learning goals for all students.

Level I Special Education Credentials. For candidates in the TED/SPED program, one of the Multiple Subject student teaching experiences must meet the requirement for the CLAD placement described above. All candidates during the Level I special education field experiences must demonstrate their ability to work effectively with diverse students. The rich diversity of the East Bay provides candidates with an ideal setting to develop the skills they need to be effective with all students.

Advanced Preparation Programs

Administrative Services Credential. Candidates demonstrate their ability to be an effective leader in schools with diverse students. Given the demographics of the East Bay, almost all candidates complete their field work in schools with significant populations of “minority” students. Candidates working in schools that lack diversity visit colleagues in other schools and “shadow” their fellow candidate or a site administrator. University Supervisors understand the importance of raising the performance of students in underachieving schools, and success in field experience is contingent on the candidate’s impact on diverse students.

Reading Certificate and Reading & Language Arts Specialist Credential. The Field Experience Performance Expectations for the Reading Certificate require candidates to plan and implement lessons for a group of English Learners, plan lessons for students at two different grade levels (K-2, 3-5, 6-12), administer and interpret assessments of two struggling readers, and develop three intervention plans (for a non-reader, a struggling reader in the elementary school, and a struggling reader in a secondary school). In the summer clinic candidates work with a struggling reader.

School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology. Candidates work with diverse students during their experience in the Community Counseling Center. In addition, almost all candidates work in East Bay schools with diverse populations. The critique of field experience completed in the companion courses (EPSY 6670, 6671, 6672)
challenges all candidates to analyze their own and fellow candidates’ interventions with culturally and linguistically diverse students.

**Level II Special Education Credentials/MS in Special Education.** All candidates during the Level II special education field experiences must demonstrate their ability to work effectively with diverse students. The expectation in Level II is that the candidate will demonstrate an advanced level of expertise with diverse students.

Documents in the Exhibit Room for Standard 3 include field placement records, advisory committee membership lists and minutes, and information on professional development schools.


Over the past 17 years, the RSC program has established and nurtured successful partnerships with school districts. These partnerships have worked well for candidates and the schools. As candidates approach the time for a school placement, they meet with their advisors and review special needs and interests. Candidates then develop a list of preferred placements. Faculty maintain communication with local on-site therapists to evaluate their ability to serve as District field supervisors. Assignments are made on several factors: suitability of assignment, availability of assignment, and the candidate’s needs. Master clinicians are provided with documentation regarding specific candidate needs and candidates are provided with documentation regarding specific obligations. Consultation is carried out at least two times per quarter between the University supervisors, District supervisors, and candidate clinicians. Annual integration and orientation meetings are sponsored by the program and District supervisors. Candidate evaluations by District supervisors are required each quarter, and data from these are used to assess candidates’ preparation and the appropriateness of the assignment for future placements.

**CCTC Required Information RSC: CCTC Common Standard 8, District Field Supervisors**

District field supervisors must be currently ASHA (American Speech, Language, & Hearing Association) certified, hold the RCS Credential in Language, Speech, and Hearing (or the equivalent), and have at least three years experience in the field and at least one year in their current setting. District field supervisors are called “Master Clinicians.” The program seeks recommendations from district administrators. The Clinic Director discusses expectations of supervisors and interns during the initial contact to arrange the internship experience. The Clinic Director also fields questions as they arise before the internship begins. In addition, a confirmation letter is sent to each Master Clinician with appropriate enclosures that explain supervision requirements and evaluation procedures. Once the internship is underway, questions, requests for clarification, and problems are directed to the Clinic Director, who works with Master Clinicians and interns to resolve any problems.
Standard 4

Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

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4.1 Design, Implementation, and Evaluation of Curriculum and Experiences

Courses and field experiences are structured to help candidates develop the knowledge, skills, and dispositions they need to be successful with California’s diverse student population. Candidates create equitable environments where all students can prosper and are treated with respect. This includes students who vary according to: (1) challenging condition (2) cultural identity, (3) family income status, (4) first language status, (5) gender, (6) level of ability, and (7) sexual orientation (characteristics arranged in alphabetical order). Faculty advocate the perspective that candidates should consider California’s diversity as a gift, not a barrier. Candidates learn how to use the knowledge and experiences each student possesses to enrich professional practice. Finally, candidates learn how to use the results of assessment to reflect on their practice and improve the quality of their performance.

The SEAS mission is to “prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world.” As part of the SEAS 2000 – 2003 Strategic Plan, faculty defined four learning objectives to fulfill a commitment to social justice and democracy:

(1) Our graduates will have knowledge and skills to develop and implement research-based programs and strategies that create access and opportunities resulting in equitable outcomes.

(2) Our graduates will demonstrate the ability to work collaboratively at the system level as change agents to create socially just solutions.

(3) Our graduates will have the ability to identify social injustices and the courage and commitment to engage in action and advocacy to redress them.

(4) Our graduates will create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

As a first step toward achieving these objectives, all course instructors, beginning with the Winter Quarter 2002, will state in their course syllabus how their course addresses the SEAS theme of “preparing leaders committed to social justice and democracy.” During the
next three years, faculty will continue working on adjusting course content and delivery to meet the four learning objectives listed above.

The CCTC standards require effective practice with California’s diverse student population and provide the basis for the knowledge, skills, and dispositions related to diversity defined for each program. For example, the CCTC standards for the Preliminary Administrative Services Credential include Standard 16, “Working with Diverse Populations.” Candidates describe effective leadership to foster learning opportunities for the diverse populations served by California schools. Programs address issues related to student diversity in two ways: (1) they are integrated throughout program courses, and/or (2) they are covered in specially-designed courses.

**Initial Teacher Preparation Programs**

**Multiple Subject and Single Subject Teaching Credentials**

All courses in the Multiple Subject and Single Subject programs include at least one objective that requires candidates to apply the course’s content to diverse learners. Effective teaching with diverse students is the central focus of the following courses in the Multiple Subject Credential program: TED 5038, Multicultural Education; TED 5356, English as a Second Language and Bilingual Methods; and TED 5370, Second Language Acquisition. Candidates for the bilingual teaching credential, BCLAD, also take two courses offered in Spanish, TED 5367, Bilingual Methods; and TED 5371, Classroom Implications of the Culture of the Latino Child. In the Single Subject program, the integrated pathway has “diversity” as a strand in each of the four courses in the Teaching and Learning Sequence (TED 5306, TED 5307, TED 5308, and TED 5309). Twenty-four objectives relating to the effective teaching of diverse students are spread across the four courses. In the discrete course pathway, the following courses directly address diversity: TED 5038, Multicultural Education; TED 5326, ESL Methods in the Secondary School; and TED 5370, Second Language Acquisition. Finally, all teaching credential candidates complete a course in the education of students who experience disabilities (TED 5500).

**Level I Special Education Credentials**

The focus of this program is the education of students with specific disabilities. The knowledge and skills necessary to be effective with diverse students begins in the first required course, EPSY 5021, which is team-taught with TED 5500. In the Level I assessment courses, candidates must provide evidence in a portfolio that they have met the following objective: the candidate “uses performance based assessment strategies to determine learning styles, linguistic abilities, cultural characteristics, and family priorities.”

**Advanced Preparation Programs**

In the Administrative Services Credential/MS in Educational Leadership program, content-related to diversity is integrated into all program courses. Specific learner outcomes related to diversity have been defined for courses and fieldwork. This is the same approach
taken in the Level II Special Education Credentials/MS in Special Education program. Issues of diversity are covered in each course in the masters in counseling and School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology program; it is the central focus of EPSY 6752, Cross-Cultural Counseling. In EPSY 6610, candidates complete at least seven developmental reports demonstrating their ability to understand a variety of background influences on student performance. In the Reading Certificate/Reading & Language Arts Specialist Credential/MS in Education, Option in Reading Instruction program, each course includes an examination of diversity. One course was developed to focus solely on issues of diversity: TED 6220, Reading and Language Arts: Meeting the Needs of Diverse Students. In the two masters programs not linked to a credential program, diversity is addressed in several required courses. Three of the four required “core” classes in the MS in Education, Option in Curriculum, examine diversity in relation to curriculum development, learning theory, child and adolescent development, and educational research. In the MS in Education, Option in Educational Technology Leadership several courses focus on issues of diversity in the use of instructional technology: EDUI 6300, Culture and Evolution of Educational Technology; EDUI 6741, Family, School, Community Collaborations; and EDUI 6755, Cultural Diversity in the Workplace.

4.2 Experiences Working with Diverse Faculty

Candidates have the opportunity to work with a diverse faculty, both at the University and in the schools where they complete fieldwork. All SEAS faculty have experience working with diverse candidates and K-12 students. Faculty have gained these experiences in a variety of ways. As teachers, special educators, administrators, and school psychologists, faculty members worked with diverse students before they came to the University. In the Department of Teacher Education, for example, five tenure-track faculty have taught in classrooms with bilingual programs (four Spanish/English, one in Vietnamese/English). Several faculty have publications and presentations on issues surrounding the education of diverse students. For example, faculty from three departments wrote chapters in Portraits of Teachers in Multicultural Settings, which was edited by Leticia Ramirez and Olivia Gallardo, two faculty in Teacher Education. Finally, participation in grant projects has provided opportunities for faculty to work with diverse students. All the professional development school (PDS) projects, for example, have majority-minority student populations. Faculty from the departments of Educational Leadership, Educational Psychology, and Teacher Education have participated in the PDS.

The response to Standard 5, Element 5.1, contains additional information about the experiences of SEAS faculty with diverse candidates and K-12 students.

As part of a University-wide effort to build a faculty that reflects the population of California, SEAS has pursued an active course. Each search committee must complete a Faculty Diversity Recruitment Plan and have it approved by the Dean. Searches that produce a limited number of diverse candidates are extended until they attract more diversity or they are discontinued. Over the past few years, this process has succeeded in building a more diverse faculty within SEAS. Unfortunately, the combination of the high cost of living in the Bay Area and the prospect of higher pay have allowed other IHEs to lure away some recently-hired
minority faculty members. In addition, the University’s Faculty Diversity Program enables departments to discover and hire highly qualified minority candidates. In a second program, the CSU Forgivable Loan/Doctoral Incentive Program, University faculty sponsor worthy minority and female graduate students pursuing a doctoral degree.

