

Annual Report 2008 College of Education

Section A: College Goals and Priorities for 2008-09

2008-09 College Goals & Priorities	Relation to University Mission & Goals	Assessment of Productivity & Quality
<p>1. To meet current and future community needs for well-prepared educators, develop an enrollment management plan and supporting marketing strategies and material.</p>	<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences.</p> <p>V. To create an environment where all students have the opportunity to succeed, we will: B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p> <p>VII. C. Develop community-centered programs and activities, consistent with our mission and goals, that serve the needs of our external communities.</p>	<p>a) Develop a plan to sustain and grow enrollment and meet the region's needs.</p> <p>b) Obtain assistance in developing vibrant marketing strategies and literature.</p> <p>c) Implement website upgrades to support outreach and recruitment.</p>
<p>2. Enhance existing points of excellence as embodied in the College's centers.</p>	<p>III. To enhance scholarly and creative activity, we will: A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p> <p>VI. D. Convey a clear message to the public that we are essential to the cultural, intellectual, and economic development of the region.</p> <p>VII. To expand connections and partnerships with our region, we will: A. Develop mutually beneficial working partnerships with public and private sectors within our region. B. Serve as a regional center for intellectual, cultural, athletic and life-long learning activities. C. Develop community-centered programs and activities, consistent with our mission and goals that serve the needs of our external communities.</p>	<p>a) Prepare proposal, obtain University approval, and launch Center for Creativity and Critical Thinking in Education (CCCTE).</p> <p>b) Expand Community Learning and Literacy (CLLC) activities (see Center's final report).</p> <p>c) In collaboration with NSM, revitalize CESME</p> <p>d) Launch the Center for Research, Education, Assessment and Leadership (C-REAL) as described in approved proposal.</p>
<p>3. Complete the development and implementation of graduate programs with community college specialization (Ed.D and MS concentration).</p>	<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will A. Support undergraduate and graduate programs in professional</p> <p>V. To create an environment where all students have the opportunity to succeed, we will: B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p> <p>VII. C. Develop community-centered programs and activities, consistent with our mission and goals that serve the needs of our external communities.</p>	<p>a) Receive WASC approval for the Ed.D. Specialization in Community College Leadership and enroll students.</p> <p>b) Receive campus approval for the Higher Education concentration in the MS in Education and enroll students.</p>
<p>4. Continue to expand faculty and student knowledge and utilization of educational technologies.</p>	<p>I. G. Integrate advances in information technologies into learning environments.</p> <p>III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p>	<p>a) Support faculty development.</p> <p>b) Assess faculty readiness and buy-in for innovations such as expanded laptop cohorts.</p> <p>c) Expand existing use of various technologies & laptop programs in depts.</p> <p>d) Continue to expand on line courses and programs.</p>
<p>5. Expand college outreach and increase student access to university and community resources.</p>	<p>II.B. Integrate knowledge with the development of values, professional ethics, and the teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to society.</p> <p>IV.A. Create opportunities in and out of the</p>	<p>a) Hold student leadership retreat in summer and create sub-committee of students that will be charged with getting feedback and making recommendations for improvements to student club-include members of each student group and faculty and staff.</p>

	classroom for collaborative activities for students, faculty and staff. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University.	b) Charter College of Education Alumni Association, recruit members and sponsor at least one Alumni event.
6. Fully implement assessment system and continue to use assessment results for ongoing program improvement at both post-baccalaureate and graduate program levels.	I. C. Assess student learning collegially and continually use the evidence to improve programs.	a) refine master's survey instrument for closer alignment with national accreditation body b) develop a consistent & systematic method for collecting master's mid and exit surveys c)
7. Develop Asian Pacific Islander student, campus and community outreach	II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will: D. Provide experiences in and out of the classroom that attend to issues of culture, ethnicity, and gender and promote a global perspective. F. Capitalize on the uniqueness of our region, with its economic and cultural strengths, its rich ethnic diversity, and its proximity to Latin America and the Pacific Rim.	a) obtain funding to promote program development/outreach activities b) promote student pipeline to credential programs throughout the campus and community c) engage in cross-college activities in support of mutual program development d) co-sponsor a campus/community event that highlights or celebrates API students and programs
8. Expand advancement efforts.	VIA. VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.	a) Meet Advancement target for funds raised. b) Assist in charter and outreach of Alumni Association chapter. c) Expand membership and fundraising activity level of Leadership Council. d) Host two alumni/community outreach events – a performing arts evening in the fall semester and Titan athletics event in the spring.

Educational Leadership Department Goals and Priorities for 2008-09

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
Launch the new degree programs in Community college Leadership Ed.D. and the Higher Education MS.	II. To provide high quality programs that meet the evolving needs of our ...region. A. Support...graduate programs in professional ...studies....	1. Have cohorts enrolled by spring of 2009. 2. Involve community college leaders in both advisory and support roles
Develop and/or revise department procedures to accommodate the inclusion of two new programs (Community College Leadership in the Ed.D. and Higher Education MS). Build a department culture that is inclusive of the new faculty working in these programs.	IV. To make collaboration integral to our activities. A. Create opportunities ...for collaborative activities for ... faculty.	1. Document new department procedures 2. Have new faculty reflect on their "first year" experience in the department
Effectiveness of student learning Review and consider revisions to the course coordinator responsibilities and who is assigned to coordinate each course in the MS in Educational Administration.	I. to ensure the preeminence of learning. C. Assess student learning collegially and continually use evidence to improve programs.	1. Survey faculty on the level of assistance they received from the course coordinators 2. Review the changes in the BlackBoard Community site.
Effectiveness of student learning Focus on the results of COE and department assessments: and consider revisions of courses, fieldwork, and master's projects for the MS in Education Administration.	I. to ensure the preeminence of learning. C. Assess student learning collegially and continually use evidence to improve programs	1. Develop a PowerPoint file to track longitudinal changes in the assessment data 2. Finalize an revisions necessary for the MS in Educational Administration

Elementary and Bilingual Education Department Goals and Priorities for 2008-09

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
1. Effectiveness of Student Learning a. Provided state funding, implement CA TPAs in MSCP b. Faculty will continue to partake in CA	I.C. Assess student learning collegially and continually use the evidence to improve programs. VIII A. Assess university activities and programs	Collect and assess student scores based on pass rate; use data to further refine CA TPA implementation and coursework.

<p>TPA training and recalibration as needed</p> <p>c. Continue to use CSU data survey results, end of program survey results, and advisory board feedback to improve, change, or maintain programs</p> <p>d. Continue to use and improve survey systems for gathering evaluation information for fieldwork students, student teachers, and our graduate students</p>	<p>to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p>	<p>Faculty will attend trainings as necessary and get recalibrated for assessing CA TPAs. More part-time faculty and master teachers will become versed in the CA Teaching Performance Assessments (TPA), as defined by the CTC, and attend training sessions.</p> <p>Present reports of these analyses to the department and/or dean so that the information can be used to revise/improve our programs.</p> <p>Analyze and use data to examine areas of needed improvement in our MSCP program, as well as provide block leaders, coordinators, and the Chair with reports related to candidates' progress.</p>
<p>2. Graduate and MSCP Recruitment and Outreach</p> <p>a. Meet or exceed COE enrollment targets</p> <p>b. Continue to support and develop off-campus graduate cohorts</p> <p>c. Increase online class opportunities to attract more students.</p> <p>d. Increase advertising through website, orientations, school communications, etc.</p> <p>e. Increase outreach to potential BCLAD students</p> <p>f. Provide online program option for graduate degree</p> <p>g. Continue to offer innovative program options like our technology-rich block and new visual and performing arts-rich block.</p>	<p>VII A. Develop mutually beneficial working partnerships with public and private sectors within our region.</p> <p>I. G. Integrate advances in information technologies into learning environments.</p> <p>VIII. F. Integrate advances in information and communication technologies into work environments.</p> <p>V.B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p>	<p>Use FTES/FTEF project spreadsheet and past history to accurately provide FTES goals for department.</p> <p>Add a technology cohort.</p> <p>Approval of online graduate degree program.</p> <p>Use website to advertise our program, continue master's orientations, share program at advisory board and other meetings.</p> <p>Distribute BCLAD brochures and flyers; provide BCLAD specific orientations.</p> <p>Work with College to expand our outreach and recruitment efforts (i.e., faculty serve on outreach and other COE ad-hoc committees).</p>
<p>3. Curricular Review</p> <p>a. Continue bi-weekly meetings with the department's graduate committee to review and provide recommendations to faculty for improving graduate program.</p> <p>b. Continue Course Custodian roles and responsibilities for MSCP courses; Course Custodians will meet in person or "virtually" at least once a semester with faculty teaching "their" course to ensure department and accreditation standards are met.</p> <p>c. Continue Grad Course Custodian roles and updates to Grad Committee Site.</p> <p>d. Establish a technology assignment that reflects 21st century learning goals in each master's course.</p> <p>e. Review technology integration assignments in MSCP to ensure they are aligned with 21 century learning skills.</p> <p>f. Strengthen special needs components of our MSCP courses.</p>	<p>III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p> <p>VIII A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p> <p>V.C Facilitate a timely graduation through class availability and effective retention, advisement, career counseling, and mentoring.</p>	<p>Minutes from Graduate Committee meetings will reflect progress toward stated goals.</p> <p>Block leaders will gather their block syllabi and work with Course Custodians to ensure standards are being met; updates will be made to MSCP Community site.</p> <p>Updates will be made to Grad Community site and Custodians will work with faculty teaching courses to ensure objectives are being met.</p> <p>Course syllabi will identify technology assignment reflecting 21st century learning skills.</p> <p>Participate in COE fall retreat focusing on special education; program assessments.</p>
<p>4. Faculty Support</p> <p>a. Continue recognizing faculty successes</p> <p>b. Continue keeping faculty informed</p> <p>c. Continue providing untenured faculty with faculty mentors, Chair support, and publishing and presentation</p>	<p>VIII G. Enhance a sense of community to ensure that faculty, students, and staff have as a common purpose the achievement of the overall goals of the University.</p> <p>VIII. D. Provide a good work environment with effective development and training programs that</p>	<p>Faculty meetings and bulletins boards will be used to share faculty successes</p> <p>In addition to faculty meetings, KYUTD email newsletters and informal emails will be used to keep faculty informed of department business</p>

<p>opportunities</p> <p>d. Continue to provide travel support for faculty presenting at an international or national conference</p> <p>e. Revise our Department Personnel Standards to reflect new UPS 210.000 standards and language, and what we learned using them for the first time this year.</p> <p>f. Provide technology tools and training to support faculty and student learning.</p>	<p>assist employees in meeting their job requirements and in preparing for advancement.</p> <p>III.A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p> <p>I.D. Affirm the university's commitment to freedom of thought, inquiry, and speech.</p> <p>VIII.C Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the University's goals.</p>	<p>New faculty will be assigned faculty mentors; the Chair will meet with new faculty at least twice a year to check on their progress; untenured faculty will be encouraged to continue to work with their faculty mentors; current publication/presentation opportunities will be posted in faculty workroom; travel funds will be provided for presenters.</p> <p>Faculty will continue to vote on matters that concern the department.</p> <p>If required, submit and receive approval for updated Department Personnel Standards per UPS 210.000.</p> <p>Purchase and installation of Promethean boards; attendance at Promethean training, FDC workshops, etc.; department technology shares (minutes); Establishment of PORT community website; purchase of and documented usage of technology tools requested by faculty.</p>
<p>5. Service to Campus and Community</p> <p>a. Representatives from the Elementary faculty will serve on at least two university and two college committees.</p> <p>b. Multiple service opportunities will be provided at the department level.</p> <p>c. Faculty will make contributions to the community.</p>	<p>IV. A. Create opportunities in and out of the classroom for collaborative activities for students, faculty, and staff.</p>	<p>Faculty will report their service contributions at the university, college, and department levels at the end of the school year.</p>

Reading Department Goals and Priorities for 2008-09

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
<p>1. Graduate Program</p> <p>a. Develop enrollment management plan, marketing strategies, and materials for the department, as a extension of this Unit goal</p> <p>b. Fully implement the department assessment system and continue to use assessment results for ongoing program improvement as an extension of this Unit goal</p> <p>c. Continue to offer at least three cohorts a year</p> <p>d. Offer READ 520 as a WEB course</p> <p>e. Develop additional Masters courses as online courses</p> <p>f. Maintain a strong partnership with Orange County Reading Association (OCRA)</p> <p>g. Maintain partnerships with local districts and provide authentic learning experiences for masters students by holding READ 516 at school sites</p> <p>h. Maintain partnerships with community colleges related to READ 581 clinician placement</p> <p>i. Continue to support graduate student writing across all programs</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p> <p>VII. Expand connections and partnerships with our region</p> <p>I. To ensure the preeminence of learning</p>	<p>a. Written department enrollment management plan, marketing strategies, and materials</p> <p>b. Use of assessment system results to make program improvement decisions</p> <p>c. Three cohorts a year offered</p> <p>d. READ 520 WEB offered</p> <p>e. Additional Masters courses approved as online courses</p> <p>f. Department participation in OCRA</p> <p>g. READ 516 held on-site in local school districts</p> <p>h. Placement of READ 581 clinicians in community college settings</p> <p>i. Availability of writing tutor to graduate students across all programs</p>
<p>2. Undergraduate Program</p> <p>a. Offer at least one section each semester of READ 290 as a WEB course.</p> <p>b. Continue to market READ 340,</p>	<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p>	<p>a. READ 290 WEB offered</p> <p>b. READ 340 marketed to CAS, Liberal Studies,</p>