Table 4.1 shows the ethnicity and gender of the faculty teaching or supervising in SEAS programs subject to this review:

<table>
<thead>
<tr>
<th></th>
<th>Tenure-track</th>
<th>Early Retirement</th>
<th>Lecturer</th>
<th>Total</th>
</tr>
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<tr>
<td>African American</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Asian American</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>White (Non-Hispanic)</td>
<td>26</td>
<td>3</td>
<td>70</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>5</td>
<td>95</td>
<td>134</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>1</td>
<td>53</td>
<td>72</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>4</td>
<td>42</td>
<td>62</td>
</tr>
</tbody>
</table>

Note: The categories in some columns and rows may not equal the corresponding totals because some faculty declined to respond. Fall 2000 is the last quarter with verifiable data. Fall 2001 data will be available in April.

4.3 Experiences Working with Diverse Candidates

At the conclusion of the response to NCATE Unit Standard 2, there was a section responding to CCTC Common Standard 4, Admissions. That section included information on how SEAS and each program has facilitated diversity among candidates. Table 2-1 provided data on the ethnicity and gender of candidates enrolled during the Fall Quarter, 2001. Please refer to that section for this element.

The rich ethnic mix of California allows programs in SEAS to have a diverse population of candidates. Interaction in courses and in events planned for cohorts provide opportunities for candidates to work with candidates of diverse backgrounds. Admission policies in each program have led to a diverse candidate population. These policies include:

1. Active outreach to possible minority candidates through the UTA, recruitment of minority undergraduates, and programs for para-professionals;

2. GPA exemptions for up to 15% of the candidates in the Multiple Subject, Single Subject, and Special Education programs;

3. The Diversity in Leadership program in the Administrative Services Credential program;
(4) Flexibility in the GRE requirement in the School Psychology program, especially for applicants who are English Learners;

(5) Internships in the Multiple Subject, Single Subject, Administrative Services, and School Psychology programs, which allow minority candidates to work full-time in the schools and progress through programs;

(6) Programs in areas with high minority populations: Oakland, and San Pablo (West Contra Costa USD), and Pittsburg;

(7) Recruitment of special educators through federally-funded grant projects.

4.4 Experiences Working with Diverse Students in P-12 Schools

Field experiences in CSU Hayward’s service area provide candidates opportunities to work with a diverse student population. The area has significant populations of recent immigrants who are acquiring English as a second language (in California, designated as English Learners, ELs), African Americans, Asian Americans, and students from all family income levels.

The response to Unit Standard 3, element 3.3, “Candidates' Development and Demonstration of Knowledge, Skills, and Disposition to Help All Students Learn,” included a description of each program's field experience requirements for working with diverse students. Please refer to that section of this report for this element.

Field experiences allow candidates to demonstrate their acquisition of program knowledge, skills, and dispositions with diverse students. All candidates are expected to exhibit behaviors consistent with dispositions flowing from the SEAS mission statement: a commitment to social justice and democracy. This means candidates must show that they can create an equitable classroom where all students are valued. Candidates differentiate their professional practice to meet the needs of diverse students. In all programs, candidates meet specific field experience objectives related to working with diverse students. For example, one of the goals for third-year interns in the School Psychology program is to demonstrate “cultural competence and respect for all manifestations of human diversity, including ethnicity, gender, age, sexual identity, disability, and socioeconomic status.” Other programs have similar objectives for their candidates.

Both District field supervisors and University supervisors help candidates develop expertise with diverse students. Supervisors look for evidence of appropriate plans, implementation of practice, and evaluation for students from different ethnic groups. During post-observation conferences, candidates and supervisors reflect and critique the candidate’s performance with diverse students.

The documents in the Exhibit Room for Standard 4 include more data on the SEAS faculty, the Faculty Diversity Handbook, data on the diversity of candidates, and more information on policies that facilitate diversity among candidates, faculty, and students.
Standard 5

Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Related CCTC Common Standards: CCTC Common Standard 3, “Faculty,” and CCTC Common Standard 6, “Advice and Assistance,” are addressed in our response to this standard.

5.1 Qualified Faculty

During the Fall 2000 quarter, the School of Education and Allied Studies employed 134 faculty members in programs subject to this review. Thirty-nine full-time and 95 part-time faculty teach and/or supervise candidates in SEAS programs. Each faculty member possesses significant education and experience in the areas of teaching, professional growth, and service. All of the tenure-track faculty possess doctoral degrees. Thirty part-time faculty hold doctoral degrees; many part-time faculty are enrolled in doctoral programs; the other part-time faculty all hold master’s degrees.

The high number of part-time, non-tenure track faculty is the result of two factors. First, in the last decade there have been a large number of faculty retirements (since 1993, 34 faculty have retired). A generous Faculty Early Retirement Plan, which allows veteran faculty to work half-time and earn part of their retirement, encouraged faculty to retire at an earlier date than they had originally planned. Second, the shortage of K – 12 teachers in California led policy makers to allocate additional funds to IHEs to increase the number of credentialed teachers in the state. CSU Hayward’s Multiple Subject and Single Subject Credential programs expanded rapidly from 1996 to the present, and with that expansion came a need for a large number of new instructors and supervisors. It should be noted that part-time, non-tenure track faculty enrich programs. Many are practitioners who bring a contemporary pragmatism to our candidates; others are highly respected instructors who seek only part-time employment.

A summary of the qualifications of faculty, by program, follows:

Initial Teacher Preparation

Multiple Subject Teaching and Single Subject Teaching Credentials

All tenured and tenure track faculty hold doctoral degrees; 11 lecturers have doctoral degrees, the other lecturers have master’s degrees. All faculty teaching and supervising in the Multiple Subject and Single Subject Credential programs have at least three years of K-12 classroom teaching experience. All faculty in the Single Subject Credential program have
teaching experience in either middle school, junior high, or high school. All faculty in the Multiple Subject Credential program have teaching experience in the elementary school. All faculty teaching methods courses fulfill the California Education Code requirements for faculty participation in the schools. Department faculty have greatly expanded their knowledge and use of technology through a Preparing Tomorrow’s Teachers for Technology (PT3) grant funded by the US Department of Education.

Level I Special Education Credentials

Faculty members are appropriately credentialed and have extensive experiences teaching culturally diverse students with a range of abilities. All faculty members have been instrumental in curriculum development, have participated in research in special education and grant management, and are involved in related community service organizations serving individuals with disabilities. Faculty in the area of moderate to severe disabilities have been awarded a series of federal personnel preparation grants over the past decade to recruit and provide financial support for credential and master’s candidates, with a focus on recruiting underrepresented groups. These grants also provide support for revision of the curriculum and the development of specialization, the latest of which is a Specialization in Inclusive Education for those Students with the Most Severe Low Incidence Disabilities. All faculty are committed to preparing teachers who are skilled in best educational practices, respectful of the diversity found in Bay Area classrooms, and committed to improving the quality of life of all students. Review of faculty resumes reveals the wide variety of professional and community activities pursued to continually improve our ability to be effective educators.

Part-time faculty members are carefully selected for specific courses and/or fieldwork supervision. All are credentialed and have experience in the specialization area in which they are teaching or supervising. In fact, many are exemplary program graduates. Additionally, they are kept up to date through the sharing of syllabi and quarterly meetings, during which all faculty discuss progress for that quarter, part-time faculty needs, and any issues relevant to student needs.

Programs of Advanced Preparation

Administrative Services Credential/MS in Educational Leadership

All faculty members have successful experiences as teachers and administrators in grades K - 12, including positions as District curriculum developers, District staff developers, principals, assistant superintendents, superintendents, and as directors of regional or state reform agencies. All tenured or tenure track faculty members and full-time lecturers have doctoral degrees and administrative experience in school districts. All part-time lecturers have master’s degrees and extensive, successful administrative experience. Faculty have served in regional, state or national professional organizations and on boards of foundations, local hospitals, and agencies. Each faculty member maintains current knowledge of culturally diverse schools and classrooms through active consulting with schools and districts on current issues. In addition, each member of the department has served in a culturally-diverse school district before coming to the University. The department hires part-time faculty, as needed, from local school districts and educational institutions. They are chosen from a pool of
competitive applicants and are recommended by competent colleagues. Part-time faculty are practitioners serving in school district administrative positions. Part-time faculty who are rehired have received exceptionally high evaluations from students.

**MS in Education, Options in Curriculum; MS in Education, Option in Educational Technology Leadership; and Reading Certificate/Reading & Language Arts Specialist Credential/MS in Education, Option in Reading Instruction**

Fourteen tenure-track faculty and eight lecturers teach classes for the advanced programs in the Department of Teacher Education. All tenure-track faculty have doctorates and all lecturers have either doctorates or masters degrees. Faculty teaching in the advanced preparation programs in Teacher Education have written books, journal articles, chapters in edited books, and made invited presentations at national and state organizations. In the graduate reading programs all faculty have doctoral degrees focusing on the development of literacy among K-12 students. Faculty who serve as directors of the summer clinic have intensive experience in clinical settings. Faculty new to the department who teach graduate courses have gained experience through a faculty mentoring program which pairs them with experienced colleagues.

**School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology**

The program includes a faculty of three full-time professors who devote 100% of their academic load to teaching courses, supervising field experiences, and advising students. Each of these professors holds an earned doctorate in school psychology, educational psychology, or clinical psychology. Each professor is also credentialed and experienced as a school psychologist in public schools. In addition, two of the three professors in the program are licensed by the State of California as Clinical Psychologists as well as Marriage, Family, and Child Counselors. The third member of the program faculty has completed all necessary coursework for clinical licensure and will have accrued all necessary hours of supervised experience to be licensed in 2003. In general, all core courses in the program are taught by program faculty. However, some courses, such as Research Design (EPSY 6022) and Program Evaluation (EPSY 6023), are taught by other highly qualified professors within the Department of Educational Psychology, who have special expertise in that area of study. For some courses, it has been necessary to hire a part-time instructor from outside the Department. At such times, it has always been possible to hire a well-qualified individual, who has been able to fill in temporarily. Faculty in the program are culturally knowledgeable and sensitive to diverse student and community needs. One of the four program faculty members is female, and the newest member of the faculty is African-American. Two of the program faculty have developed and presented professional workshops on cross-cultural assessment techniques, including Piagetian and Curriculum-Based Assessment.
Level II Special Education Credentials/MS in Special Education

Special education faculty teach in all three tiers of this program (Level I Credentials, Level II Credentials, MS). Please see the response above for the Level I tier.

Several documents supporting the response to this standard can be found in the Exhibit Room under Standard 5: Faculty Qualifications, Performance, and Development. Faculty resumes are under category (g) under Standard 5.

5.2 Modeling Best Professional Practices in Teaching

Demonstration of Understanding of Content

Faculty demonstrate their understanding of content in the following ways: (1) through academic training, in the case of tenure-track faculty by earning doctoral degrees; and in the case of lecturers, by earning either a doctorate or a masters degree; (2) direct participation in K-12 settings as they teach, supervise, and provide in-service training; (3) through scholarly activity as they publish books, journal articles, chapters in edited books, and through presentations at meetings of national and state organizations; (4) by participating in professional organizations, often in positions of leadership; and (5) through grant projects that facilitate collaboration with members of the K-12 community.

Instruction Reflects the SEAS Conceptual Framework

Instruction in SEAS embodies the four concepts in the SEAS mission. Instructors model effective collaboration in the classes; encourage candidates to engage in self-reflection and critical thinking, essential skills for productive leadership; and provide candidates with the knowledge and skills they need to help all students learn, the sine qua non for the achievement of democracy and social justice in our society. The syllabi for all courses taught in SEAS include a statement of how that course fulfills the SEAS theme of “preparing leaders committed to social justice and democracy.” In addition, the SEAS 2000-2003 Strategic Plan includes four learning objectives for social justice and democracy (listed in previous sections of this report). During the 2001-2002 academic year, faculty are in the process of adapting the content of their courses and their instructional delivery to meet these objectives.

Instructional Strategies and Assessment of Candidate Performance & Faculty Performance

Instructors use many instructional strategies in their courses. Table 5-1 shows the results of a survey of the instructional strategies used by faculty in SEAS.
Table 5-1  
Survey of Faculty Instructional Strategies

(Responses from 40 of 55 full-time faculty surveyed. N represents number of faculty using a strategy.)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>N</th>
<th>Strategy</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Research</td>
<td>22</td>
<td>Inquiry</td>
<td>28</td>
</tr>
<tr>
<td>Alternative Assessments</td>
<td>36</td>
<td>Investigations</td>
<td>24</td>
</tr>
<tr>
<td>Authentic Assessment</td>
<td>27</td>
<td>Lecture</td>
<td>38</td>
</tr>
<tr>
<td>Blackboard</td>
<td>18</td>
<td>Metacognition</td>
<td>22</td>
</tr>
<tr>
<td>Case Studies/Vignettes</td>
<td>30</td>
<td>Modeling</td>
<td>37</td>
</tr>
<tr>
<td>Classroom Discussion</td>
<td>41</td>
<td>Modified Coaching</td>
<td>17</td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td>15</td>
<td>Multimedia Materials</td>
<td>28</td>
</tr>
<tr>
<td>Communication Devices</td>
<td>11</td>
<td>Multiple Intelligences</td>
<td>28</td>
</tr>
<tr>
<td>Complex Instruction</td>
<td>16</td>
<td>Observation at Sites</td>
<td>24</td>
</tr>
<tr>
<td>Compressed Video/Distance Learning</td>
<td>4</td>
<td>Online Dialogue</td>
<td>12</td>
</tr>
<tr>
<td>Computer Programs</td>
<td>22</td>
<td>Peer Coaching</td>
<td>17</td>
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<tr>
<td>Concept Attainment</td>
<td>20</td>
<td>Peer Group Learning</td>
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<tr>
<td>Concept Development</td>
<td>26</td>
<td>Reflective Thinking</td>
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</tr>
<tr>
<td>Concept Translation into Application</td>
<td>14</td>
<td>Role Playing</td>
<td>29</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>35</td>
<td>Service Learning</td>
<td>15</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>29</td>
<td>Simulation Games</td>
<td>11</td>
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<td>Dialogue</td>
<td>25</td>
<td>Simulations</td>
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<td>Differentiated Instruction</td>
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<td>Stress Reduction</td>
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<td>Student-directed Discussion</td>
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<td>Facilitated Imaging</td>
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<td>Values Clarification</td>
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<tr>
<td>Guided Discovery</td>
<td>18</td>
<td>Web-Based Resources</td>
<td>25</td>
</tr>
</tbody>
</table>

Courses in each program provide candidates with opportunities to reflect, think critically, and solve problems. For example, in the School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology program, candidates take EPSY 6302, Individual Development. Each week, candidates focus on one central concept from the readings and are challenged to connect theory and practice. Candidates write critical thinking questions to stimulate discussion. One week, one candidate wrote, “How might Erik Erikson’s perspective that children need to be guided and nurtured and the adult need for generativity be used to structure school-community outreach programs?”

Course instructors rely on multiple sources of data to assess candidate performance. While almost all course instructors use examination of some sort, instructors also use essays on classroom scenarios, lesson plans, unit plans, the development of assessment devices with rubrics for evaluation, classroom participation, projects of many different types, plans for the
use of technology, and reflections on reading assignments. The assessment of candidate performance in the field is done by both University supervisors and District supervisors. In each program, there are clearly-stated objectives for field experience. Evaluation is completed on the basis of direct observation and a review of “experience artifacts” like samples of student work and lesson plans. [This list is far from exhaustive, please see course syllabi in the Exhibit Room, Standard 1, category (e); and the response to Standard 2].

Faculty self-assess their teaching in a number of ways. First, all faculty members must have at least two courses a year evaluated by candidates. Results of these evaluations provide faculty with important data for self-analysis. Second, many faculty invite colleagues to observe their teaching, and this peer feedback offers another perspective to consider. The results of program-level surveys and interviews completed by exiting candidates produces data on the effectiveness of the courses and field experiences in each program. Finally, the processes of retention, promotion, and tenure review and post-tenure review provide a formal assessment of each faculty member’s teaching effectiveness.

5.3 Modeling Best Professional Practices in Scholarship

The mission of CSU Hayward calls for professional activity that applies “scholarship to practical problems.” Faculty in SEAS have directed their scholarship towards improving the quality of education in California’s K-12 schools. At the same time, faculty members have produced scholarship that enhances their effectiveness in the classroom. Faculty scholarship is generated through (1) publications, (2) presentations, and (3) grants. Below you will find examples of each in the contributions of five faculty members from 2000 and 2001:

* Jack Davis (Educational Psychology), had two chapters in books published: “Suicide and the School: Intervention and Prevention” in Crisis Counseling: Intervention and Prevention in the Schools (2nd edition, Lawrence Erlbaum, co-authored); and “Suicide Intervention” in School Crisis Prevention and Intervention (National Association of School Psychologists). Dr. Davis teaches and supervises in the School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology program.

* Ann Halvorsen (Educational Psychology) published Building Inclusive School: Tools and Strategies for Success (co-author, Allyn & Bacon). Dr. Halvorsen teaches in the Special Education Credentials/MS in Special Education program.

* Bonnie Ho (Educational Psychology) presented “Confidentiality Issues in an Integrated Services Program” at the annual meeting of the National Association of School Psychologists. Dr. Ho teaches, supervises, and advises thesis candidates in the School Psychology Credential/MS in Education, Option in Clinical Child Psychology program.

* Barbara Storms (Educational Leadership) presented three papers at the 2001 annual meeting of the American Educational Research Association: “Developing Bold, Socially Responsible Leadership: Strategies for Administrative Preparation Programs” (with other Department of Educational Leadership faculty); “Leadership Agency and Educational Reform: The Centrality of Leaders’ Theories of Action;” and “How differences in Program
Implementation Influence Opportunities for Developing Reflective Practice.” Dr. Storms teaches courses in the Administrative Services Credentials/MS in Educational Leadership program.

* David Stronck (Teacher Education) received an award in 2001 of $48,000 from Genentech Foundation for Biomedical Sciences for the project “East Bay Biotechnology Education Partnership.” Dr. Stronck teaches science methods to Single Subject Teaching Credential candidates and graduate courses in science education in the MS in Education, Option in Curriculum.

For additional information about grants awarded to faculty in SEAS, see “Overview of Institution,” section on “Significant Accomplishments in the School of Education and Allied Studies, 1997 – 2002.” There is considerable additional documentation on faculty scholarship in the Exhibit Room. See Standard 5 (g) for faculty resumes and (m) for faculty grants

5.4 Modeling Best Professional Practices in Service

Faculty are evaluated on the level of performance in two types of service: (1) internal University contributions and (2) external representation. Faculty complete the following types of service within the University: participation in faculty government; committee service at the department, School, and University levels; activities that enhance the University’s ability to serve the needs of a multiethnic and non-traditional student body; assistance in student activities; and University administrative assignments. External representation is community service that enhances the community well-being and the relationship between the University and the community. The term “community” may be seen to be local, regional, state, national, or international in character.

Faculty take active roles in service at local, state, and national levels. Several faculty have assumed leadership roles in professional organizations. Communication is maintained with local school districts through service on school and district committees, field supervision, participation in professional conferences, advisory boards, and through grant projects. For example, during the past five years evolving partnerships in the Multiple and Single Subject Credential Programs have provided high visibility for faculty in the Department of Teacher Education. Recently this activity has increased with new state and federal funding for lowering class size, increasing the number of credential teachers, and retraining teachers to meet California’s new K-12 content standards in English/Language Arts, Mathematics, History/Social Science, and Science.

The Educational Leadership faculty advise local school districts on a number of policy issues, participate on statewide policy task forces, and serve on the boards of directors of community organizations. Faculty in the Department of Educational Psychology represent SEAS in a highly visible fashion through formal and informal relationships with eight counties and over thirty school districts through federal and state grants, field supervision, inservice training, grant development, and district task forces.
Dean Arthurlene Towner sets the tone for this visibility. She has served as the CSU representative to the California Commission on Teacher Credentialing and was a charter member of the CCTC’s Committee on Accreditation. A past member of the Board of Examiners of the National Council for Accreditation of Teacher Education, she now serves on NCATE’s Unit Accreditation Board. Locally, she served as co-chair of the Board for the Bay Area School Reform Collaborative. Her accreditation involvement also extends to the regional level through service as a Chair and member of visiting teams for the Western Association of Schools and Colleges.