<p>Promoting Language and Literacy in Young Children, to students in CAS, Liberal Studies, and Elementary and Bilingual Education</p> <p>c. Continue strong working relationship with EOP, the University Learning Center, FDC, and Freshman Programs</p> <p>d. Continue an emphasis on student writing throughout the program</p>	<p>V. Create an environment where all students have the opportunity to succeed</p>	<p>and Elementary and Bilingual Education</p> <p>c. Meetings with EOP related to student issues; sections of READ 201 and READ 202 offered to EOP students; presentations to FDC and Freshmen Programs on successful critical thinking practices; dedicated classes offered for future teachers in Freshman Programs</p> <p>d. Use and refinement of the undergraduate critical writing rubric</p>
<p>3. Instructional Technology</p> <p>a. Incorporate instructional technology into graduate and undergraduate courses</p> <p>b. Support faculty development in instructional technologies made available from lottery fund allocations: podcasting, audience response systems, and interactive whiteboards</p>	<p>I. To ensure the preeminence of learning</p> <p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p>	<p>a. Faculty make regular use of PowerPoint presentations, BlackBoard functions, and emerging instructional technology</p> <p>b. Department lottery funds continue to be used to provide faculty with instructional hardware and software to support instruction; faculty attend training sessions on the uses of these</p>
<p>4. Faculty Scholarly Activity</p> <p>a. Set up a section of a department BlackBoard Community for faculty to share and discuss research and grant activity/ideas/efforts</p> <p>b. Promote graduate student/faculty joint scholarly efforts</p> <p>c. Promote graduate students' professional involvement</p>	<p>I. To ensure the preeminence of learning</p> <p>III. Enhance scholarly and creative activity</p> <p>VIII. Strengthen institutional effectiveness, collegial governance and our sense of community</p>	<p>a. BlackBoard Community section set up and used discussion of faculty scholarly activity</p> <p>b. Produce at least two joint student/faculty articles or grants</p> <p>c. Provide professional organization enrollment information in READ 501 and READ 585 and strongly motivate students to join; recommend graduate students and alumni as presenters at professional conferences</p>

Secondary Education Department Goals and Priorities for 2008-09

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
<p>1. Grow our Graduate Programs</p> <p>a. Meet or exceed COE enrollment targets.</p>	<p>VII Expand connections and partnerships with our region</p>	<p>Compare FTES over 3-year period. Present findings to graduate program committee, department, SECTEP, and Dean for program revision.</p> <p>Target: Begin full cohort of 25 MSE students in Fall 2008.</p>
<p>2. Insure the quality of our Graduate Programs</p> <p>a. Expand and analyze Assessment System data collection, including exit data.</p> <p>b. Collect and analyze graduate student evaluation data.</p> <p>c. Increase the number of candidates pursuing national board certification as their culminating experience.</p> <p>d. Increase the number of graduate courses that are approved as online courses so that we can offer our program with maximum flexibility.</p>	<p>VIII Strengthen institutional effectiveness, collegial governance and our sense of community</p>	<p>Analyze graduate student survey data and identify program improvements. Present findings to department and Dean for program revision.</p> <p>Target: 95% MSE students score "at expectation" or above on the Writing Assessment.</p>
<p>3. Measure effectiveness of Credential Student learning</p> <p>a. Continue implementation of Teaching Performance Assessment</p>	<p>II Provide high quality programs that meet the evolving needs of our students, community, and region,</p>	<p>Analyze credential student survey and TPA data to identify program improvements. Present findings to department, SECTEP, Advisory Committee, and Dean for program</p>

(TPA) as required by California Commission on Teacher Credentialing b. Continue implementation of COE's Assessment System. c. Continue department's credential student annual survey		revision. Target: 95% of Single Subject Credential program completers for 2008-09 will successfully pass (score of 12 or above) the TPA.
4. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Insure all part-time faculty use Blackboard, appropriately implement the approved curriculum, and address TPEs and TPA tasks as appropriate.	V Create an environment where all students have the opportunity to succeed.	Collect minutes of course meetings. Develop, administer, and analyze Zoomerang survey for faculty on their skills.
5. Expand and enhance efforts to prepare teachers to engage and support all students in learning with an emphasis on special needs students	V Create an environment where all students have the opportunity to succeed.	Monitor implementation of program-wide textbook with SPED emphasis. Continued implementation of activities and strategies that prepare teachers to support students with special needs in the secondary classroom. Target: All prerequisite classes will use the SPED textbook by the end of the fall 2008 semester; all 442/449S classes will utilize the SPED textbook by the end of the spring 2009 semester. Target: All full-time faculty will participate in college-wide retreat on supporting students with special needs; 90% of part-time faculty will complete training in supporting students with special needs at fall orientation.
6. Support and induct the new Chair and leadership in the Department.	III Enhance scholarly and creative activity.	Determine mentor for new Chair Department and program evaluation data.
7. Search and hire a new faculty member in the department.	III Enhance scholarly and creative activity.	Target: One new tenure-track faculty member will be hired for 09-10.
8. Continue to induct and mentor new faculty into department.	III Enhance scholarly and creative activity.	Assign mentors to continue to meet with faculty Retention of new faculty. Target: 100% of untenured faculty and full-time lecturers will be observed at least once by a tenured faculty member.
9. Support faculty scholarship and teaching through development of technology skills.	III Enhance scholarly and creative activity. V Create an environment where all students have opportunity to succeed	Track technology use and productivity by faculty. Target: 75% of part-time faculty will utilize Blackboard Gradebook. Target: Each full-time faculty member will advance their use of technology to improve teaching and learning through the use of podcasting, audience response systems, Smart tablets, Promethean boards, science probes, math education software, Producer or Articulate presentations, online discussions, and online resources.

Special Education Department Goals and Priorities for 2008-09

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
1. Insure the quality of our Graduate Programs a. Continue Assessment System data collection. Collect and analyze	VII Strengthen institutional effectiveness, collegial governance and our sense of community	Compare FTES over 3-year period. Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.

graduate student evaluation data.		
2. Increased modeling of effective use of technology and better defined technology integration into assignments.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Evaluate one assignment per course which focuses on technology application and effectiveness.
3. Increase student and faculty use of technology	II Provide high quality programs that meet the evolving needs of our students, community, and region. V Create an environment where all students have the opportunity to succeed.	Evaluate one assignment per course which focuses on technology application and effectiveness.
4. Continue implementation of COE Assessment System.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.
5. Increase recruitment and expand enrollment in SPED credential and courses (i.e., SPED 110, SPED 371) through partnerships, GE approval, and conversion to WEB	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Approval of SPED 371 and 250 for WEB and/or GE. Implementation of Future Teachers in Brea. Development of advisement sheets and information for CAS.
6. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Encourage part-time faculty use of Blackboard through incentives and policies.	V Create an environment where all students have the opportunity to succeed.	Count number of faculty who participate in trainings. Review syllabi.
7. Develop Online Level I Program with the EDEL faculty.	II Provide high quality programs that meet the evolving needs of our students, community, and region.	Web course approvals and recruitment systems for students into the online Level I program.
8. Induct and mentor new faculty into department; conduct searches for three new faculty members.	III Enhance scholarly and creative activity.	Addition of three new faculty.
9. Support faculty scholarship and teaching through development of technology skills.	III Enhance scholarly and creative activity. V Create an environment where all students have opportunity to succeed.	Track technology use and productivity by faculty.

MSIDT Program Goals and Priorities for 2008-09

Program Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality
I. GRADUATE PROGRAM a. Continue to work with alumni association and involve President in monthly MSIDT Team meetings b. Expand scholarship options and award first two scholarships c. Continue with MSIDT interdisciplinary team model with monthly meetings d. Interact with other 2 campus online MS degree programs e. Work with Coast Learning Systems on online curriculum development options for final projects f. Continue with cohort co-captain liaison structure g. Continue to respond to regional and national audience and workplace needs h. Continue to recruit via website and other PR means i. Continue to revise website content j. Review 2 Student Program Handbooks for the boot-up camp and midpoint symposium orientations k. Continue to expand pool of PT	II. Provide high quality programs that meet the evolving needs of our students, community, and region VII. Expand connections and partnerships with our region I. To ensure the preeminence of learning	a. Meet with new alumni president and invite to monthly meetings; attend MSIDT Alumni Association meetings and webinars b. Continue to award Scholarships and develop strategic plan for long term funding from graduate employers; work with Bobbee Cline, COE Development Director c. Monthly MSIDT Team meetings to be held with scheduled time for MSIDT Faculty Community of Learners Research model d. Coordinator to continue to meet on annual basis with Dorota Huizinga from MS in Software Engineering and Jim Hightower from MS in Information Technology e. Coordinator to contact Bob Nash from Coast Learning Systems f. Cohort co-captains to be selected for cohort #7 g. Involvement with CSU Academic Technologists and alumni meetings about workplace needs h. Update outgoing FAQ message linked to website inquiry form i. Revise website content-with MSIDT Alumni Association, additional TECHED powerpoints, and online assessment tool j. Handbook to be revised for both orientation programs k. Faculty to be added from business community and CSUF campus

<p>faculty from within and outside university</p> <ul style="list-style-type: none"> l. Continue to review and revise curriculum and textbooks m. Continue to refine program infrastructure-policies, faculty, team meetings 		<ul style="list-style-type: none"> l. Dedicate Spring MSIDT Team meeting to review of curriculum and updated textbooks and online resources m. Update program infrastructure with cohort co-captains and scholarship strategic plan
<p>2. CERTIFICATE PROGRAM</p> <ul style="list-style-type: none"> a. Continue to implement complementary 9 unit IDT certificate program to be offered through UEE-locate niche market b. Work with Nursing Department on protocol for IDT certificate incorporation/ implementation with proposed MS in Nurse Administration program to begin in AY 08-09 per funded grant with Kaiser Permanente in California. 	<ul style="list-style-type: none"> II. Provide high quality programs that meet the evolving needs of our students, community, and region V. Create an environment where all students have the opportunity to succeed 	<ul style="list-style-type: none"> a. Review IDT certificate offerings and develop brochure for new Kaiser program implementation b. Meet regularly with JoAnne Andre from Nursing and with MSIDT Team to review MS in Nurse Administration program implementation status and timeline for IDT certificate implementation; do additional marketing with Nursing students
<p>3. Instructional Technology</p> <ul style="list-style-type: none"> a. Continue to refine and revise web presence; use new Macromedia/Adobe software as appropriate; b. Continue to update software matrix for program refinement to meet needs of professional field and workplace environment; c. Review new course templates in BB; d. Continue to work with library on student access and special program resources ; purchase additional software for faculty; e. Participate in campus workshops related to new web conferencing software f. Refine Community site in BB for alumni use g. Continue to keep faculty current in instructional technologies and secure additional technology resources 	<ul style="list-style-type: none"> I. To ensure the preeminence of learning II. Provide high quality programs that meet the evolving needs of our students, community, and region 	<ul style="list-style-type: none"> a. Faculty to incorporate webconferencing software in program b. Discuss new software implementation and refine matrix and update website accordingly c. Review course templates d. Work with Susan Tschabrun from the library at boot-up camp and midpoint symposium e. Participate in CSU systemwide Academic Technologist conferences f. Review community site on BB for current cohorts. g. Secure additional technology funding/support
<p>4. Faculty Scholarly Activity</p> <ul style="list-style-type: none"> a. Continue to foster and expand of learners research project among MSIDT Team members b. Continue to promote attendance at conferences and make conference presentations – TOHE, TECHED, NECC, AERA, etc c. Continue to work on articles on program elements and community of learners research d. Review outline of coedited book for faculty participation e. Continue to use Community IDT Research site for assessment protocol, for sharing and discussing research and grant activity/ideas/efforts f. Continue to promote graduate student/faculty joint scholarly efforts and professional development 	<ul style="list-style-type: none"> I. To ensure the preeminence of learning III. Enhance scholarly and creative activity VIII. Strengthen institutional effectiveness, collegial governance and our sense of community 	<ul style="list-style-type: none"> a. BlackBoard Community used for research and discussion of faculty scholarly activity b. Faculty presentations to be made at two national conferences c. Faculty to expand goals for research focus under direction of Cynthia Gautreau d. Coedited book outline to be refined e. BB Community site to be updated with research on instructional practices f. Additional students to become involved with joint faculty research efforts and presentation opportunities.

Section B. Other Topics to be Addressed

1. College Progress Reports on Goals for the Past Academic Year

Goal: Host successful joint accreditation visit by state and national accrediting bodies.