A roster of faculty members of University, SEAS, and department committees can be found under Standard 6, item (k). Minutes of advisory, policy, and governing groups are under Standard 6, item (g). Documents providing details about faculty and administrator participation in the community can be found in the Exhibit Room. Faculty resumes are under Standard 5, item (g). A summary of faculty participation in K-12 schools and in community service is under Standard 5, item (d).

5.5 Collaboration

Other sections of this report have described how faculty members in SEAS collaborate with colleagues in the K-12 community, other units in the institution, and the broader professional community. To reiterate:

* Faculty participation in the broader professional community centers on professional organizations, where SEAS faculty members are active and have played leadership roles. A faculty member in Educational Leadership, for example, recently served as president of California Association of Professors of Educational Administration (CAPEA).

* Faculty members work with their colleagues in other units at CSU Hayward in a number of ways. The development of the blended delivery of the undergraduate Liberal Studies degree and the Multiple Subject Teaching Credential required collaboration among faculty in the Department of Teacher Education and the Schools of Science; and Arts, Letters, and Social Sciences. Faculty in SEAS engage in grant projects with other CSU faculty. The “Mathematics Preparation Initiative,” funded by the state of California, for example, involves faculty from the Department of Mathematics and Computer Science and Teacher Education.

* Faculty work with members of the K-12 community in the design, implementation, and evaluation of program field experiences.

* SEAS faculty and K-12 colleagues have developed several successful grant projects. Recent projects include: the use of instructional technology in initial teacher preparation (with New Haven USD), using instructional technology to improve student learning (Alameda County Office of Education, Contra Costa Office of Education, several districts), and subject matter projects in the arts and international education (with the University of California, teachers from many districts).

* Faculty participate in Professional Development Schools (PDS), developed by the Center for Educational Leadership and four school districts. The PDS have allowed faculty to
work with teachers and administrators to enhance leadership capacity among teachers and to engage in systemic school reform.

5.6 Unit Evaluation of Professional Education Faculty Performance

Procedures for evaluating faculty members and criteria for retention and promotion are explicitly stated in CSU Hayward’s *Promotion, Tenure, and Retention (PTR) Policy and Procedures* and in the collective bargaining agreement between the California Faculty Association and the CSU. Non-tenured faculty members produce a dossier with documentation on instructional achievement, professional achievement, internal University contributions and external representation. Until the granting of tenure, these materials, the results of candidate evaluations, and peer observations are examined yearly by PTR Committees at both department and school levels, the department chair, the Dean, and the University Provost. The final decision is made by the University President.

Every five years tenured faculty members prepare a dossier that provides evidence of instructional achievement, including evidence that the faculty member is maintaining currency in the courses taught. Faculty are encouraged to share involvement in research and service. In addition, the dossier includes written evaluations of the faculty member’s teaching. A department faculty committee, the department chair, and the Dean all review the documents. The chair of the review committee, the department chair, and the Dean meet with the faculty member to discuss his or her strengths and weaknesses, along with suggestions, if any, for improvement.

University regulations require that all lecturers be evaluated by a committee of tenured, full-time faculty members each year. The committee of tenured faculty from each department reviews the files of all lecturers makes a recommendation regarding their retention for another year. The committee can recommend that the department chair not hire candidates deemed ineffective.

The University requires that faculty be evaluated by candidates using a University-approved evaluation form. Though the minimum requirement is that each member of the faculty be evaluated at least two times per academic year by candidates, almost all faculty choose to have several classes evaluated. The results are given to the department chair and the instructor. Fieldwork supervision by faculty is also evaluated by candidates. Faculty in SEAS consistently receive excellent evaluations from their students. Department chairs review all evaluations and meet with faculty members to plan improvements and develop professional development plans.

Several documents relating to the evaluation of faculty are in the Exhibit Room under Standard 5, category (a). The forms used to evaluate faculty are category (a)(3).

**Recognition and Rewards for Outstanding Teaching**

The primary goal for all faculty members is to achieve excellence in teaching. Promotion, tenure, and retention policies and procedures place the highest weight on this factor. Post-tenure reviews, done every five years, emphasize this commitment to teaching
effectiveness. In 1999, the California State University system instituted a merit pay system under the Faculty Merit Increase (FMI) plan. Annually, each member of the faculty submits a Faculty Activity Report (FAR). The FAR is submitted for review by departmental faculty committees. Faculty make a recommendation to the department chair, who makes a recommendation to the Dean, who, in turn, makes a recommendation to the University President. The President then determines the amount of each faculty member’s merit increase. The primary criteria for receiving an FMI in excellence in teaching. For the 1999-2000 academic year, 78 faculty in SEAS, including tenure-track faculty and lecturers, received FMIs ranging from $500 to $3250. These increases are “permanent” and become part of the faculty member’s base salary when future salary raises are awarded. The future status of the FMI program is currently the subject of negotiations between the trustees of the California State University system and the California Faculty Association.

See Standard 5, category (a)(4) for documents on the FMI program.

5.7 Unit Facilitation of Professional Development

The University Office of Research and Sponsored programs support faculty professional development through: (1) mini grants of up to $10,000 for the purchase of equipment, supplies, computer time, wages of student assistants, and travel; (2) summer fellowships, stipends equivalent to one month of the faculty member’s salary; (3) quarter leave with full pay to support faculty scholarship; and (4) release time. For 2002-2003, $150,000 will be available.

Tenured faculty are eligible for sabbatical leaves after full service of six years in the preceding seven-year period. The University New Faculty Support Grants assist probationary faculty at the ranks of assistant and associate professor in obtaining retention, promotion, and tenure. Through this program funds are available for release time, small grants and travel funds. While grants are open to all faculty members, awards are expected to eliminate under representation within departments, schools, and the campus as a whole. The Campus Faculty Center for Excellence in Teaching, sponsored by the Office of Faculty Development, offers workshops for faculty to support them in their teaching and research.

Within SEAS, professional development for faculty is supported through (1) four research incentive programs, (2) school forums, and (3) budget allocations for faculty travel. The four research incentive programs are:

* A Grant Development Incentive Program that provides support for writing and submitting a grant proposal. Awards range from $100 to $500 depending on the size of the grant proposal.

* A Grant Receipt Award Program provides financial awards for faculty who receive an external grant generating indirect costs; again, the awards range from $100 to $500.

* The SEAS Research Fellows Program supports faculty conducting research; awards include up to four WTU of release time or $4000 and 120 hours of assistance from a student assistant.
* The Preparation of Publication Program gives release time or monies for preparing a
manuscript for publication; awards are for four WTU of assigned time or $4000.

Each month, the SEAS School Council sponsors a school forum. Topics vary, but many
forums have focused on the professional development of faculty, with presentations on
innovative instructional strategies, technology in instruction, alternatives for assessment, and
issues of diversity. The University provides support for faculty invited to make presentations or
serve in an official role at professional conferences. The SEAS budget allocates money to
departments, based on the number of full-time equivalent faculty, to support faculty travel to
professional conferences.

Documents on support for faculty development are in the Exhibit Room under Standard 5:
Faculty Qualifications, Performance, and Development, category (f).

**CCTC Common Standard 3, Faculty: Required Information CLAD/BCLAD Faculty**

Faculty in the Multiple Subject and Single programs have the expertise to teach courses
and supervise in the CLAD and BCLAD emphases. First, the full-time faculty teaching in the
BCLAD program are bilingual in Spanish and English. All part-time faculty who teach courses
or supervise in BCLAD are bilingual and have extensive experience in teaching in
Spanish/English classrooms. Two recently-hired faculty specialized in the education of English
Learners (ELs) during their doctoral studies. Other faculty members have either advanced
certification in the education of ELs or have completed graduate-level course work in this area.
Faculty (full and part-time) participated in a CLAD faculty development program during the
1995-1996 and 1996-1997 academic years. Faculty continually upgrade their knowledge of
theory, research, and instructional practice by presenting papers at conferences; participating in
grant projects; writing books and journal articles; and participating in other collaborative
activities with the K-12 community.

**CCTC Common Standard 6: Advice and Assistance**

University and School Services

CSU Hayward offers a variety of services to its students. (See “Student Services” section
of the University Catalog in the Exhibit Room, under the “General” category, item 3.) The Career
Development Center offers workshops and counseling related to resume writing and
interviewing techniques as well as listing job opportunities. The Student Disability Resource
Center (SDRC) provides academic accommodations and support services to address the
individual needs of students with disabilities. The Learning Resource Center (LRC) offers
learning and tutorial assistance to regularly enrolled students.

The Credentials Student Service Center (CSSC) in SEAS serves as an information
center for all credential programs (though each program has a system for providing admission
counseling to potential applicants and advice to program candidates). The staff in the CSSC
assist all credential candidates in the process of applying for their credentials. The CSSC also
processes all applications for the Multiple Subject and Single Subject Credential programs.
Applications to other programs are handled in department offices. The CSSC has established a database on all credential candidates.

Program advisement and assistance is described below.

Initial Teacher Preparation Programs

Multiple Subject and Single Subject Teaching Credentials

Advisement for undergraduate subject matter preparation is done in the appropriate department: Multiple Subject - Liberal Studies (Liberal Studies), Single Subject English (English), Single Subject Foreign Language (Modern Languages and Literature), Single Subject Science (Geological Sciences), Single Subject Math (Mathematics and Computer Science), Single Subject Music (Music), Single Subject Physical Education (Kinesiology and Physical Education), and Single Subject Social Science (History).

All prospective applicants to the Multiple Subject and Single Subject programs attend an Admission Advisement Session. These sessions are held at least twice a month, more frequently in the weeks preceding application deadlines. One faculty member conducts the sessions with assistance of staff from the CSSC. At the advisement sessions, applicants are given an *Admissions Handbook*. The faculty member and the CSSC answer questions from prospective applicants. Advisement sessions also are held in Oakland and Richmond for applicants considering the partnership programs with the Oakland USD and the West Contra Costa USD.

Once applicants are admitted to the programs and become credential candidates, they are mentored by their faculty team leaders, who provide advice and assistance until their team finishes the program. All candidates receive a copy of either the *Multiple Subject Teaching Credential Handbook* or the *Single Subject Teaching Credential Handbook*. Both handbooks are revised annually. The faculty team leaders provide mentoring and counseling to candidates who need special assistance. Faculty members have been designated to advise candidates who are from out-of-state or who have left their cohort for justifiable reasons. All candidates must maintain a 3.0 (“B”) average in their required credential courses. Candidates must receive a grade of C- or higher in each required credential course. Candidate grades are monitored by the department secretary and the faculty team leaders. A standard procedure, guaranteeing candidates due process and extra assistance, is implemented when a candidate appears to be failing in a field experience. Candidates who fail a field experience are either dismissed from the program or allowed to try again, depending on the circumstances.

Level I Special Education Credentials

Each candidate is assigned to an advisor and is required to meet with that advisor on at least a quarterly basis. It is common for faculty to spend a considerable amount of time, outside of scheduled office and course hours, meeting and working with individuals needing additional assistance. Numerous informal strategies are utilized to assist candidates: (1) connecting individuals with current candidates or recent graduates who were successful in the area of
need, or who were able to overcome similar difficulties; (2) encouraging study groups and other forms of reciprocal candidate support; and (3) connecting candidates with existing teachers, professional organizations, or candidate support groups. In addition, faculty work with District personnel to assist candidates.

Candidates are evaluated on a regular basis. Each course has specific objectives against which candidates are evaluated. Candidates are observed by University supervisors regularly during fieldwork. Written feedback is provided to the candidate and the District field supervisor by way of observation reports (using NCR paper so students and master teacher get copies, immediately) and discussion immediately following the observation. The candidate is requested to participate in a meeting focusing on evaluation two times per quarter to facilitate communication and to provide a more accurate picture of his/her perception of strengths and needs in relation to specified competencies.

Special education faculty members meet for at least two hours weekly to address program issues, candidates in the program, and review requests, applications, etc. Candidates at risk are monitored carefully and action plans are developed on an individual basis. These plans may include any of the various strategies discussed above but always include the observation of and interaction with the candidate in a fieldwork context by two or more faculty members. This critical component of the review process serves both to avoid instances of personality conflict with a faculty member and to determine whether alternative styles of feedback might result in the desired improvement in targeted areas of need.

All candidates are reviewed after twelve units of coursework by at least two faculty prior to being admitted to full status as a credential candidate. Those candidates determined to be unsuitable for teaching special needs students, after the remedial efforts described above, are counseled to withdraw from the program. Finally, though many candidates are already employed due to the statewide shortage of special educators, faculty provide counseling to candidates on professional opportunities.

**Advanced Preparation Programs**

**Administrative Services Credential**

Initial information is provided to the candidates through the *Department Handbook of Programs and Services*. At the first class meeting of the fall quarter, time is provided for candidates to clarify information. The faculty cohort coordinator is the advisor for candidates. Candidates may also make appointments to meet with the department chair. During the first quarter in the cohort, candidates are given a self-monitoring progress form to complete; this assists them in planning their program. A *Fieldwork Handbook* is provided for each candidate. The department also has an Advising Center, every Tuesday and Thursday from 3:30 - 5:00, where candidates can meet with a faculty member with or without an appointment.

The program design provides checkpoints where the candidate’s competence is reviewed and those needing assistance are identified. The initial screening occurs in the admissions process. Once admitted, the structure of the cohort allows faculty to observe and
interact with candidates in multiple circumstances. In most cases, the faculty cohort coordinator is also the University field supervisor. This structure allows for on-going interactions, creating many opportunities for assessment, assistance, and for offering corrective feedback.

The Professional Credential program also utilizes the cohort structure. In addition to the cohort faculty member serving as the advisor for the candidates in the cohort, advisement is part of the first course. In the first course, called Assessment, Mentoring and Planning, one-on-one support is provided to the candidate through the development of the individualized induction plan. District mentors are provided in joint development of the induction plan with the candidate and school district personnel. The development of the plan will include identification of strengths and weaknesses of the candidate. The plan is to address areas of growth with District and University support.

**Reading Certificate/Reading & Language Arts Specialist Credential**

The Reading/Language Arts Specialist Program Coordinator meets with all applicants to the program. The coordinator explains the process for admission and is assisted by the graduate secretary in the Department of Teacher Education, since most applicants are simultaneously pursuing the masters degree. Upon admission, the coordinator helps each candidate plan a program of study. A new program handbook, the *Overview of the Reading Certificate, Reading and Language Arts Specialist Credential and Master of Science Degree with and Option in Reading Instruction* was written in January 2002. The four tenure-track faculty who teach in the program also provide advice and assistance to candidates on an informal basis before and after classes. All candidates in the program must maintain a 3.0 average and may not receive grades lower the C- in any course. The program coordinator meets with candidates who are having difficulty maintaining the required GPA. The coordinator also provides career counseling.

**School Psychology Credential**

Qualified faculty advise candidates about their academic, professional, and personal development. As the need arises, they assist in their professional placement. Faculty advisors are available to students during posted office hours or by appointment. In addition, faculty advisors are available to students before, during, and after their small-group supervision sessions. This added availability has been accomplished by assuring that the same faculty member who serves as a candidate’s University supervisor serves also as that candidate’s faculty advisor. Because candidates proceed through the program as intact cohort groups, a number of team advisement approaches have proved beneficial: (1) an admissions reception for newly-admitted candidates, (2) fall orientation, one week before classes start, (3) the program handbook, (4) quarterly advisory bulletins, (5) informal “brown-bag” advisories, held approximately once a quarter, and (6) annual student check-ins held at the end of the spring quarter.

Finally, the program assists candidates who need special assistance and retains only those candidates who are suited for entry or advancement in the profession of school
psychology. Program faculty meet weekly to review candidate progress and to share information from recent contacts with candidates and District field supervisors. Any concerns about candidate progress are discussed by the faculty as a whole, and plans for individual advice and assistance are formulated collaboratively. In general, a candidate’s advisor is given major responsibility for working with the candidate to implement a solution, but all faculty members serve as collaborators in the problem-solving process. Whenever appropriate, the District supervisor participates. Candidates whose progress continues to be unsatisfactory may be required to complete additional coursework and/or fieldwork until appropriate standards of performance are met. Occasionally a candidate who consistently fails to meet acceptable standards is counseled out of the program. At such times, every effort is made to assist the candidate’s transition into a more appropriate field of endeavor.

Level II Special Education Credentials

The four tenure-track faculty members who advise and assist candidates for the Level I credentials work with candidates for the Level II credentials. Two of the faculty advise candidates for the Mild to Moderate specialization and two advise candidates for the Level II Moderate to Severe specialization. Of particular note in the Level II tier is the CCTC mandate for each candidate to develop a professional induction plan. The plan is the result of collaboration among the candidate, a University faculty advisor, and the District support provider. The District support provider and the University faculty advisor help each candidate meet the objectives defined in the professional induction plan.

Interns

Interns in the Administrative Services, Multiple Subject Teaching, School Psychologist, and Single Subject Teaching Credential programs receive significant mentoring from both the University and the District. Districts identify experienced professionals who mentor the intern. These District Intern Support Teachers (or administrators or psychologists who occupy similar roles) and University Field Supervisors work together to individualize the mentoring the candidate receives. In the Multiple Subject and Single Subject Credential programs, resources to support interns have been provided by four California alternative certification grants. Support includes time to observe other teachers, professional materials, and released time to meet with intern support teachers.

Note: For CCTC Common Standard 3 required information on equitable recruitment and hiring and CCTC required information on the diversity of faculty, see response to NCATE Unit Standard 4, Element 4.2, “Experiences Working with Diverse Faculty.”

CCTC Required Information on Rehabilitative Services Credential in Speech, Language, and Hearing (RSC): Common Standard 3, Faculty

The faculty in the RSC program have outstanding preparation, professional experiences, and ongoing commitments to individuals with special needs in speech, language, and hearing. Each member of the faculty holds a doctorate in his or her discipline. Faculty interests and expertise cover all categories and types of speech, language, and hearing disorders. All faculty are licensed by the Board of Medical Quality Assurance. All participate
in continuing education programs. All faculty are reviewed by candidates and other professionals on a regular basis. These evaluations are available in the department office. Official evaluations comply with the University Promotion, Tenure, and Retention procedures.

**CCTC Required Information on RSC: Common Standard 6, Advice and Assistance**

All newly admitted candidates are required to attend an initial orientation meeting at the beginning of each academic year. All academic, clinical, and other requirements such as CBEST, CPR, and certificate of clearance are discussed. Candidates are provided with a department handbook that provides descriptions of all requirements and procedures. Each candidate is assigned to a faculty advisor and required to meet with his or her advisor each quarter prior to registration. Each applicant has a file in which all contacts are recorded. A detailed check sheet is located on the left side of each folder. This check sheet lists all requirements needed to attain the credential.
Standard 6

Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources for the preparation of candidates to meet professional, state, and institutional standards.

*Related CCTC Common Standards: CCTC Common Standard 1, “Education Leadership,” and CCTC Common Standard 2, “Resources,” are addressed in our response to this standard.*

6.1 Unit Leadership and Authority

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University

Administrators at all levels at CSU Hayward support the School of Education and Allied Studies (SEAS). University President Norma S. Rees and Provost/Vice President of Academic Affairs Frank Martino consider programs in SEAS to be vital to mission of the University. At CSU Hayward, the preparation of teachers is an all-University responsibility. The University Council on Teacher Education, chaired by the Provost, engages the University in issues related to the improvement of teacher education. Council membership includes faculty and administrators from the three other University schools; teachers and administrators from local school districts and community colleges; and faculty and administrators from SEAS.

Dean of SEAS, Associate Dean, Assistant Deans

The Dean of SEAS, Dr. Arthurlene G. Towner, is responsible for all academic programs offered through the School. As the chief academic officer for the unit, the Dean is responsible for all academic and administrative operations of SEAS. These duties include: academic planning, curriculum development, and evaluation; personnel recruitment, administration, and evaluation; resource management; administrative policies and procedures; research, grants, and professional development; school governance; enrollment management; technology development; facilities and work environment; student recruitment, retention, relations, and alumni affairs; internal relations; external outreach, relations, and representation; and personal professional achievement and development. Many of these responsibilities are shared with her management team (department chairs, associate dean, and assistant deans) and supported by the work of school office staff.

The Dean is assisted by an associate dean and two assistant deans. Among the associate dean’s duties are coordinating accreditation and program review; candidate grievances; planning the School forums and retreats; and serving as the Dean’s representative to SEAS Strategic Planning Committee. She is the Coordinator for the Interdisciplinary Studies Cluster (ISC) and is currently working on the development of a joint doctorate program in educational leadership with faculty from the University of California, Berkeley, and two other CSUs. The
assistant deans also assume many roles. Their duties include monitoring CCTC activities and disseminating CCTC information to departments; supervising staff in the Credential Student Service Center, serving as the CSU Hayward contact person for teacher recruitment grants/partnerships; completing US Department of Education mandated Title II reports, and managing technology resources. One assistant dean serves as the Director of the newly-established Center for Character Education.