University Mission and Goals: VIII. A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.

Measures of Productivity and Indicators of Quality: Full accreditation of all Education Unit programs by both the state and national accrediting bodies following the November, 2007 campus visit.

Accomplishments: A successful on-site review was held in November 2007, resulting in approval of reaccreditation by NCATE and CTC with all national standards met and all standards met for each of the state credentialed programs.

Goal: Implement and expand the independent Ed.D. program.

University Mission and Goals: II.A. Support undergraduate and graduate programs in professional and preprofessional studies and in the arts and sciences. V.D. Provide an affordable education without sacrificing quality.

Measures of Productivity and Indicators of Quality: Report on the characteristics of the students admitted to the program: current positions, master's institutions and GPA's, GRE scores, etc.

Report on first year progress of students: grades, qualifying examination results, etc.

Develop charter for a research center to foster a doctoral research culture in collaboration with partners.

Develop curriculum proposal for community college specialization.

Accomplishments: The first cohort of 18 students enrolled in the K-12 specialization, and 15 students have completed the first three semesters of coursework. The Department of Educational Leadership has compiled all relevant statistics. The charter for the research center has been approved and implementation is planned for Fall 2008. The curriculum for the Community College specialization has been approved by the University and full approval by WASC is expected in June 2008.

Goal: Expand diverse program delivery modes by enhancing technology-rich programs and facilities.

Relationship to University Mission and Goals: I.G. Integrate advances in information technologies into learning environments.

Measures of Productivity and Indicators of Quality: Continued expansion of online or hybrid online programs as well as continued expansion of Web-based content and online interactive tools and resources. Use of Web-based technologies for candidate assessment and program evaluation/improvement. Expansion of partnerships with iTunes University and Intel Education. Increased skill development of full and part-time faculty through FDC and department-based technology trainings. Expansion of Web-based information for student recruitment, advisement and support.

Accomplishments:

- A total of ten courses were approved for on-line conversion: READ 290, READ 507, READ 520, EDEL 500, EDEL 511, EDSC 535, SPED 371, SPED 462, SPED 531, and SPED 551.
- An Online Teaching and Learning Certificate program, consisting of three existing courses and one new course, was developed by the Department of Secondary Education, approved at the College level, and scheduled for review by the University curriculum committee in Fall 2008.
- The College has installed a faculty podcasting studio and many faculty have been trained to develop podcasts to enhance instruction. Faculty, staff and exemplary student podcasts are posted on our website at http://web.mac.com/csuf_education/Education/Welcome.html
- Technology was the topic of the College of Education faculty retreat in January 2008 and faculty were engaged in one of several mini-workshops presented by faculty experts on topics including podcasting, audience response systems strategies for enhancing the effectiveness of on-line instruction, United Streaming, and developing blogs for instructional purposes.

Goal: Respond to assessment results to produce continuous program improvement.

University Mission and Goals: I.a. learning is central to everything we do. I.c. use evidence to improve programs.

Measures of Productivity and Indicators of Quality: Appoint a college-wide task force that will be charged with making recommendations, with particular emphasis on improvement of preparation of teachers to teach exceptional students in inclusive classrooms, teach English learners, and use educational technology to engage and support all learners. Task force report to dean that includes faculty development activities and curricular modifications to improve student learning outcomes in the targeted areas.

Indicator of quality (improved student outcomes) in the targeted areas is expected to be noted on the 2008-09 CSU credential completer exit survey, a self-assessment instrument.

Accomplishments: A college-wide Special Education Task Force met throughout the spring semester 2008, resulting in the planning of an August 2008 faculty retreat that will focus on integrating instruction for special needs students into all of the college's credential preparation programs. Because these special education curriculum implementations will occur no sooner than January 2009 changes in students' perceived improved preparation in this area cannot yet be measured. Within departments, faculty have sought curriculum modifications to improve students' preparation to teach English learners. Infusion of educational technology is discussed above. The data reported here are taken from student self-report surveys, indicating steady improvement or maintenance over three semesters of perceived ability to be effective professionals in these two areas.

Fall 06	Spring 07	Fall 07	Spring 08
As a graduate of this program, I	percents indicate agree or strongly agree		
...improved my ability to use technology as a resource to support teaching and learning	78%	91%	92%
improved my ability to promote equity and diversity (includes teaching English learners)	89%	97%	97%

Goal: Formalize Operational Procedures for College of Education programs and CLLC on CSUF, Irvine campus.

University Mission and Goals: I.F. Develop and maintain attractive, accessible, and functional facilities that support learning. V.G. Provide an accessible, attractive and safe environment, and a welcoming campus climate. VII.B. Serve as a regional center for intellectual, cultural, athletic and life-long learning activities.

Measures of Productivity and Indicators of Quality: Appoint a faculty coordinator who will: communicate faculty and staff requests and concerns as appropriate to the Director of the Irvine campus; provide a COE perspective on the instructional and technical needs of current and future facilities; reach out to the greater Central and South Orange County community and alumni related to available and needed COE programs. CLLC will accept and work with community clients, both with assessment and tutoring. Publicity procedures will be implemented. Fund raising plan will be developed and initiated.

Accomplishments: Dr. Amy Cox-Petersen served as coordinator for College of Education programs at the CSUF Irvine campus. The CLLC functioned and the Center's report is attached.

Goal: Increase student scholarships.

University Mission and Goals: VI.A. Increase the proportion of campus resources generated by private giving. VI. B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.

Measures of Productivity and Indicators of Quality: Increase student scholarship funds by 20%.

Accomplishments: Scholarship monies available to students in 2006-2007 totaled \$16,500.00. Through strong outreach efforts to alumni and friends of the college, scholarship funds for 2007-2008 increased to \$20,600.00 – a 25% growth. Prior to a development officer being assigned to the college in December 2005, total scholarship monies were \$10,500. The 2007-2008 amount of \$20,600 thus reflects an increase of nearly 100% in that 2 ½ years.

Goal: Expand Advancement efforts.

University Mission and Goals: VI.A. Increase the proportion of campus resources generated by private giving. VI.B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University. VII.D. Involve alumni as valued participants in the on-going life of the university.

Measures of Productivity and Indicators of Quality: Meet Advancement target for funds raised. Publish and mail 50th Anniversary newsletter/brochure to all alumni and friends of the college in the fall. Refine goals and activities of advisory boards. Host two alumni outreach events on campus – a performing arts evening in the fall semester and sport event in the spring.

Accomplishments: Advancement funds raised produced nearly double the goal set for the fiscal year. A full color brochure was sent to over 15,000 alumni and friends in Fall 2007, inviting them to reconnect with the college through 50th anniversary events. It also solicited financial support through vignettes of donors, programs, and scholarship recipients. All three advisory boards were reconfigured, and Board development training was implemented with the fundraising board, resulting in specific goals set for FY09. 35 alumni and friends of the College attended a CSUF theatre event and reception in the Fall, and 75 attended a Titan baseball game

and hosted dinner in the spring. Additionally, donors and friends attended the Fall Awards reception and the winter Honor an Educator event.

Educational Leadership Department

Department Goals and Priorities	Strategies	Outcome
1. Implement the PreK-12 Specialization in the new Ed.D.	Report on the characteristics of the students admitted to the program: current positions, master’s institutions and GPA’s, GRE scores, etc. Report on first year progress of students: grades, qualifying examination results, etc.	We have compiled the GRE scores and grades of the current students. The program admitted 20 students. 18 students began the program. After the first semester 3 students did not enroll (economic problem, car accident, and overseas job). Students are no preparing for the qualifying examination.
2. Implement the new Mid-Point Assessment in our MS/Preliminary Credential Program that assesses students’ progress in fieldwork which is a major element in the program.	Report on the percentage of students assessed and the results of the assessments.	On average, student fieldwork plans contain 30 activities to be completed during the program. For 2007/2008 students averaged 71.15% of the planned activities completed at the mid-point.
3. Implement the new COE writing assessment rubric in our EDAD510 course. This instrument will provide data on how well our students meet unit- wide writing standards	Report on the percentage of students assessed and the results of the assessments.	Eighty-three percent of the eligible students completed the writing assignment in EDAD510. The average score out of a possible 6 for the 38 students evaluated were 4.62. Five students did not meet expectations.
4. Recruit alumni administrators who will host our fieldwork students for a day and allow them to shadow the administrator. This will help our students to have experiences in diverse settings as required by NCATE and CCTC.	Report on the number of alumni administrators who volunteer for the program. Report on the number of visits conducted with our students.	We now have approximately 20 administrators enrolled in the program and we are still recruiting.

Elementary and Bilingual Education Department

Department Goals and Priorities	How to Assess Productivity & Quality	PROGRESS
1. Effectiveness of Student Learning a. Provided state funding, implement pilot CA TPAs in MSCP b. Faculty will continue to partake in CA TPA training c. Continue to use CSU data survey results, end of program survey results, and advisory board feedback to improve, change, or maintain programs d. Implement revised and improved survey system for gathering evaluation information for fieldwork students and student teachers	I.C. Assess student learning collegially and continually use the evidence to improve programs. VIII A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.	Collected and assessed student scores based on pass rate; using data to further refine CA TPA implementation for fall 08 if required. Faculty attended trainings and became versed in the CA Teaching Performance Assessments (TPA), as defined by the CTC. Faculty were recalibrated when asked to assess tasks 1 and 2 during our pilot program. Presented reports of these analyses to the department and/or dean so that the information can be used to revise/improve our programs. The data from the new survey system was analyzed and used to examine areas of needed improvement in our MSCP program, as well as provided block leaders, coordinators, and the Chair with reports related to candidates’ progress.
2. Graduate Recruitment h. Meet or exceed COE enrollment targets i. Continue to support and develop off-campus Cohorts j. Increase online class opportunities to attract more students.	VII A. Develop mutually beneficial working partnerships with public and private sectors within our region. I. G. Integrate advances in information technologies into learning environments. VIII. F. Integrate advances in information and communication technologies into work	FTES/FTEF were projected, but required FTES not met in the first semester. FTES goals were met in the second semester. New campus cohort was added. Department received approval of many online courses.

<p>k. Increase advertising through website, orientations, school communications, etc.</p> <p>l. Increase outreach to potential BCLAD students</p>	<p>environments.</p> <p>V.B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p>	<p>The development of WASC document for online degrees is in progress.</p> <p>Department website was updated and aligned with the College website to better advertise our program. Podcasts and other presentations were added to provide additional information about our programs. Further advertising of our grad program took place in blocks, orientations, and at the credential ceremony.</p> <p>Distributed new BCLAD brochures and flyers; provided BCLAD specific orientations; advertised in the Daily Titan and campus posters.</p> <p>Established the Los Maestros alumni group.</p> <p>Established technology-rich cohort block to attract more MSCP students.</p>
<p>6. Curricular Review</p> <p>a. Continue bi-weekly meetings with the department's graduate committee to review and provide recommendations to faculty for improving graduate program.</p> <p>b. Continue Course Custodian roles and responsibilities for MSCP courses; Course Custodians will meet in person or "virtually" at least once a semester with faculty teaching "their" course to ensure department and accreditation standards are met.</p> <p>c. Continue Grad Course Custodian roles and updates to Grad Committee Site.</p> <p>d. Develop and approve a plan for a combined credential and master's degree</p> <p>e. Develop and approve a plan for a "fast track" master's degree</p>	<p>III. E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p> <p>VIII A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p> <p>V.C Facilitate a timely graduation through class availability and effective retention, advisement, career counseling, and mentoring.</p>	<p>Minutes from Graduate Committee meetings reflect progress toward stated goals.</p> <p>Block leaders continue to meet with their block instructors and Course Custodians to ensure standards are being met; updates are made to MSCP Community site.</p> <p>Updates are made to Grad Community site and Custodians will work with faculty teaching courses to ensure objectives are being met.</p> <p>Faculty meeting minutes reflect faculty's decision not to pursue a combined credential and master's degree, but rather a "fast track" master's degree. Fast track master's degrees have been piloted in our graduate cohorts with success.</p>
<p>7. Faculty Support</p> <p>a. Continue recognizing faculty successes</p> <p>b. Continue keeping faculty informed</p> <p>c. Continue providing untenured faculty with faculty mentors, Chair support, and publishing and presentation opportunities</p> <p>d. Continue to provide travel support for faculty presenting at an international or national conference</p> <p>e. Revise our Department Personnel Standards to reflect new UPS 210.000 standards and language, and what we learned using them for the first time this year.</p>	<p>VIII G. Enhance a sense of community to ensure that faculty, students, and staff have as a common purpose the achievement of the overall goals of the University.</p> <p>VIII. D. Provide a good work environment with effective development and training programs that assist employees in meeting their job requirements and in preparing for advancement.</p> <p>III.A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p> <p>I.D. Affirm the university's commitment to freedom of thought, inquiry, and speech.</p> <p>VIII.C Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the University's goals.</p>	<p>Faculty meetings and bulletins boards are used to share faculty successes.</p> <p>In addition to faculty meetings, KYUTD email newsletters and informal emails are used to keep faculty informed of department business.</p> <p>New faculty are assigned faculty mentors; the Chair meets with new faculty at least twice a year to check on their progress; untenured faculty are encouraged to continue to work with their faculty mentors; current publication/presentation opportunities are posted in faculty workroom and emailed to faculty; travel funds are provided for presenters.</p> <p>Faculty continue to vote on matters that concern the department.</p> <p>A faculty subcommittee worked on updates for our Department Personnel Standards to clarify wording; with the revised UPS 210.000, this work will continue to the following year or until departments are asked to submit revised standards to reflect the revisions in UPS 210.000.</p>
<p>8. Accreditation Process</p> <p>a. Provide necessary documentation</p> <p>b. Assist in the successful completion of accreditation</p>	<p>II. A. Support undergraduate and graduate programs in professional and pre-professional studies and in the arts and sciences.</p>	<p>Faculty provided necessary documentation for accreditation and participated in interviews.</p>
<p>9. Service to Campus and Community</p>	<p>IV. A. Create opportunities in and out of the</p>	<p>Faculty report their service contributions at the</p>