Department Chairs

Department chairs have administrative responsibility for all academic programs operating under the aegis of their departments. They are selected through a standardized recruitment process or from a list of faculty recommended by the members of the department to the School Dean and the University President. Department chairs are appointed to three-year terms and serve at the pleasure of the President. They are responsible for the day to day operations of the departments. Areas of responsibility include faculty relations, student relations, curriculum development, budget and resources, relations with community and alumni, professional development, and the hiring and training of part-time faculty. When carrying out these responsibilities, the department chair consults with the department faculty at appropriate times. The chairs negotiate final schedules with faculty and serve on the School Council and Council of Chairs. As members of the Council of Chairs, they serve as the School’s Curriculum Review Committee.

SEAS Council of Chairs & the SEAS School Council

The Council of Chairs, consisting of the chairs, the associate dean, and the assistant deans, meets twice a month with the Dean. The Dean may conduct discussion and/or seek advice regarding any of a number of policy issues. The Council of Chairs reviews the budget and curricular proposals. The School Council ensures direct faculty input on important policy issues. It consists of a representative group of faculty members, staff, department chairs, SEAS committee chairs, and student representatives. It is the major coordinating council for the governance of SEAS. The SEAS Strategic Plan serves as the focal point for the work of School committees, as well as for departments. The Council’s Subcommittee on Strategic Planning is charged with facilitating ongoing review and activities to advance the goals. The Council convenes school forums, meetings open to all SEAS faculty, staff, and students. The forums focus on the advancement of goals and objectives in the SEAS Strategic Plan. The School Council makes policy recommendations to the Dean on several topics.

The SEAS Organizational Chart and other documents relating to unit and department structure are in the Exhibit Room, under Standard 6, item 9a). Further information on SEAS governance bodies can be found in the School Bylaws, under Standard 6, item (j)(6).
Delegation of Responsibility and Authority; Program Administration

All programs subject to this review are housed in one of three departments: Educational Psychology, Educational Leadership, or Teacher Education. These three departments delegate responsibility for programs in different ways.

The (1) School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology and (2) Special Education Credentials/ MS in Special Education programs are part of the Educational Psychology Department. The chair of this department appoints coordinators for each program. Coordinators are assigned release time to convene program faculty meetings, recommend adjunct faculty, suggest curricular offerings, schedule classes, determine faculty assignments, manage program resources, admit candidates, and perform other significant duties. Beginning with the 2001-2002 academic year, some administrative tasks are now handled by an associate chair.

The Administrative Services Credentials/MS in Educational Leadership program is offered through the Department of Educational Leadership. Faculty in this department address program coordination responsibilities in a unique way, the faculty meet regularly as a committee of the whole to make administrative decisions. Candidates are organized into cohorts with a faculty team leader. One faculty member serves as graduate coordinator, advising students on the process of acquiring the MS in Educational Leadership.

The (1) Multiple Subject Teaching Credential, (2) Single Subject Teaching Credential, (3) MS in Education, Option in Curriculum, (4) MS in Education, Option in Educational Technology Leadership, and (5) Reading Certificate/Reading & Language Arts Specialist Credential/ MS in Education, Option in Reading Instruction are offered through the Department of Teacher Education. The department chair appoints faculty coordinators for the masters degree options and the graduate reading programs. These coordinators receive released time. The teaching credential programs in the Department of Teacher Education are under the administrative leadership of the department chair. The department has an associate chair with considerable administrative responsibility in coordinating the Single and Multiple Subject Credential Programs. Candidates in the Single and Multiple Subject Credential Programs are organized into cohorts of 25 – 35. Each cohort has a faculty member who serves as team leader. Team leaders interview and select candidates, arrange field placements, and mentor candidates in the program.

Department curricular decisions are a function of joint proposals by the program faculty and the chair. From the department the curricular proposal is forwarded to the SEAS Council of Chairs, which serves as the curriculum review body. In the case of courses not affecting candidates in programs outside the school, the final decision resides with SEAS. However, in the case of new programs or major changes in existing ones, the proposal must then proceed to the curriculum committee at the University level; once approved there, the proposal is forwarded to the Academic Senate for its approval. Minor changes involving a department outside of SEAS would also necessitate a full review by the Academic Senate.
Resolution of Each Program’s Administrative Needs, Faculty and Candidate Grievances

Regular school and department meetings help to resolve each program’s needs. Department chairs work directly with faculty during the academic year to address program needs and issues. In each department, chairs work with their faculty to set department goals and determine related equipment and materials needs for inclusion in the department budget. The Dean of SEAS decentralizes budget authority by allocating funds to each department and, within clear parameters, allowing departments to make final budget decisions. Supplementary budget requests are considered if resources are available.

The University provides specific procedures for addressing faculty, student, and staff grievances. Student grievances initially are addressed by faculty. Should specific grievances not be satisfied at this point, the student may be referred to the chair for informal help in solving the grievance, and then the Associate Dean, if needed. If the student still has an issue, the student can file a formal grievance with the University Fairness Committee. Faculty or staff grievances are first addressed by the department chair. If necessary, the Dean becomes involved. If resolution does not occur, faculty and staff may pursue options through the collective bargaining agreement. Most difficulties are quickly resolved by the appropriate department chair. In the Winter of 2002, the office of Associate Dean instituted a record-keeping system for candidate grievances and complaints. A copy of the “Formal Candidate Complaints and Resolution Log is in the Exhibit Room under Standard 2, item (q).

Documents relating to the resolution of student, faculty, and staff grievances can be found in the Exhibit Room. University procedures for student grievances are in the University Catalog, pp. 80-81 [see General documents, item 3]. The faculty handbook and the memorandum of understanding between the faculty and CSU Board of Trustees (MOU) are under Standard 5, item (b). Article 10 of the MOU, on faculty grievances, appears separately under Standard 6, item (b).

Participation of Members of the Professional Community in Program Design, Implementation, and Evaluation

Colleagues in the K-12 community participate in program design, implementation, and evaluation through three avenues. First, faculty receive a great deal of useful feedback informally, especially as the supervise candidates during field experience. The ongoing dialogue between University supervisors and District field supervisors has provided important information on the strengths and weaknesses of program. Second, regular meetings of advisory councils provide more formal forums for District personnel to provide insight on program operation. Finally, the surveys of program graduates, District field supervisors, principals, and employers allow for input from a large number of members from the professional community.

Unit Leadership to Local Schools

Faculty have provided leadership to schools through grant projects, the Professional Development Schools, as consultants, and as volunteers. State-funded grants to improve the quality of reading instruction, for example, led several faculty in the Department of Teacher Education to participate in the design of balanced models of elementary reading instruction and
in the designation of exemplary classrooms. Work in the PDS is collegial, and rather than take a remedial approach, SEAS faculty work with teachers to develop leadership capacity and address school-site issues. Some faculty have been hired by school districts to provide in-services, others volunteer in local schools.

6.2 Unit Budget

University Resources

The 2000-2001 budget for the University was slightly over $110 million. The Division of Academic Affairs received approximately 61% of the University budget. Allocated to schools on the basis of generated Full-time Equivalent Students (FTES), Student-Faculty Ratio (SFR), and mandatory expenses, this budget includes faculty and staff resources, as well as operational expense dollars. A lump sum dollar-based budget is allocated to schools. Each school dean determines how she or he wishes to allocate its resources. Decisions are made in recognition of the need to generate the necessary FTES to regenerate a similar or greater level of resources for the subsequent year. The faculty dollar allocation is generated through the application of a FTES/SFR model. The resulting allocation is correlated to each department’s student enrollment productivity and efficiency in the use of its faculty resources in comparison to the mean for similar departments within the CSU system. Table 6.1 provides a five-year comparison of SEAS dollar allocations, full-time equivalent faculty (FTEF), generated full-time equivalent students (FTES), and student-faculty ratio (SFR).

<table>
<thead>
<tr>
<th></th>
<th>96/97</th>
<th>97/98</th>
<th>98/99</th>
<th>99/00</th>
<th>00/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEAS Allocation</td>
<td>4,213,091</td>
<td>4,461,288</td>
<td>4,327,653</td>
<td>4,615,265</td>
<td>5,047,249</td>
</tr>
<tr>
<td>SEAS FTEF</td>
<td>54.20</td>
<td>57.90</td>
<td>58.20</td>
<td>58.10</td>
<td>56.22</td>
</tr>
<tr>
<td>SEAS FTES</td>
<td>692.57</td>
<td>817.87</td>
<td>817.60</td>
<td>789.50</td>
<td>774.39</td>
</tr>
<tr>
<td>SEAS SFR</td>
<td>12.00</td>
<td>13.40</td>
<td>13.28</td>
<td>12.86</td>
<td>13.42</td>
</tr>
</tbody>
</table>

A five year comparison of the resource allocations and generated FTES among the four University schools reveals that SEAS has received an equitable share of the University’s resources. Table 6.2 shows that the allocations to SEAS, as a percentage of the University total, have exceeded the corresponding percentage of student enrollments. As the data in Table 6.2 reveals, the University recognizes the additional costs in the preparation of teachers and other professional educators. The level of support provided by the University acknowledges the expense of providing supervision at appropriate faculty to candidate ratios, accepts the relative high number of work units allocated to assigned time, and funds the additional staff positions necessary in professional preparation programs.
Table 6.2
Allocations to SEAS

Full-time Equivalent Students (FTES), FTES percentage of University total, Dollar allocation, and dollar percentage of University total

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
<th>%</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>96/97</td>
<td>1,130</td>
<td>11.25</td>
<td>6,560,511</td>
<td>18.18</td>
</tr>
<tr>
<td>97/98</td>
<td>1,238</td>
<td>12.32</td>
<td>6,578,470</td>
<td>18.14</td>
</tr>
<tr>
<td>98/99</td>
<td>1,260</td>
<td>12.54</td>
<td>7,128,393</td>
<td>18.83</td>
</tr>
<tr>
<td>99/00</td>
<td>1,182</td>
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<td>19.55</td>
</tr>
<tr>
<td>00/01</td>
<td>1,159</td>
<td>11.54</td>
<td>7,587,515</td>
<td>17.99</td>
</tr>
</tbody>
</table>