<ul style="list-style-type: none"> a. Representatives from the Elementary faculty will serve on at least two university and two college committees. b. Multiple service opportunities will be provided at the department level. c. Faculty will make contributions to the community. 	classroom for collaborative activities for students, faculty, and staff.	university, college, and department levels at the end of the school year.
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Reading Department

University Goals	Department Goals	Accomplishments
<ul style="list-style-type: none"> II. Provide high quality programs that meet the evolving needs of our students, community, and region VII. Expand connections and partnerships with our region 	<p>1. Graduate Program</p> <ul style="list-style-type: none"> a. Prepare for and have a successful NCATE/CTC visit b. Continue to offer at least three cohorts a year c. Develop READ 520, Technology and Reading, as an online course d. Establish a stronger partnership with Orange County Reading Association e. Incorporate online technologies into the Reading Center f. Continue partnership with community colleges related to READ 581 clinician placement g. Support graduate student writing across all programs 	<ul style="list-style-type: none"> a. Unit and Department received NCATE/CTC approval b. Newport-Mesa and Fullerton cohorts continue, Capistrano USD cohort started Fall 07, and Ordonez-Jasis and Bartle-Angus actively pursued establishment of El Rancho USD cohort, to begin Fall, 2008 c. READ 520 WEB has been approved by the College Curriculum Committee, and forwarded to Academic Affairs d. Bowers served in 07-08 as president-elect of OCRA e. Computers were placed EC-24 carrels, for use by clinician/student pairs. Lottery funds were used to purchase hardware to create and use instructional podcasts in the Center f. READ 581 students planning to teach at the community college level were placed at community college sites for the READ 581 course; program graduates placed at Saddleback, Fullerton, and Long Beach community colleges g. Writing tutor Michelle Turchie was co-sponsored, with ULC, to work with students across all programs
<ul style="list-style-type: none"> II. Provide high quality programs that meet the evolving needs of our students, community, and region V. Create an environment where all students have the opportunity to succeed 	<p>2. Undergraduate Program</p> <ul style="list-style-type: none"> a. Partner with CAS, Liberal Studies, and Elementary and Bilingual Education to examine how READ 340, Promoting Language and Literacy Development in Young Children, can provide students seeking a teaching career with the language and literacy foundation necessary for instructing students from diverse backgrounds. b. Submit READ 380, Critical Reading and Problem Solving for Lifelong Learning, as an upper division General Education course c. Continue strong working relationship with EOP, the University Learning Center, FDC, and Freshman Programs d. Continue to review student writing throughout the program 	<ul style="list-style-type: none"> a. Advertised READ 340 in Fall and Spring. Ordonez-Jasis and Manzo met with the chair of Liberal Studies to propose that READ 340 be added to their list of course options for the degree. The chair agreed reported that the faculty did not approve the proposal to add the course to the formal list, but that it would continue to be accepted as an elective. b. READ 380 was not submitted for approval as an upper division General Education course. c. Bartle-Angus met with EOP three times to implement partnership for READ 201 and READ 202, presentations were made to FDC and Freshmen Programs related to successful critical thinking practices; three dedicated sections of READ 290 were offered for future teachers in Freshman Programs in Spring 08 d. The undergraduate critical writing rubric was revised and more tightly connected to course objectives of READ 290, and used across all sections the course
<ul style="list-style-type: none"> II. Provide high quality programs that meet the evolving needs of our students, community, and region 	<p>3. Community Learning and Literacy Center</p> <ul style="list-style-type: none"> a. Expand community service programs and resources. b. Formalize partnership with Orange 	<ul style="list-style-type: none"> a-c In Fall, 2007, the CLLC was moved from the Reading Department to the Dean's Office. Please see the Annual Report of the CLLC for documentation of these goals.

University Goals	Department Goals	Accomplishments
IV. Make collaboration integral to our activities VII. Expand connections and partnerships with our region	County Social Services. c. Support funded Community Literacy Festival as part of 50 th anniversary celebration	
II. Provide high quality programs that meet the evolving needs of our students, community, and region VII. Expand connections and partnerships with our region	4. Irvine Campus a. Expand publicity efforts with teachers in Central and South Orange County b. Develop alternative methods for offering courses in light of declining enrollment c. Work closely with our Irvine Campus Reading Center to place graduate students in authentic instructional environments where community children will have their literacy needs met	a. The department staffed an information table at the CLLC Literacy Festival in Spring, 2008, to distribute publicity materials b. READ 520 WEB and READ 507 WEB were developed and approved by the College Curriculum Committee. c. The Irvine section of READ 516 is offered at Olivewood Elementary school in the Saddleback Valley Unified School District.
I. To ensure the preeminence of learning III. Enhance scholarly and creative activity VIII. Strengthen institutional effectiveness, collegial governance and our sense of community	5. Faculty Scholarly Activity a. Have monthly meetings with faculty where research and grant activity/ideas/efforts are shared and discussed b. Promote graduate student/faculty joint scholarly efforts c. Promote graduate students' professional involvement	a. Monthly research and writing meetings were not held; faculty continued to pursue scholarly activities independently and discuss these informally; faculty attended and presented at professional conferences b. Ordonez-Jasis is working with alumnus Steve Herrmann, on an article based on his masters project c. Professional organization enrollment information was provided in READ 501 and READ 585 and students are encouraged to join; REG alumni association 50 th Anniversary Luncheon provided connections among current students, alumni, and current and former faculty; alumnus and writing tutor Michelle Turchie was invited to make a presentation at the College Fall 2008 faculty retreat

Secondary Education Department

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess	Progress
1. Grow our Graduate Programs a. Meet or exceed COE enrollment targets.	VII Expand connections and partnerships with our region	Compare FTES over 3-year period. Present findings to graduate program committee, department, SECTEP, and Dean for program revision.	Two cohorts of 25 students were started Fall 2007.
2. Insure the quality of our Graduate Programs b. Expand and analyze Assessment System data collection c. Analyze exit data. d. Collect and analyze graduate student evaluation data.	VIII Strengthen institutional effectiveness, collegial governance and our sense of community	Analyze survey data and identify program improvements. Present findings to department and Dean for program revision.	COE Assessment System has been fully implemented. Program evaluation data is analyzed and reviewed on a periodic basis. A member of the Graduate Programs Committee now serves on the College Assessment Committee.

3. Measure effectiveness of Credential Student learning d. Continue implementation of TPA. e. Continue implementation of COE Assessment System. f. Continue annual survey	II Provide high quality programs that meet the evolving needs of our students, community, and region,	Analyze survey and TPA data to identify program improvements. Present findings to department, SECTEP, Advisory Committee, and Dean for program revision.	Pilot implementation of TPA has continued. Exit survey and Program Evaluation surveys have continued. Assessment data continues to be analyzed and reviewed each semester. .
4. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Insure all part-time faculty use blackboard, appropriately implement the approved curriculum, and address TPEs and TPA tasks as appropriate.	V Create an environment where all students have the opportunity to succeed.	Collect minutes of course meetings. Develop, administer, and analyze Zoomerang survey for faculty on their skills.	Minutes of meetings document attendance of part-time faculty at Course Meetings. Part-time faculty have expanded their use of Blackboard and met in meetings by the course custodian to insure curriculum alignment.
5. Induct and mentor new faculty into department.	III Enhance scholarly and creative activity.	Retention of new faculty.	We started four new – track tenure faculty and three new lecturers and all have had a successful year and we plan to rehire them next year. Mentors were assigned to each new faculty who met with them regularly throughout the year
6. Support faculty scholarship and teaching through development of technology skills. e. Continue leadership by L. Randall in Producer, Camtasia, iTunes University, and podcasting;	III Enhance scholarly and creative activity. V Create an environment where all students have opportunity to succeed	Track technology use and productivity by faculty. Produce at least 15 Producer presentations and at least 10 podcasts. Increase use of Blackboard Gradebook by 50% among part-time faculty.	Faculty have expanded their use and created more Podcasts and increased use of Blackboard Gradebook. Training delivered to faculty by L. Randall in podcasting, Soft chalk, Belkin for iPod recording

Special Education Department

Department Goals and Priorities	Relation to University Mission and Goals	How to Assess Productivity & Quality	Progress
1. Implement new courses and study plan. a. Offer SPED 501, 504, 596, 496, and 595. b. Revise MSE program materials to reflect new courses and study plan. Orient students to new improved program.	V Create an environment where all students have the opportunity to succeed.	University course approval process for 501, 504, 596, 496, and 595. Analyze graduate student program assessment data. Course evaluations – student opinion questionnaires. Compare FTE over 3-year period.	We have implemented the new COE MSE mid-point and exit surveys. We continue to offer some MSE and credential coursework at Irvine. We are also expanding the number of WEB offerings. All courses listed have been approved at the university level. Feedback from SPED 501 has oriented students to the program. A Blackboard site for all master's students has been opened.
2. Insure the quality of our	VIII Strengthen institutional	Analyze data and identify program	Faculty have discussed program

Graduate Programs a. Expand and analyze Assessment System data collection. b. Analyze exit data. c. Collect and analyze graduate student evaluation data.	effectiveness, collegial governance and our sense of community	improvements. Present findings to department, advisory councils, and Dean for program revision.	evaluations in depth at faculty meetings and have taken steps to address areas of weaknesses. Instructors for the identified courses collect and submit the data to the Dean's Office for tabulation.
3. Strengthen and formalize role of Student Support Committee to improve the quality, durability, stability of our students.	V Create an environment where all students have the opportunity to succeed.	Track number of students being viewed by SSC and their subsequent progress in the course and program.	Streamlined paperwork including Candidate Dispositions and referral forms are organized in a binder and on a flashdrive. Coordinator involvement has increased student success.
4. Continue implementation of COE Assessment System.	II Provide high quality programs that meet the evolving needs of our students, community, and region,	Analyze data and identify program improvements. Present findings to department, advisory councils, and Dean for program revision.	Data was analyzed as it became available. Program improvements included a new Blackboard community site for graduate students, improved program plans for advisement, and a new comprehensive website.
5. Improve course delivery by part-time faculty. a. Continue Course Custodian meetings. b. Encourage part-time faculty use of Blackboard through incentives and policies.	V Create an environment where all students have the opportunity to succeed.	Count number of faculty who participate in trainings. Review syllabi.	Part-time orientation meeting was held with a technology training. A Blackboard site for the department alerts part-time faculty to trainings and department information. Course custodians ordered all textbooks and created master syllabi for the courses. Many part-time faculty were trained at supervision meetings as well.
6. Improvement fieldwork supervision component of credential program - WRT increased supervisor training and review of supervisor responsibilities and forms.	V Create an environment where all students have the opportunity to succeed.	Participation of supervisors in training, review of narratives of supervisors in part-time faculty review.	10 trainings per year were held for supervisors. Updated website and revision of forms contributed to successful supervision. Fieldwork coordinator position was added to lead placements and be responsive to all supervisor needs.
7. Evaluate and improve advisement and administrative processes.	II Provide high quality programs that meet the evolving needs of our students, community, and region,	Analyze data and identify program improvements.	Program plan revisions and a new comprehensive website contributed to greater program clarity for faculty and students.
8. Increase recruitment and expand enrollment in SPED credential and courses (i.e., SPED 110, SPED 371 ,and SPED 250) through partnerships, GE approval, and conversion to WEB	II Provide high quality programs that meet the evolving needs of our students, community, and region,	Approval of 371 and 250 for WEB and/or GE. Implementation of Future Teachers in Brea. Development of Advisement sheets and information for CAS.	SPED 371 was approved for online delivery. Continued focus on 371 for GE approval. Exploration of SPED 110 and the potential for student recruitment.
9. Induct and mentor new faculty into department; conduct search for new faculty member.	III Enhance scholarly and creative activity.	Retention of new faculty.	Retained new faculty, but our search for an early childhood special educator was unsuccessful.
10. Support faculty scholarship and teaching through development of technology skills.	III Enhance scholarly and creative activity. V Create an environment where all students have opportunity to succeed	Track technology and productivity by faculty.	Both the College of Education and the university held a technology retreat. Selected full-time faculty and part-time supervisors attended two technology trainings. Podcasting studio involvement at the college level.

MSIDT Program

University Goals	Department Goals	Accomplishments
<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p> <p>VII. Expand connections and partnerships with our region</p>	<p>1. MS Degree Program</p> <ul style="list-style-type: none"> a. Continue to work with alumni association and involve President in monthly MSIDT Team meetings b. Expand scholarship options and award first two scholarships c. Continue with MSIDT interdisciplinary team model with monthly meetings d. Interact with other 2 campus online MS degree programs e. Work with Coast Learning Systems on online curriculum development options for final projects f. Create cohort co-captain liaison pilot g. Continue to respond to regional and national audience and workplace needs h. Continue to recruit via website and other PR means i. Revise website content j. Refine 2 Student Program Handbooks for the boot-up camp and midpoint symposium orientations k. Continue to expand pool of PT faculty from within and outside university l. Continue to review and revise curriculum and textbooks m. Continue to refine program infrastructure-policies, faculty, team meetings 	<ul style="list-style-type: none"> a. Met with Kevin Cole on regular basis who attended the MSIDT Team meetings; faculty also attended MSIDT Alumni Association meetings and webinars b. \$500 Scholarships were awarded to 2 members of cohort #5 according to MSIDT Team developed nomination and selection procedures c. Monthly MSIDT Team meetings were held with scheduled time for MSIDT Faculty Community of Learners Research model d. Coordinator met with Dorota Huizinga from MS in Software Engineering and Jim Hightower from MS in Information Technology e. Coordinator contacted Bob Nash from Coast Learning Systems f. Cohort co-captains were selected and pilot process established g. Involvement with CSU Academic Technologists and alumni meetings about workplace needs h. Updated outgoing FAQ message linked to website inquiry form i. Revised website content-added MSIDT Alumni Association, additional TECHED powerpoints, and online assessment tool j. Handbooks were revised for both orientation programs k. Faculty were added from business community and CSUF IT unit l. Spring MSIDT Team meetings devoted to review of curriculum and updated textbooks and online resources m. Updated program infrastructure with cohort co-captains and scholarships.
<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p> <p>V. Create an environment where all students have the opportunity to succeed</p>	<p>2. Certificate Program</p> <ul style="list-style-type: none"> a. Continue to implement complementary 9 unit IDT certificate program to be offered through UEE-locate niche market b. Work with Nursing Department on protocol for IDT certificate incorporation/ implementation with proposed MS in Nurse Administration program to begin in AY 08-09 per funded grant with Kaiser Permanente in California. 	<ul style="list-style-type: none"> a. IDT 530 was offered as last course of cycle and faculty team reassessed working relationship with UEE especially their PR efforts for the IDT certificate program overall b. JoAnne Andre from Nursing regularly met with MSIDT Team to review MS in Nurse Administration program design and use of 3 IDT courses for certificate program to be offered as follow-up to MS in NS program; Nursing will do all the PR and marketing for the IDT certificate and curriculum will be refined with nursing focused independent project options.
<p>II. Provide high quality programs that meet the evolving needs of our students, community, and region</p> <p>IV. Make collaboration integral to our activities</p> <p>V. Create an environment where all students have the opportunity to succeed</p>	<p>3. Instructional Technology</p> <ul style="list-style-type: none"> a. Continue to refine and revise web presence; use new Macromedia/Adobe software as appropriate; b. Develop software matrix for program refinement to meet needs of professional field and workplace environment; c. Refine new course templates in BB; d. Work with library on student access and special program resources ; purchase additional software for faculty; e. Participate in campus Elluminate/ILINC web conferencing demos, etc.; f. Consider adoption of Community site in BB for 	<ul style="list-style-type: none"> a. Faculty made expanded use of BlackBoard functions with the emerging instructional technology in ID field; Carl Renold gave demo of Articulate use in IDT 510 b. Discussed new software implementation and secured training from Shariq Ahmed with web conferencing c. Revised course templates d. Worked with Susan Tschabrun from the library e. Participated in CSU systemwide Academic Technologist conference with Elluminate and

University Goals	Department Goals	Accomplishments
	alumni and student server g. Support faculty development in instructional technologies made available from lottery fund allocations: Camtasia, Articulate elearning software, CS3 Web Premium and podcasting	other vendors f. Set up community site on BB for cohort #6. g. Used program lottery funds to provide faculty with instructional hardware and software to support instruction; faculty attend training sessions on the uses of these new software and hardware program integration/implementation options
I. To ensure the preeminence of learning III. Enhance scholarly and creative activity VIII. Strengthen institutional effectiveness, collegial governance and our sense of community	4. Faculty Scholarly Activity a. Continue to foster and expand of learners research project among MSIDT Team members b. Continue to promote attendance at conferences and make conference presentations – TOHE, TECHED, NECC, AERA, etc c. Continue to work on articles on program elements and community of learners research d. Outline co-edited book on online degree programs e. Continue to use Community IDT Research site for assessment protocol, for sharing and discussing research and grant activity/ideas/efforts f. Promote graduate student/faculty joint scholarly efforts and professional development	a. BlackBoard Community section set up and used discussion of faculty scholarly activity b. Faculty presentations at two national conferences c. Faculty outlined goals for research focus d. Coedited book has been outlined with plans for focused work next AY e. BB Community site updated with research on instructional practices f. Hillary Kaplowitz participated in faculty research in IDT 545 and also presented at TECHED conference

2. a. Systematic Compilation of Student Learning Goals

The College of Education student learning goals are as follows:

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists

- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners

- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome 3: Committed and Caring Professionals

- become change agents
- maintain professional and ethical standards
- become life-long learners

These student learning outcomes are assessed throughout all master's and basic credential programs in a variety of systematic ways across the college at specific transition points, as well as in individual courses and programs of study. Common college-wide assessment at the master's level include the following:

Common College of Education assessments providing data on what candidates know and are able to do Master's Programs	Who gathers and analyzes the data?	How are the findings used?	Date of the last program review
<p>Diversity Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey requires students to use California Ed-Data (www.ed-data.k12.ca.us) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds.</p>	College staff gather data; College assessment committee and department faculty analyze	Data are reported to accrediting bodies, the college assessment committee, and department faculty. The August 2007 faculty retreat included departmental examination of the midpoint and exit survey to determine areas of strength and areas to strengthen.	National and state re-accreditation visit November 2007
<p>Diversity Assignment This assignment requires that college graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners. An assignment in each graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria.</p>	Individual department rubric used to assess. College staff gather data; College assessment committee and department faculty analyze		
<p>Writing Assessment This assignment requires that students demonstrate graduate-level writing skills. A writing assignment early in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at http://ed.fullerton.edu/Current/mastersStudents.html. Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the common college writing rubric. Student improvement plans are developed for candidates who do not meet the minimum level of competence.</p>	College staff gather data; College assessment committee and department faculty analyze	The midpoint and exit survey ask the same questions, allowing for a comparison as students move through the program	
<p>Midpoint Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint. There are 25 questions in this 10-15 minute survey; questions ask for student opinions of coursework, faculty, support, and content on a Likert scale rating</p>	College staff gather data; College assessment committee and department faculty analyze		
<p>Exit Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after they have completed the program. There are 25 questions in this 10-15 minute survey; questions ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.</p>	College staff gather data; College assessment committee and department faculty analyze		

Common College of Education assessments providing data on what candidates know and are able to do Basic Credential Programs	Who gathers and analyzes the data?	How are the findings used?	Date of the last program review
<p>Candidate Dispositions are assessed during the interview for program admission. http://coeonline.fullerton.edu/Accreditation2007/ConceptualFramework/ConceptFramework.htm</p>	Admission to Teacher Education faculty	As one measure to establish applicant suitability for the teaching profession	State re-accreditation visit November 2007
Midpoint assessment on the California Teaching	Field supervisor and master	To determine program continuation and	

Performance Expectations occurs at program midpoint and upon completion of credential program.	teacher	program completion	
CSU Exit Survey queries students upon program exit of their perceptions of the quality of the teacher preparation program and self- perceptions of their readiness to teach.	Survey are electronically gathered, and analyzed by College of Education staff and college assessment coordinator	Faculty, college assessment committee, and departments examine data and compare to “year out study” (see Chancellor’s Office Assessment below) and utilize for programmatic improvement	
CSU Chancellor’s Office Credential Graduates Self Assessment of Preparation to Teach upon the completion of their first year of teaching and their supervisors’ perceptions of that first year teacher preparation to teach.	Data analysis conducted by the Chancellor’s Office Center for Teacher Quality	Each campus receives annually a detailed report of results which are reviewed by the dean, chairs, and college faculty. Results are used for programmatic improvement	

A complete detailed description of both the College of Education Assessment System and data analysis of student performance of knowledge, skills, and dispositions are available at <http://coeonline.fullerton.edu/Accreditation2007/>.

Educational Leadership Department

CHART OF EDUCATIONAL EFFECTIVENESS

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?	Date of the last program review for the degree program
MS in Education with a Concentration in Educational Administration	Yes	CCTC Standards & on syllabi	Students provide evidence in the capstone course, EDAD566, that they have met all of the seven standards for competence. Students are also assessed using College of Education writing rubric, a mid-point assessment of progress, and they complete a master’s project.	Every 5-7 years NCATE and CCTC visit our campus to determine how well our program meets the accreditation standards. They review evidence that the education unit and the department aggregates student assessment and program evaluation data and that the department takes steps to implement improvements based on the analysis of these data.	The data is reported to the department and to the Council of Educational Leadership Students which provides feedback to the department. The department then makes on-going adjustments to the program base on the analysis of the data and student feedback.	joint CCTC and NCATE visit November of 2007.
EDD in Educational Leadership	Yes	Degree Proposal & on syllabi	Qualifying Examination; Proposal Defense; Dissertation Defense	Every 5-7 years NCATE visits our campus to determine how well our program meets the accreditation standards. They review evidence that the education unit and the department aggregates student assessment and program evaluation data	The degree proposal sets up a detailed assessment and program improvement process that includes the Ed.D. Program Advisory Board, the	joint CCTC and NCATE visit November of 2007

				and that the department takes steps to implement improvements based on the analysis of these data.	Ed.D. Faculty Group and the Executive Board. An Annual Evaluation Report is developed each year. In addition Education Code Section 66040.7 requires specific data to be collected each year and reported to the Legislature and the Governor.	
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ED.D. PROGRAM	
Program Objectives & Student Learning Outcomes	
Graduates of the Program will be:	
I. Experts in Educational Leadership Program Objective	
Student Learning Outcomes	
<ul style="list-style-type: none"> a. <i>Who possess a deep understanding of the complex nature of learning and teaching so that they are able to guide and assist instructional practice.</i> b. <i>Who understand the needs of adult learners and can apply the theories found in the androgogy¹ literature to the process of educational reform.</i> c. <i>Who are skilled users of techniques for forecasting, planning, and management of change processes in education including use of technology as a resource.</i> d. <i>Who are aware of cutting-edge technologies and how they can be used to enhance teaching, learning, and leadership of the educational enterprise.</i> 	
II. Professionals Whose Practice is Informed by Scholarly Literature	
<ul style="list-style-type: none"> a. <i>Who will critique informal ideas about best practice on the basis of the literature.</i> b. <i>Who will have a sense of the limits of the literature, as to its applicability to the work of educational professionals, its fundamental validity and reliability, and as to questions of which groups are empowered or marginalized by what is implied in the literature.</i> c. <i>Who will foster and encourage best practices within their organizations, based on critical analysis of scholarly literature.</i> d. <i>Who can develop with their colleagues and subordinates the ability to participate in communities of learning based on reflective practice and critique of the scholarly literature.</i> e. <i>Who can define, contrast, and evaluate the multiple perspectives presented in the scholarly literature regarding education.</i> f. <i>Who can critique proposals for research and/or program implementation.</i> g. <i>Who can broker consultants and researchers in pursuit of organizational goals, independently assessing organizational needs and matching consultant / researcher skills and proposals to those needs.</i> 	
III. Reflective Practitioners	
<ul style="list-style-type: none"> a. <i>Whose professional experience is systematically engaged, compared, and critiqued in classroom and other learning experiences.</i> b. <i>Whose professional experience will be brought to bear on the areas of their study, finding relevance and application for principles derived from the literature.</i> 	
IV. Critical Thinkers	

¹ As distinguished from *pedagogy*, the Greek root [ped] makes reference to children, *androgogy* references the art and science of teaching adults.