Allocations Within SEAS

The budget allocation model used in SEAS is reviewed annually by the Dean, in consultation with the Council of Chairs. Once the budget is adopted, the dollars are allocated to the department for decentralized distribution and monitoring. Monthly, quarterly, and annual expenditure reports are prepared by the SEAS Budget Data Specialist to assist departments. In addition, he is available to provide desired data at anytime that a department wishes to explore its use of fiscal resources. A five-year summary of the resources allocated to departments in SEAS is provided in Table 6.3.
Table 6.3
SEAS Department Allocations: Five Year Comparison

Full-time Equivalent Faculty (FTEF), FTEF as a percentage of SEAS total, full-time Equivalent Students (FTES), FTES as a percentage of SEAS total, dollar allocation ($), and dollar allocation as a percentage of SEAS total

Departments of Educational Leadership (EDLD), Educational Psychology (EPSY), Kinesiology and Physical Education (KPE), Recreation and Community Services (RCS), and Teacher Education (TED)

<table>
<thead>
<tr>
<th></th>
<th>EDLD</th>
<th>EPSY</th>
<th>KPE</th>
<th>RCS</th>
<th>TED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTEF</td>
<td>FTEF%</td>
<td>FTES</td>
<td>FTES%</td>
<td>$</td>
</tr>
<tr>
<td>96/97</td>
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<td>8.10</td>
<td>61</td>
<td>5.63</td>
<td>458,163</td>
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<tr>
<td>97/98</td>
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<td>8.98</td>
<td>83</td>
<td>6.74</td>
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<tr>
<td>98/99</td>
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<td>7.86</td>
<td>73</td>
<td>5.87</td>
<td>459,909</td>
</tr>
<tr>
<td>99/00</td>
<td>6.60</td>
<td>7.89</td>
<td>71</td>
<td>6.08</td>
<td>463,902</td>
</tr>
<tr>
<td>00/01</td>
<td>6.67</td>
<td>8.51</td>
<td>86</td>
<td>7.38</td>
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</tr>
<tr>
<td></td>
<td>FTEF</td>
<td>FTEF%</td>
<td>FTES</td>
<td>FTES%</td>
<td>$</td>
</tr>
<tr>
<td>96/97</td>
<td>22.50</td>
<td>28.92</td>
<td>271</td>
<td>24.85</td>
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</tr>
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<td>97/98</td>
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<td>26.21</td>
<td>302</td>
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</tr>
<tr>
<td>98/99</td>
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<td>25.60</td>
<td>306</td>
<td>24.68</td>
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</tr>
<tr>
<td>99/00</td>
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</tr>
<tr>
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</tr>
<tr>
<td></td>
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<td>FTEF%</td>
<td>FTES</td>
<td>FTES%</td>
<td>$</td>
</tr>
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</tr>
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<td>304</td>
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<tr>
<td>98/99</td>
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<td>322</td>
<td>25.94</td>
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</tr>
<tr>
<td>99/00</td>
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<td>300</td>
<td>25.80</td>
<td>1,900,871</td>
</tr>
<tr>
<td>00/01</td>
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<td>23.94</td>
<td>307</td>
<td>26.51</td>
<td>2,143,168</td>
</tr>
<tr>
<td></td>
<td>FTEF</td>
<td>FTEF%</td>
<td>FTES</td>
<td>FTES%</td>
<td>$</td>
</tr>
<tr>
<td>96/97</td>
<td>4.30</td>
<td>5.53</td>
<td>88</td>
<td>8.07</td>
<td>298,337</td>
</tr>
<tr>
<td>97/98</td>
<td>3.40</td>
<td>4.13</td>
<td>110</td>
<td>8.95</td>
<td>301,450</td>
</tr>
<tr>
<td>98/99</td>
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<td>4.76</td>
<td>101</td>
<td>8.15</td>
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</tr>
<tr>
<td>99/00</td>
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<td>4.54</td>
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<tr>
<td>00/01</td>
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<td>77</td>
<td>6.67</td>
<td>403,949</td>
</tr>
<tr>
<td></td>
<td>FTEF</td>
<td>FTEF%</td>
<td>FTES</td>
<td>FTES%</td>
<td>$</td>
</tr>
<tr>
<td>96/97</td>
<td>25.40</td>
<td>32.65</td>
<td>360</td>
<td>32.93</td>
<td>2,099,969</td>
</tr>
<tr>
<td>97/98</td>
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</tr>
<tr>
<td>98/99</td>
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<td>35.83</td>
<td>439</td>
<td>35.36</td>
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</tr>
<tr>
<td>99/00</td>
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<td>2,549,118</td>
</tr>
<tr>
<td>00/01</td>
<td>29.28</td>
<td>37.37</td>
<td>431</td>
<td>37.15</td>
<td>2,853,803</td>
</tr>
</tbody>
</table>
The department allocations include the following funding sources: faculty and staff salaries and operational expenses from the State of California's General Fund; concurrent enrollment (revenues generated from non-matriculated course offerings); reimbursed dollars for faculty release time on grants; Professional Travel; and staff and faculty development (travel monies allocated at the School level). It should be noted that the percent of resources for each department has remained relatively stable over the past five years.

Several budget documents are in the Exhibit Room under Standard 6, item c.

6.3 Personnel

Faculty Teaching Loads and Support for Program Coordination

Within the CSU system, the standard work load for faculty is 15 weighted teaching units (WTU’s) per quarter. This work load is the negotiated outcome of the agreement between the California Faculty Association and the trustees of the California State University. Differences in graduate workload are accommodated in a variety of ways. First of all, the student faculty ratio (SFR) per class is reduced at the graduate level. In addition, enriched workload credit is provided for individual supervision of student work. The need for seminars and individualized instruction at the graduate level is accommodated through reduced class size and enriched workload credits for the supervision of individual theses and projects. It should be noted that 12-hours of the load is intended to accommodate faculty involvement in teaching. The 3 additional WTU are spent on institutional committee assignments, instructionally related activities, and other internal service work. Part-time lecturers are hired according to a 15-hour basis, since they are not required to engage in internal service. Work overloads are voluntary and involvement is monitored and restricted.

A generous allocation of “assigned time,” enabling faculty to be released from teaching duties, provides an incentive for faculty to engage in program coordination. This means the actual instructional loads of most faculty are below the 12 WTU standard. For example, during the Fall 2001 quarter, 28 faculty in the three departments subject to this review received some form of assigned time. The total WTU’S of released time 167. This level of assigned time significantly reduces the teaching load of faculty. The 167 units of assigned time in the Fall 2001 quarter includes both administrative and coordination time. These figures will vary somewhat from year to year.

The CSU system funds student teaching on a 25 to1 ratio. However, the Department of Teacher Education has a policy that no faculty member can supervise more than eighteen student teachers. With assigned time, a majority of the full-time Teacher Education faculty have an annual average quarter combined teaching and supervision load of 9 units or less.

Summaries of faculty workload are in the Exhibit Room, Standard 6, item (e).
Support Staff

The level staff support for programs is the result of University recognition of the extra demands placed on professional preparation programs. Staff work closely with candidates and faculty on a variety of tasks, which include: processing of credential applications, compilation of data for mandated state and federal reports, maintenance of candidate data bases, processing of masters degrees, University registration, referral to appropriate persons for program advisement, production of program handbooks, and technical assistance in technology. A total of 28.45 staff positions are dedicated to the programs subject to this review. Programs in the Department of Teacher Education are served by 3 full-time secretaries. Programs in Educational Psychology have 3.25 secretarial positions. Educational Leadership, a much smaller department, has 1 full-time secretary and an occasional part-time temporary aide. The Credential Student Service Center has 9 full-time staff positions. The Computer Lab has 3 full-time positions to support administrators, faculty, staff, and candidates. While not counted in the 28.45 positions cited above, the staff in the Dean’s Office provide a variety of services to professional preparation programs. 5.60 staff positions are assigned to the Dean’s Office (which includes staff working with associate and assistant deans). A full-time librarian serves the SEAS McHugh Reading and Curriculum Resource Center. One of the tenured librarians in the University library works with candidates and faculty from SEAS. Programs subject to this review do not employ graduate teaching assistants.

Information about the numbers of full and part-time faculty and the role part-time faculty play in the professional preparation programs in SEAS was included in the response to Standard 5, Element 5.1

6.4 Unit Facilities

Contra Costa Campus

The Contra Costa Campus is a branch campus of CSU Hayward located in Concord. It is one of the largest branch campuses within the CSU system and is situated to serve the needs of students living in Contra Costa County. Facilities include a computer laboratory, distance learning classrooms, faculty offices, several classrooms, an auditorium, a cafeteria, a student lounge, and a bookstore. During the Winter 2002 quarter, departments in SEAS offered 88 units of coursework at the Contra Costa Campus.

The University Library

The University Library has one of the best collections in the CSU system in terms of holdings per student - 92 holdings per full-time equivalent student. The Library contains 802,942 books, 112,046 bound periodicals and 822,085 microfilms, as well as 1,870 current (unbound) periodicals. The Library maintains “open stacks” for the convenience of users, and all areas of the Library are accessible to the disabled. Bibliographic access to the collection is accomplished through an on-line public access catalog HAYSTAC, which is also available via dial-up access and on the Internet. The Reserve Room allows students short-term access to materials set aside for specific courses. Students at the University’s Contra Costa campus gain ready bibliographic access to the main collection by means of the HAYSTAC catalog and a 24
- hour turnaround service delivers books and photocopied articles from the main campus. Library holdings targeted specifically for education include a book collection of 26,383 volumes and a journal/magazine collection of about 172 active titles.

The Library has excellent document delivery services. Any journal article not in the library’s collection and requested by a candidate is faxed to the library within 3-4 days and provided without charge. The usual interlibrary loan book borrowing is available to all education candidates. Candidates may access a number of databases through the Library. The ERIC database is available to candidates on campus and from their homes or other off campus sites. PSYCLIT, the psychology database, is available on-campus in the library’s Database Center. The LEXIS/NEXIS full text service is available on-campus to registered education candidates. Additional social science databases are available both on-and off campus. A tenured education and psychology specialist is on the library faculty to provide individual guidance.