<ul style="list-style-type: none"> a. <i>Whose thinking is probabilistic, recognizing the indeterminacy of educational and social contexts.</i> b. <i>Whose professional thinking is marked by hypothetical reasoning, meaning that conclusions are remorselessly yet robustly tentative, open to falsification on the basis of new valid and reliable data.</i> c. <i>Who exhibit a bias for evidence in decision-making, preferring strongly evidence that is systematic and gathered from multiple sources and via sound means of collection, which are tested against the scholarly literature, and the realities of changing circumstances.</i>
<p>V. Change Agents</p> <ul style="list-style-type: none"> a. <i>Whose knowledge of research enables them to interpret findings, make judicious applications of research, and advise others in policy positions.</i> b. <i>Who are able to undertake first-hand investigations of local problems using applied research and appropriate methods for generating valid and reliable results.</i> c. <i>Who are able to select applied research that addresses significant questions and ground it within the general framework of the scholarly literature.</i> d. <i>Who use research results and a sophisticated understanding of organizational structures, cultures, and institutional networks to foster positive reform efforts within their organizations and across educational institutions.</i>
<p>VI. Self-Aware and Ethical Professionals</p> <ul style="list-style-type: none"> a. <i>Who will seek contexts and means for professional-life-long learning and connections with scholarly literature.</i> b. <i>Who will demand sophisticated feedback on their own performance and that of others, informed by scholarly understandings.</i> c. <i>Who understand that education is embedded in a network of social and political structures that can be influenced and also will exert powerful influences on the educational process at all levels.</i> d. <i>Who understand and support the ethical expectations of the education profession and strive to make their professional practice serve the needs of students and the community.</i>
<p>VII. Professionals Who Value Diversity</p> <ul style="list-style-type: none"> a. <i>Who understand how their life histories shapes their views about the literature, organizations, and groups and who understand how to create collaborative environments that welcome and serve diverse members—cultural/linguistic diversity, gender, ableness, and age-span differences.</i> b. <i>Who work to shape learning communities at their sites that are more humane and responsive to all students and are open to the wider community.</i>

**COMMISSION ON TEACHER CREDENTIALING STANDARDS FOR
PRELIMINARY ADMINISTRATIVE CREDENTIAL PROGRAMS**

These standards are also used for the MS in Educational Administration:

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

- 10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.
- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.
- 11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.

- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.
- 12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.
- 12(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- 13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 14(h) Each candidate engages in professional and personal development.
- 14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 14(k) Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.
- 15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- 15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
- 15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Elementary and Bilingual Education Department

CHART OF EDUCATIONAL EFFECTIVENESS

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?	Date of the last program review for the degree program
Multiple Subject Credential	Y <u>Outcome 1: Knowledgeable and Competent Specialists</u> a) demonstrate strong foundation in subject matter or field of study b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field c) demonstrate ability to use technology as a resource <u>Outcome 2: Reflective and Responsive Practitioners</u> a) promote diversity b) make informed decisions c) engage in collaborative endeavors d) think critically <u>Outcome 3: Committed and Caring Professionals</u> a) become change agents b) maintain professional and ethical standards c) become life-long learners	In COE accreditation documents and course syllabi. Our program is also aligned with the CA Teaching Performance Expectations available at http://faculty.fullerton.edu/edell/MTSUP%20docs/TPEs.pdf	Credit on all coursework to date (CR = Grade of B or better) Score at a level of “skilled” on signature assignments to date (scored by instructors using common rubric); or CA TPAs when implemented. Passing score on fieldwork evaluations by master teacher and supervisor. Passing score on student teaching evaluations by master teacher and supervisor. Verification of EL teaching requirement. Verification of GATE/SPED teaching requirement (signature sheet). Verification of completion of U.S. Constitution requirement. Verification of reading/language arts competencies. (signature sheet) CPR training certificate. Successful completion of Bachelor’s degree.	Block leaders, MSCP and TPA (when applicable) Coordinator interpret the data and share findings with faculty and the Department Chair. Students, supervisors and master teachers complete necessary forms and submit to block leader. MSCP and TPA coordinator oversees assessment process. Forms and other information is available at http://faculty.fullerton.edu/edell/	Findings are used to assist students in future placements and/or remediation; make program/course refinements; and reported to accrediting agencies.	Reviewed by CTC and NCATE in fall 2007.
Curriculum and Instruction	Y <u>Outcome 1: Knowledgeable</u>	In COE accreditation documents and course syllabi.	Pass writing proficiency requirements and capstone class	EDEL 511 instructor, Graduate Writing Committee, and capstone	Findings are used to improve students’ writing skills, individual courses (e.g.,	Reviewed by NCATE in fall 2007.

	<p><u>and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p> <p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents</p> <p>b) maintain professional and ethical standards</p> <p>c) become life-long learners</p>	<p>In addition, courses in our program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at http://www.nbpts.org/the_standards/the_five_core_propositio</p>		<p>instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.</p>	<p>course content, rigor, objectives, instructional strategies, requirements, and materials)</p>	
Educational Technology	<p>Y</p> <p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p>	<p>In COE accreditation documents and course syllabi.</p> <p>Courses in our program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at http://www.nbpts.org/the_standards/the_five_core_propositio</p>	<p>Pass writing proficiency requirements and capstone class</p>	<p>EDEL 511 instructor, Graduate Writing Committee, and capstone instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.</p>	<p>Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials)</p>	<p>Reviewed by NCATE in fall 2007.</p>

	<p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents</p> <p>b) maintain professional and ethical standards</p> <p>c) become life-long learners</p>	Instructors are also guided by ISTE standards.				
Bilingual/Bicultural Education	<p>Y</p> <p><u>Outcome 1: Knowledgeable and Competent Specialists</u></p> <p>a) demonstrate strong foundation in subject matter or field of study</p> <p>b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field</p> <p>c) demonstrate ability to use technology as a resource</p> <p><u>Outcome 2: Reflective and Responsive Practitioners</u></p> <p>a) promote diversity</p> <p>b) make informed decisions</p> <p>c) engage in collaborative endeavors</p> <p>d) think critically</p> <p><u>Outcome 3: Committed and Caring Professionals</u></p> <p>a) become change agents</p> <p>b) maintain professional and ethical standards</p> <p>c) become life-long learners</p>	<p>In COE accreditation documents and course syllabi.</p> <p>Courses in our program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at http://www.nbpts.org/the_standards/the_five_core_propositio</p>	Pass writing proficiency requirements and capstone class	EDEL 511 instructor, Graduate Writing Committee, and capstone instructor. If a student does not meet writing proficiencies in EDEL 511, student must present evidence of meeting writing requirements to Graduate Writing Committee before he/she is allowed to enroll in capstone class. Capstone class instructor evaluates final project.	Findings are used to improve students' writing skills, individual courses (e.g., course content, rigor, objectives, instructional strategies, requirements, and materials)	Reviewed by NCATE in fall 2007.

Reading Department

GRADUATE PROGRAMS
<p>Student Learning Goals: The MS in Education with a concentration in Reading program is designed to help qualified individuals gain the technical knowledge and scholarship requisite to becoming reading/language arts specialists. This professional program is based on and combined with sound preparation in the liberal arts and sciences. The curriculum proposes an interdisciplinary approach to the preparation of the professional specialist in reading/language arts who can attain a leadership role in public and private schools.</p>
<p>How Assessed: Graduate students are assessed through coursework starting with an entry course, READ 501, Self-Assessment of Professional Competencies, which is carefully aligned to our mission and with the NCATE and CTC standards. READ 501 includes multiple assessment protocols along with instructional activities that satisfy the graduate writing requirement. We have established an assessment system to evaluate student success and persistence in our graduate programs in two ways. First, the College-wide assessments include a diversity assignment, a writing assessment, a diversity survey, a midpoint survey and an exit survey. Second, the department collects scores on key course assignments that have been identified and tailored to meet professional standards, and conducts a department-specific exit survey. College-wide assessments are collected by the College assessment coordinator. Department assessments are collected within the department. All assessments are reviewed at department faculty meetings to identify areas of strength and needs.</p>

Secondary Education Department

CHART OF EDUCATIONAL EFFECTIVENESS

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?	Date of the last program review for the degree program
MSE EDSC	<p>KNOWLEDGEABLE & COMPETENT SPECIALISTS Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource</p> <p>REFLECTIVE & RESPONSIVE PRACTITIONERS Promote diversity Make informed decisions Engage in collaborative endeavors</p>	<p>Student learning Outcomes are outlined in the College Conceptual Framework and also included in the MSE Student Handbook identified in course syllabi.</p>	<p>Diversity Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey will require students to use California Ed-Data (www.ed-data.k12.ca.us) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds.</p> <p>Diversity Assignment This assignment requires that secondary education graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners. An assignment in the graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria.</p> <p>Writing Assessment This assignment requires that secondary education graduate students demonstrate graduate-level writing skills. A writing assignment in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at http://ed.fullerton.edu/Current/mastersStudents.html. Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the writing rubric. Student Improvement Plans are developed for</p>	<p>College of Education staff analyze survey data.</p> <p>Department rubric is used for evaluation by EDSC 540 instructor</p> <p>College-wide rubric is used for evaluation by EDSC 536 instructor</p>	<p>Data is reported to accrediting bodies and department committees for interpretation and use for program improvement .</p> <p>Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.</p>	NCATE Accreditation, 2007.

<p>Think Critically COMMITTED & CARING PROFESSIONALS Become change agents Maintain professional and ethical standards Become life-long learners</p>	<p>candidates who do not meet the minimum level of competence.</p>		
	<p>Midpoint Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating</p>	<p>College of Education staff analyze survey data</p>	
	<p>Exit Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after they have completed the program. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.</p>	<p>College of Education staff analyze survey data</p>	
	<p>Culminating Experience Options Options for candidates include comprehensive examination, project, or thesis. Project options include a curriculum project, journal article, NBPTS submission, or grant application. Rubrics and detail on options are found at http://ed.fullerton.edu/SecEd/Gradprgm/MSE_Guide/Index.htm</p>	<p>Two graduate faculty review each product</p>	

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?	Date of the last program review for the degree program
Single Subject Credential Program	<p>KNOWLEDGEABLE & COMPETENT SPECIALISTS Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource</p> <p>REFLECTIVE & RESPONSIVE PRACTITIONERS Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically</p> <p>COMMITTED & CARING PROFESSIONALS Become change agents Maintain professional</p>	<p>Student learning Outcomes are outlined in the College Conceptual Framework and also identified in course syllabi.</p> <p>California Teaching Performance Expectations are posted on the Web at http://ed.fullerton.edu/SecEd/TPA/TPEs.htm, aligned with the COE Student Learning Outcomes, and also identified in course syllabi and candidate evaluations.</p>	<p>Candidate Dispositions are assessed during the interview for program admission. This form is found at http://ed.fullerton.edu/SecEd/STHandbook/Forms/PRE-5.doc.</p> <p>Midpoint assessment on the Teaching Performance Expectations is assessed via the TPE: Extern Level of Proficiency, found at http://ed.fullerton.edu/SecEd/STHandbook/Forms/EL-3.doc and also the First Semester Final Evaluation found at http://ed.fullerton.edu/SecEd/STHandbook/Forms/EL-4.doc.</p> <p>Assessment on the Teaching Performance Expectations are completed via the TPE Level of Proficiency: Student Teacher Midterm Evaluation, found at http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-1.doc and the Student Teacher Final Evaluation, found at http://ed.fullerton.edu/SecEd/STHandbook/Forms/STI-2.doc.</p> <p>Teaching Performance Assessment consists of four tasks. Details on this assessment is found at http://ed.fullerton.edu/SecEd/TPA/Index.htm.</p>	<p>The interviewing team completes the form; data is aggregated and analyzed by Department Chair.</p> <p>University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair</p> <p>University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair</p> <p>Tasks are assessed by state-certified assessors; data is aggregated and analyzed by Department Chair</p>	<p>Data is reported to accrediting bodies and department committees for interpretation and use for program improvement</p> <p>Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.</p>	NCATE Accreditation, 2007.

	and ethical standards Become life-long learners					
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Special Education Department

CHART OF EDUCATIONAL EFFECTIVENESS

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How are the findings used?	Date of the last program review for the degree program
MSE SPED	KNOWLEDGEABLE & COMPETENT SPECIALISTS Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource REFLECTIVE & RESPONSIVE PRACTITIONERS Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically COMMITTED & CARING PROFESSIONALS Become change agents Maintain professional and ethical standards Become life-long learners	Student learning Outcomes are outlined in the College Conceptual Framework and also included in the MSE Student Handbook identified in course syllabi.	Diversity Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data about our graduate student experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey will require students to use California Ed-Data (www.ed-data.k12.ca.us) to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds. Diversity Assignment This assignment requires that secondary education graduate students demonstrate their knowledge and skills in teaching and supporting diverse student learners. An assignment in the graduate program sequence has been identified as the Diversity Assignment. Students complete the assignment as required in the course and the assignment is evaluated according to the instructor's criteria. Writing Assessment This assignment requires that secondary education graduate students demonstrate graduate-level writing skills. A writing assignment in the graduate program sequence has been selected for additional evaluation via a common rubric for assessing writing. This rubric is available at http://ed.fullerton.edu/Current/mastersStudents.html . Students complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the writing rubric. Student Improvement Plans are developed for candidates who do not meet the minimum level of competence. Midpoint Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs at the midpoint. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating Exit Survey http://ed.fullerton.edu/Current/mastersStudents.html This assignment enables the College of Education and related programs to compile data regarding student experiences in our graduate programs after	College of Education staff analyze survey data. Department rubric is used for evaluation by SPED 529 instructor College-wide rubric is used for evaluation by SPED 531,532, or 535 instructor	Data is reported to accrediting bodies and department committees for interpretation and use for program improvement. Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.	NCATE Accreditation, 2007.

			they have completed the program. There are 25 questions in this 10-15 minute survey; most ask for student opinions of coursework, faculty, support, and content on a Likert scale rating.			
			Culminating Experience Options Options for candidates include comprehensive examination, project, or thesis.	Two graduate faculty review each product		

Degree name	Formal student learning outcomes developed? (y/n)	Where are these outcomes published?	Other than GPA, what data is used to determine that graduates have achieved stated outcomes for the degree? (eg. capstone courses, portfolio, licensure examinations)	Who interprets the evidence? What is the process?	How re the findings used?	Date of the last program review for the degree program
Education Specialist Credential Program	KNOWLEDGEABLE & COMPETENT SPECIALISTS Demonstrate a strong foundation in subject matter knowledge or field of study Demonstrate strong understanding and implementation of pedagogical skills or skills in their field Demonstrate ability to use technology as a resource REFLECTIVE & RESPONSIVE PRACTITIONERS Promote diversity Make informed decisions Engage in collaborative endeavors Think Critically COMMITTED & CARING PROFESSIONALS Become change agents Maintain professional and ethical standards Become life-long learners	Student learning Outcomes are outlined in the College Conceptual Framework and also identified in course syllabi. California Teaching Performance Expectations are posted on the Web at http://ed.fullerton.edu/SecEd/TPA/TPEs.htm , aligned with the COE Student Learning Outcomes, and also identified in course syllabi and candidate evaluations.	Candidate Dispositions are assessed during each fieldwork experience.	The interviewing team completes the form; data is aggregated and analyzed by Department Chair.	Data is reported to accrediting bodies and department committees for interpretation and use for program improvement. Students who fail to meet the minimal competence must repeat or select an alternate plan; at this time, we have not yet aggregated or analyzed data.	NCATE Accreditation, 2007.
			General Education Fieldwork Competencies assessment is based on the Teaching Performance Expectations.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair		
			Reading/RICA Competencies are assessed during associated coursework and the general education fieldwork experience.	University supervisors, course instructors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair		
			Special Education Fieldwork Competencies assessment is based on the CACTC, CEC, and Department competencies. They are specific to four specialty areas: Mild/Moderate, Moderate/Severe, ECSE Infant/Toddler, and ECSE Preschool.	University supervisors, master teachers, and program advisors complete the evaluations; data is aggregated and analyzed by Department Chair.		

MSIDT Program

GRADUATE PROGRAMS

Student Learning Goals: The College of Education's mission statement highlights the focus of the MS in Instructional Design and Technology program on its preparation of graduates who have a deep understanding of the concepts, issues, and practices of learning and curriculum issues in an information age. Specifically, the MSIDT program helps prepare professionals to design, evaluate and manage learner-centered curriculum and professional training in a variety of educational settings (pre-K, K-12, community college, higher education, or extended education) and workplace environments-corporate, social services, government, military, etc. The program enables instructional design professionals to identify and analyze problems and to use advanced technology tools appropriately to generate instructional solutions in a way that is meaningful and effective in order to improve learning and performance. The program also prepares professionals who are leaders in their field aware of current trends and technologies, who can manage and respond to rapid change in their workplace environments, and who are effective problem-solvers in team settings to accomplish learning and training focused tasks. Thus, incorporated within every course of the MSIDT degree structure is a variety of instructional strategies and learning opportunities. These common program elements include:

Assessment/Evaluation- ability to critically discriminate, compare, and select appropriate criteria, and effectively implement methodology for developing an effective instructional product.

Collaboration - ability to work productively in team or collaborative settings to achieve common goals or purposes.

Critical Thinking and Problem Solving -ability to critically analyze, evaluate and synthesize information as well as effectively generate, select, and apply appropriate solutions to solve problems in the development and implementation of the instructional product based on reasoned rationale.

Media Literacy - ability to compare, discriminate, design, implement and assess various media sources in the development and implementation of the instructional product.

Research-advanced ability to conduct, evaluate, interpret, and synthesize research and apply theoretical ideas to the development and implementation of an instructional product in a practical setting.

Written Communication – advanced ability to effectively and critically present ideas in a logical framework in a variety of written forms with proper language structure and mechanics.

How Assessed: The MSIDT Program has developed a comprehensive assessment plan based on the nine principles of best practice as presented by the American Association of Higher Education Assessment Forum (1992). Basically, we utilize both formative and summative evaluation methodologies along with authentic assessment. As described below, there are course specific assessments linked to the instructional strategies and the Common Program and Course Elements, along with an ongoing CD portfolio after each term segment, a community of learners outcome survey (data utilized by the faculty team as part of their own research study), and a culminating capstone assessment in the final project and practicum expectations. We believe that assessment requires attention to outcomes but, also, equally to the experiences that lead to those outcomes. We also espouse that assessment works best when it is ongoing not episodic. Indeed some of the faculty in this program focused part of their Ph.D. work on evaluation research and have been on national committees related to assessment with both the AAHE Assessment Forum and the National Center for Postsecondary Teaching and Learning. One has also served as the co-director of the Western Region Assessment conference for 10 years sponsored by CSU Fullerton each March.

As mentioned above, each course makes use of multimodal assessment methodologies to document learning. For example, students prepare and submit individual and team-designed projects, prototype projects, online and group discussions, demonstrations, discussion papers and readings, research and learning application activities, research papers, annotated bibliographies, software, web-based or Beta prototype evaluations, midterm and final exams, and self assessments. Students are required to compile a cumulative electronic portfolio (on CD) of their selected coursework for final evaluation. The electronic portfolio is submitted by the student at the end of each 16-week segment and again at the conclusion of the program for evaluation and is included in their individual file folder in the MSIDT program office. The portfolio serves as a cumulative indicator of student progress and as another vehicle for authenticating student work and is the framework for a formal Reflection Prompt during the Midpoint Symposium.

The faculty play a critical role in defining the expected outcomes of student learning. Our MSIDT Team faculty are willing to accept responsibility for this role and to work toward effective assessment practices, collaboratively and

continuously. Throughout all these assessment methodologies, students are given ongoing feedback about their work along with their own reflections through rubrics, written feedback, emails and phone conversations, if necessary. Indeed one of the purposes of the Midpoint Symposium is to meet with a faculty point person to discuss the work to date over 3 term segments and make adjustments for their learning goals and lay the groundwork for the specialized outcome assessment strategy which is the culminating project and practicum. The Program Coordinator regularly checks with the faculty team about student progress and assists in the feedback to individual students about specific courses – expectations, achievement, outcomes -as necessary. Specific student learning needs are also part of the meeting agenda for the MSIDT Team. The faculty have made presentations about the assessment data on a regular basis at a variety of local and national conferences and have developed a Collaborative Research Team and Community of Learners model with an hour of each MSIDT Team meeting devoted to our research and a variety of publications and pragmatic scholarship over the years.

Summary of Research-2007-08:

MSIDT faculty participated in a self evaluation study to assess their instructional and community building strategies. The purpose of this research was to understand and identify the strategies that continue to be integrated into online instruction. The quality of the MSIDT program is exceptional and identifying the exemplary practices of the faculty is necessary to inform and educate others about effective online instruction. The results of this research were presented at TechEd International Conference in spring 2008. The conference session was well attended and positive attendee feedback about our instructional practices and the presentation were noted by TechEd administration. The research was presented by Cynthia Gautreau, Barbara Glaeser and Chris Street. Furthermore, an article is being written about the research findings. The article will be a collaborative effort among each of the MSIDT faculty.

Future Research Goals:

A future research goal for the MSIDT faculty will be to continue to self evaluate instructional practices. Furthermore, faculty will assess the use of innovative instructional strategies, namely video conferencing opportunities to provide students with a robust and high quality education. As faculty readily apply the use of video conferencing into their instruction, they will assess its effectiveness, benefits, and potential disadvantages

Finally, as we continue to work through each aspect of this program, we have been in a continual process of ongoing refinement each year and with each new cohort similar to one of the best practices in assessment as presented by the AAHE Assessment Forum. Each spring the MSIDT team members review the curriculum, the software and our orientation programs to make refinements and adaptations as necessary. For example, we have added more assistive technology to the program, updated the software protocol with each cohort based on currency in the field and with universal protocols such as through Macromedia or Adobe, expanded our faculty team membership, refined our BB course templates, revised our interview protocol with some problem solving questions (due to a couple student experiences we had observed), the MSIDT website and outgoing email inquiry response. We created expectations for student interaction in the discussion forums, online communications, emails, etc. to more fully recognize cultural and gender differences.

2. b.

All programs in the College have student learning outcomes/goals. Please see 2.a. for a complete description.

3. Concurrent Professional Accreditation – the following responses are true for all credential and master’s programs in the College of Education:

a. Date of most recent accreditation action by the agency or organization.

The education unit at CSUF was last reviewed by a joint national and state accreditation team in November 2007. The college received full re-accreditation by both national and state accrediting agencies in the spring semester 2008.

b. Key issues for continuing attention identified in the accreditation action letter or report. **None for any of the college programs. One of the examiners used the term “clean sweep” to describe how well each of the programs had met all program standards, and how well the programs collectively fared in the evaluation process.**

c. Key performance indicators as required by that agency or selected by your degree program as “measures of educational effectiveness” (e.g., licensure, board, or bar pass rates; admissions to doctoral programs; employment rates of alumni three- or five-years after graduation; etc.)

The national accrediting agency – National Council for Accreditation of Teacher Education (NCATE) - sets unit standards which now require the collection of like data across all programs that can be electronically aggregated and disaggregated for comparison purposes and to foster program improvement where needed. The college-wide assessment system requires student assessment at specific transition points in both credential and master’s programs. These include pre-admission assessment, writing assessment, assessment of candidate suitability to teach in diverse settings, mid-point, exit and year-out assessments, and field-based assessments done by both university supervisors and master teachers. The (California) Commission on Teacher Credentialing (CTC) sets standards for each of the credential programs. Many of the same assessments stated above provide student assessment data for key transition points. These are reported every two years to the CTC.

d. For at least one indicator for each program, provide up to three years of trend data, if available or indicate plans to systematically acquire such evidence.

Please go to <http://coeonline.fullerton.edu/Accreditation2007/> for a thorough report of both the college assessment system and for student assessment reports.

4. Faculty (and Staff) Scholarly and Creative Activities

Educational Leadership Department

The department faculty did not have publications this year that completed the process to publication.

Books

Cox, J. & Cox, K.B. (2008). Your opinion, please! How to build the best questionnaires in the field of education. *Thousand Oaks, CA: Corwin Press.*

Book Chapters

Choi, D. (*in press*). New Possibilities for Critical Education Research: Uses for Geographical Information Systems (GIS) in Apple M. W. & Au, W. (2008). *International Handbook for Critical Education*. New York: Routledge.

Refereed Articles

Choi, D. (*under review*) "The Impact of Competing Definitions of Quality on the Geographical Distribution of Teachers" *Education Policy*

Choi, D. (*under review*) "Understanding the impact of district-level decision making on the distribution of teacher quality" Article submitted to the *TC Record*.

Wright, W. E., & Choi, D.(2006). The Effects of language and high-stakes testing policies on elementary school English language learners in Arizona. *Education Policy Analysis Archives*, 14(13).

Choi, D. (2002) A Review of At War With Diversity: US Language Policy in an Age of Anxiety." *Education Review*

Cox, K.B. (2008). What's working in Whittier. *Educational Leadership*, 65(8), Online www.acsd.org/el.