University Instructional Media Center (IMC)

The Instructional Media Center (IMC) supports both instructional and University/community media activities, with a primary focus upon instruction. With the growth and proliferation of new technologies such as VHS, the personal computer, interactive video, CD-ROM and distance learning, demands upon the IMC’s expertise and services have increased dramatically. The IMC maintains a Media Library of over 29,000 titles for faculty and candidate use. The Media Library has developed 100 subject areas reflective of the University’s specific curricular offerings, including the recent addition of a rapidly-growing Multicultural Issues category. New media titles are being added at a rate of 350 each year. In support of the SEAS’ curriculum, the Media/Music Library maintains about 200 hundred titles which are directly related to the School’s teaching needs. Many of these titles were directly funded by the School, or were purchased on a shared basis with departments from other schools.

Compressed Video for Teleconferencing and Distance Learning

In 1993, CSU Hayward inaugurated a compressed video teleconferencing and distance learning network. This two-way video system utilizes state-of-the-art compression technology to interconnect the main campus with the Contra Costa campus, and has been used with a high degree of success for several courses in the MS in Education, Option in Curriculum. The system also provides a two-way connectivity with all CSU campuses via CSUNET.

Community Counseling Center

The University Community Counseling Center is integral part of the School Psychology Credential/MS in Counseling, Option in Clinical Child Psychology program. The Center provides an important service to the community: low cost, effective counseling and mental health services. The Center’s clients come from a variety of socioeconomic and ethnic backgrounds. The Center has video cameras with excellent wide-angle lens, new monitors, and
new VCRs. An audio system allows for excellent recording of counseling sessions. This provides trainees and their supervisors with high quality recordings of psychotherapy sessions.

**Credential Student Service Center**

The Credential Student Service Center (CSSC), located in Arts and Education building, room 235, was described earlier in the “Overview of the Institution” section under “Significant Accomplishments in SEAS, 1997 – 2002.”

**Early Childhood Education Center**

In 1993 a partnership between the Southern Alameda County Head Start and SEAS was established to implement a co-located, co-mingled Early Childhood Program. The vision was to extend the collaboration to include the Associated Students Children’s Center. After extensive efforts, a partnership was agreed upon among the Associated Students, Southern Alameda County Head Start, and SEAS to build the new Early Childhood Education Center on Campus. The CSUH Early Childhood Education Center is now a state-of-the-art facility with high quality innovative programs. The Center, under SEAS’ shared leadership with Head Start and Associated Students, provides programs and services for infants, toddlers and preschool children of the students, faculty and staff of the university, as well as for children and their families currently qualified for the Head Start and State Preschool Program. Candidates in SEAS programs are encouraged to participate at the ECE Center.

**Classrooms**

Most of the SEAS classes are housed in the Art and Education Building where the School Dean’s Office is located. This is a relatively old building, one of the first on the campus. In 1992-93, there was a major rehabilitation in which “sheer walls” were installed in various parts of the building. The CSU Chancellor’s Office allocated funds for a repair and refurbishing project that began in 1996. This project included the replacement of furniture, chalk boards, window blinds, and movie screens. It also involved removing unnecessary sinks and cabinets, replacing missing ceiling tiles, and painting ceilings and walls. Significant improvements were funded during the 1999-2000 and 2000-2001 academic years.

**Faculty Offices and Computer Resources**

Faculty have office space to carry out their work. A few offices house two faculty members from the same department. Many faculty have single offices; faculty who do a great deal of candidate counseling have the first call on single office space. Most part-time lecturers do not have offices. A large multi-desk space has been established for their use. During the last decade, SEAS has used a variety of funding sources to upgrade computer resources for faculty. Now, all tenure-track and tenured faculty have their own workstations.
SEAS McHugh Reading and Curriculum Resource Center

The McHugh Center is a curriculum library that supports instructional programs provided by SEAS. The Center’s collections have historically centered in reading, language arts, and children’s literature. In more recent years, the Center has expanded its holdings to include additional curriculum areas. The collection includes professional books and journals, high interest-low vocabulary reading sets, K-12 state curriculum frameworks and standards documents, materials for ESL instruction, curriculum guides, activity books, instructional materials for environmental education, global education materials, social studies simulations and games, instructional units, science textbooks, award-winning children’s books, and master’s theses. Seven computer workstations are available for candidate use. A full-time librarian is assigned to the McHugh Center. The Center’s web site is http://www.edschool.csuhayward.edu.

6.5 Unit Resources Including Technology

Note: Information about the process of allocating resources to programs in SEAS was addressed in the response to element 6.2, “Unit Budget.” SEAS receives considerable resources from grant awards, which were described in both the “Overview of the Institution” section (“Significant Accomplishments in SEAS, 1997 – 2002), and in Standard 5, element 5.3, Modeling Best Professional Practices in Scholarship.”

University Computing, Communication, and Media Support

The University provides support and facilities to faculty, staff, and candidates through five service centers:

The Administrative Service Center (ATSC). The ATSC is located in Warren Hall and provides desktop support and workshops and/or training for staff and administrators in commercial software applications and University-specific software systems.

The Classroom Service Center (CSC) is located in the Library and provides support for faculty classroom presentation needs and includes: two-way compressed video distance learning support; classroom equipment delivery and maintenance; media and computing facilities design, engineering and installation; analog and digital video distribution systems; consultation on equipment purchases and facility design; satellite teleconferencing; and Smart Classroom and multimedia classroom design and maintenance.

The Instructional Technology Service Center (ITSC) is also located in the Library. The ITSC provides support for faculty presentation needs. Some of the services provided by the ITSC are multimedia production, web site production, consultation with individual faculty on computer applications and presentation equipment, coordination of campus-wide technology finding initiatives and software distribution programs, online education and Internet delivered instruction, curriculum server and streaming media technologies, and digital and television editing and production.
The Student Technology Service Center (STSC) is located in Warren Hall. The STSC provides and maintains student accessed central computing labs, media production facilities, and a laptop loaner program for financially eligible students. A central Help Desk is available to all members of the campus community who have questions regarding computing software, hardware, and network communications.

School of Education and Allied Studies Facilities

SEAS Computing and Multimedia Resources

SEAS operates two technology-equipped centers to enhance teaching and learning. These are Art and Education (AE) room 142, and the School Computer Lab, AE 393. Three classrooms, AE 137, AE 239, and AE 385 have been upgraded for advanced technology use.

The Multimedia Classroom, AE 142, is actually two classrooms that permit the delivery of instruction through a variety of technology for multimedia. Room A accommodates 30-35 people and Room B seats 35 – 50. Both rooms provide audio and video presentation display stations running Macintosh and Windows systems with high resolution projectors, Elmo desktop data presenters and VHS video tape players. There also is the capability for instructors who want to plug in their own laptop computers. Besides this equipment, Room B has other media, including a laser disc player and audio control bank that combines sound output from these resources with an instructor’s microphone to provide integrated audio and video components. Room B is capable of recording digital audio and video through the use of a new Macintosh computer.

The SEAS Computer Lab in AE 393 contains a 16 student-station Macintosh and a 12 student-station PC lab. Instructor’s stations have high resolution color display systems. The lab provides a variety of software and networked laser printing. Flatbed scanners and a Macintosh digital audio/video recording station round out the lab offerings. The School provides laptop computers for faculty and staff use on short term loan through the School Office (AE 111). A portable data projector is also available in the School Lab. Personnel in the Computer Lab are available to connect the laptops for computer presentations in other classrooms.

The classrooms in AE 137, AE 239, and AE 385 are equipped with a computer presentation display station compatible with either Mac or Windows and a ceiling-mounted projector.

CCTC Common Standard 1, Education Leadership, and 2, Resources: Required Information on Resources for Internship Programs

All participating school districts work with our programs to provide support for interns. In the Administrative Services program, many interns are part of the Diversity in Leadership Program and are released from duty for up to 15 school days to attend classes. Saturday workshops are designed to support interns in administrative positions in the areas of legal,
personnel, financial, and instructional issues. In the Multiple Subject and Single Subject Internship programs, almost all interns are participants in one of four CCTC-sponsored alternative certification grant projects. These grants support teacher interns by providing release time for the interns and their support teachers, training for support teachers, supplies for interns, and workshops on special topics. Over 80% of the interns work in three school districts: New Haven Unified, Oakland Unified, and West Contra Costa Unified. In each district, there is a District Team Leader who works with the CSU Hayward Team Leader to administer the credential program. All teaching interns have a district intern support teacher who mentors the intern during the school year.

**CCTC Required Information on Rehabilitative Services Credential in Speech, Language, and Hearing (RSC): Common Standard 1, Educational Leadership**

Unlike other credential programs at CSU Hayward which are under the aegis of departments in the School of Education and Allied Studies, the RSC program is part of the Department of Communicative Sciences and Disorders in the School of Arts, Letters, and Social Sciences (ALSS). The department prepares candidates to function as speech-language pathologists. The administrative structure is clearly defined. The Department of Communicative Sciences and Disorders is represented at higher levels in the University by the Dean of ALSS. This representation includes supporting the need for faculty positions, funding for equipment, facilities, and technology. The Department has been able to meet staffing needs and greatly expand its technology resources in the last few years.

The Department works directly with the Credential Student Service Center (CSSC) in SEAS. The relationship between these two units has been harmonious and productive. The staff in the CSSC has been helpful in assisting with record keeping and contracts with public schools that provide field experience for candidates. Candidates benefit from the support of the CSSC in the credential application process.

**CCTC Required Information on RSC: Common Standard 2, Resources**

Although the RSC program is housed in different units from the other credential programs at CSU Hayward, the program benefits from the same University resources. These include the library, all University computer and media centers, the Faculty Development Center, the Early Childhood Education Center, and the Center for Communicative Disorders. The program has five full-time, tenured faculty, a half-time clinic coordinator, one half-time clinical supervisor, one full-time administrative support assistant, and the equivalent of another full-time speech pathologist funded in part-time segments. The program has been able to increase staffing over the last three years. The number of faculty and staff are adequate. Physical facilities are scheduled to capacity. As with many institutions in the CSU system, classrooms are older now and need upgrading. Larger rooms would be helpful. The clinic facility is highly utilized and operates at the upper limits of its capacity. All the therapy rooms have been wired for computer networking. To increase the program’s contribution to meeting the substantial need for speech pathologists, increased resources, both in personnel and facilities, would be required.