Stichter, K. (2008, Spring) Student School Climate Perceptions as a Measure of School District Goal Attainment and Policy Decisions, *Journal of Educational Research & Policy Studies*, (In press)

Technical Reports

Tushnet, N., Heredia, A., Choi, D., Ochoa, I., Pedroza, V. (2007) Annual Evaluation of the California Comprehensive Center (2007-2008), WestEd; PR/Award #S283B050032

Heredia, A., Flaherty, J., Choi, D., Pedroza, V. (2007) Evaluation of the Superintendent's Urban Principal Initiative of the Miami-Dade County Public Schools; Second Annual Evaluation; WestEd

Choi, D. (2001, 2002, 2003, 2004) *Year 1, 2 and 3* Evaluation of 21st Century Learning Center: Salinas City Elementary School District-*a* federally funded grant from the US Department of Education focused on after-school programs for students and their families, *FY 2001-2004*

Choi, D. (2001, 2002) *Year 1, 2 Evaluation Report of the Los Angeles Unified School District District-wide Report: English Language and Intensive Literacy Program; CA Dept of Ed 2001-2002*

Choi, D. (2000, 2001) *Year 1, 2 Evaluation Report – King Elementary School, Santa Ana Unified School District; Title VII (now Title III under No Child Left Behind) System-Wide Evaluation, Assessment of Student Achievement, FY 2000-01*

Choi, D. (2001) *Year 2 Performance Report--Project 2 CLAD: Inclusive Education for All Students Title VII (now Title III under No Child Left Behind); Bilingual Education-Professional Development, FY00-01*

Refereed Papers Before Professional Conferences

Choi, D. (2008) "Understanding the impact of district-level decision making on the distribution of teacher quality" Presented at the Annual Meeting of the American Educational Research Association, New York City, New York

Choi, D. (2008) "The Impact of Competing Definitions of Quality on the Geographical Distribution of Teachers" Presented at the Annual Meeting of the Hawaii International Conference on Education; Honolulu, HI

Wright, W.E. and Choi, D. (2006) "Voices from the Classroom: A Statewide Survey of Experienced 3rd Grade ELL Teachers on the Impact of Language and High-Stakes Testing Policies in Arizona" Presented at the Annual Meeting of the National Association for Bilingual Education (NABE)

Choi, D. (2006). "Late-Entry Immigrant Students and Their Pathways to Postsecondary Education." Paper presented at the annual meeting of the University of California Linguistic Minority Research Institute (UC LMRI)

Choi, D.S. and Rosenzweig, S. (2005) "Adequacy Cases Affecting English Learners in California and Arizona" presented at the annual meeting of the University of California Linguistic Minority Research Institute, 5/ 2005

Elementary and Bilingual Education Department

Published Books and Monographs (but not self-published or course packs)

Donoghue, M. R. (in press). *Language arts: Integrating skills for classroom teaching*. Thousand Oaks, CA: Sage.

Guillaume, A. M. (2008). *K – 12 Classroom Teaching: A Primer for New Professionals*. 3rd edition. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Published Book Chapters

Calfee, R.C., & Norman, K. A. (2007). Writing development: Curriculum, instruction and assessment. In B. Guzzetti (Ed.), *Literacy for the new millennium, Volume 2 Childhood Literacy*. Westport, CT: Praeger.

Refereed Journal Articles

Cox-Petersen, A. M., & Olson, J. K. (2007). Using drawings as an alternative assessment measure for English language learners. *Science & Children*, 44 (6), 46-49.

Crawford, T. (2008). Winning the epistemological struggle: Constructing a cultural model of shared authority in an elementary classroom. *Teachers College Record*, 110(8).

Donoghue, M. R. (2008). {Review of the book *The Last Word*.} *Childhood Education*, 84 (4), 243-244.

Donovan, L., Hartley, K., & Strudler, N. (2007). Teacher concerns during initial implementation of a one-to-one laptop initiative at the middle school level. *Journal of Research on Technology in Education*, 39 (3), 269-283.

Fitts, S., Winstead, L., Weisman, E.M., Flores, S.Y. and Valenciana, C. (In Press). Coming to voice: Preparing bilingual-bicultural teachers for social justice. *Equity and Excellence in Education*.

Klecka, C., Donovan, L., & Fisher, R. (2007). In their shoes: Teacher educators' reframing portfolio development from the students' perspective. *Journal of Computing in Teacher Education*, 24 (1), 31-36.

Klecka, C.L., Donovan, L., Venditti, K., & Short, B. (Winter, 08). Who is a teacher educator? Performance of teacher educator identity through portfolio development. *Action in Teacher Education*.

Knutson Miller, K., Dunlap, C.Z., and Gonzalez, A. (2007). The Impact of Freshmen Year Community-Based Service-Learning Experience on the Achievement of Standards Articulated for Teacher Candidates. *The School Community Journal*, 17 (2), 111-121.

Ponder, J. (2008). [Review of the book Pledging allegiance: The politics of patriotism in America's schools]. *Theory and Research in Social Education*, 35(4), 672-675.

Weisman, E., Flores, S., & Valenciana, C. (2007). Building bilingual-bicultural learning communities: Experiences of Latino teacher candidates. *Journal of Hispanic Higher Education*, 6 (3), 191-208.

Weisman, E. & Hansen, L. (2007). Strategies for teaching social studies to English language learners at the elementary level. *The Social Studies* 98 (5), 180-184.

Yopp, H. K., & Stapleton, L. (2008). Conciencia Fonémica en Español (Phonemic Awareness in Spanish). *The Reading Teacher*, 61, 374-382.

Yopp, R. H. (2007). Word Links: A strategy for developing word knowledge. *Voices from the Middle*, 15(1), 27-33.

Yopp, R. H., & Yopp, H. K. (2007). Ten Important Words Plus: Building word knowledge. *The Reading Teacher*, 61, 157-160.

Newly-awarded externally-funded grants and contracts

Cox-Petersen, A., Grant, M., Kisiel, J., & Ross, D. (2007). CSU/ISI collaborative for professional development for educators. Funded by the Boeing Corporation. (\$35,000)

Geftakys, G., & Crawford, T. *Teachers and Students as Artists: A Workshop Series and Recognition Event Celebrating Art and Learning*. Awarded by the Orange County Department of Education for \$17,000.00 for fall 2007 through fall 2008.

Guillaume, A. M. & Kidd, M. (2007). *Developing Communities of Mathematics Inquiry*. Awarded by California Department of Education for \$974,181 (CSUF subcontract: \$48,452) for 2007-2008. (with Westminster School District).

Yopp, R. H., & Guillaume, A. M. *North Orange County Beginning Teacher Support and Assessment Program*. Awarded by the California Commission on Teacher Credentialing and the California Department of Education for \$346,365 (CSUF subcontract: \$85,060) for the 2007-08 year.

Reading Department

Schroeder, J. (2007). Full-day kindergarten offsets negative effects of poverty on state tests. *European Early Childhood Journal*, 15 (3).

Secondary Education Department

Books and Monographs

Kottler, E., Jeffrey, J.A., & Street, C. (2008). *English language learners in your classroom: Strategies That Work*. Thousand Oaks, CA: Corwin Press.

Kottler, E. & Gallavan, N.P. (2008) *Secrets to Success for Social Studies Teachers*. Thousand Oaks, CA: Corwin Press.

Pahl, Ron H. (2008). *Creative Ways to Teach the Mysteries of US History. Vol II*. Lanham (MD): Scarecrow Press.

Refereed Journal Articles

Au, W. (2007). Epistemology of the oppressed: the dialectics of Paulo Freire's theory of knowledge. *Journal of Critical Educational Policy Studies*, 5(2).
www.jceps.com/index.php?pageID=article&articleID=100.

Au, W. (2007). High-stakes testing and curricular control: a qualitative metasynthesis. *Educational Researcher*, 36(5), 258-267.

Au, W. (2007). Vygotsky and Lenin on learning: the parallel structures of individual and social development. *Science and Society*, 71(3), 273-298.

Ellis, M. W., & Pagni, D. (2008). Exploring segment lengths on the geoboard. *Mathematics Teaching in the Middle School*, 13(9), 520-525.

Ellis, M. W. (2008) Leaving no child behind yet allowing none too far ahead. *Teachers College Record*. 110(6).

Ellis, M. W., Grant, M., & Haniford, L. (Eds.) (2007). Reframing problems in secondary education [Special Issue]. *The High School Journal*, 91(1).

Ellis, M. W., Grant, M., & Haniford, L. (2007). Reframing problems in secondary education: Alternative perspectives, new insights, and possibilities for action. *The High School Journal*, 91(1), 1-5.

Ellis, M. W. (2007). President's choice: Constructing a personal understanding of mathematics: Making the pieces fit. *Mathematics Teacher*, 100(8), 516-522.

Fisher, D., Grant, M., Frey, N. & Johnson, C. (2008). Taking Formative Assessment Schoolwide. *Educational Leadership*, 65(4).

Fisher, D., Lapp, D. & Grant, M. (2007). What's It Take to Talk, Read, and Write Like a Scientist? *Journal of Content Area Reading*, 6(1), 45-63.

Grant, M. (Winter 2008). Writing in Science: Scaffolding Skills for Science Students. *California Reader*.

Lapp, D., Fisher, D., & Grant, M. (2008). "You can read this text -I'll show you how": Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy*, 51(5), pp. 372-383.

Other Publications

Au, W. (2008). Teaching in dystopia: high-stakes testing's stranglehold on education. *Rethinking Schools*, 22(3), 22-24.

Apple, M. W., & Au, W. (2007). Politics, theory, and reality in critical pedagogy. [Chinese translation by Yan Guan Cai]. *Comparative Education Review*, 29(9), 1-9.

Chang, B. & Au, W. (2007-2008). You're Asian, how could you fail math?: unmasking the myth of the model minority. *Rethinking Schools*, 22(2), 14-19.

Ellis, M., & Yeh, C. (2008). Walk for the paws. *Teaching Children Mathematics*, 14(9), 541-543.

Ellis, M., & Yeh, C. (2008). Coloring maps. *Teaching Children Mathematics*, 14(8), 485-487.

Ellis, M., & Yeh, C. (2008). Using your (number) sense of balance. *Teaching Children Mathematics*, 14(7), 418-420.

Ellis, M., & Yeh, C. (2008). Creative arithmetic: Exploring alternative methods. *Teaching Children Mathematics*, 14(5), 367-369.

Ellis, M., & Yeh, C. (2007). Rock, paper, scissors. *Teaching Children Mathematics*, 14(5), 309-310.

Ellis, M., & Yeh, C. (2007). How many triangles? *Teaching Children Mathematics*, 14(4), 214-216.

Ellis, M., & Yeh, C. (2007). Height in coins. *Teaching Children Mathematics*, 14(3), 170-172.

Ellis, M., & Yeh, C. (2007). Stained glass window designs. *Teaching Children Mathematics*, 14(2), 99-101.

Ellis, M., & Yeh, C. (2007). From leaks to liters: Estimating water loss. *Teaching Children Mathematics*, 14(1), 45-47.

Kottler, E. & Gallavan, N.P. (2008). Tips for Curriculum Planning with New Teachers. *NSSSA Leader* (22) 1, 13-14.

Pahl, Ron H. (2008). Leni Reifenthal–The Wicked Witch of 20th Century Germany? A Book and DVD Review. *The Social Studies*, 99:2, pp. 91-93.

Pahl, Ron H. (2007). Book Review: Just My Desire: The Life of Bess Raleigh: Wife to Sir Walter. *The Social Studies*, 98:4, pp.174-175.

Pahl, Ron H. (2007). Gitmo! Reviews of Four Recent Books about Guantanamo Bay and the Conduct of the United States in its War on Terrorism. *The Social Studies*, 98:2, pp.78-79.

Pahl, Ron H. (2007). Sailing to Jamestown 1606-1607–Five Classroom Activities 400th Anniversary. *The Social Studies*, 98:3, pp.83-87.

Pahl, Ron H. (2007).Book and DVD Reviews on the 400th Anniversary of Jamestown. *The Social Studies*, 98:3, pp.90-92.

Refereed Conference Presentations

Au, W. (March 2008). *The civics of educational inequality: high-stakes testing and the sociology of school knowledge*. Paper presented at the Annual Meeting of the American Education Research Association, New York, NY.

Au, W. (March 2008). *Discussant: Culture, Politics, and Activism: Critical Pedagogy and Content for the 21st Century*. Paper presented at the Annual Meeting of the American Education Research Association, New York, NY.

Cho, G. (January 2008). “A Hop, Skip and a Jump”: Korean Americans Bridge the Cultural Divide Through Visitation to their Heritage Homeland.” Paper presented at the Annual Hawaii International Conference on Education (HICE), Honolulu, HI.

DeCastro-Ambrosetti, D. (January 2008). *Taking the Next Step: From “School Uniforms” to “Uniforms for Schools.”* Poster presented at the Annual Hawaii International Conference on Education. Waikiki, HI.

Ellis, M., & Barney, H. (April 2008). *Developing academic language and engaging English learners (and all students) in mathematics.* Paper presented at the National Council of Teachers of Mathematics Annual Meeting, Salt Lake City, UT.

Ellis, M., & Malloy, C. E. (September 2007). *Preparing teachers for democratic mathematics education.* Paper presented at the Mathematics Education in a Global Community, Ninth International Conference, Charlotte, NC.

Frey, N., Grant, M. & Goodwin, J. (March 2008). *Moves that Matter: Building A True Learning Community.* Paper presented at the PEAK Conference, Denver, CO.

Grant, M., & Rothenberg, C. (May 2008). *Developing English Academic Discourse for Language Learners.* Session presented at International Reading Association conference, Atlanta, Georgia.

Grant, M., & Rothenberg, C. (May 2008). *Supporting English Learners Across the Content Areas: Using Language and Literacy to Implement Standards-based Curricula.* Session presented at International Reading Association conference, Atlanta, Georgia.

Kottler, E. & Gallavan, N.P. (November 2007). *Developing Literacy Skills with Diverse Learners.* Workshop presented at the Annual Conference of the National Council for the Social Studies, San Diego, CA.

Kottler, E. & Gallavan, N.P (November 2007). *Creating communities of learners: Crossing the bridge from student teacher to novice teacher.* Workshop presented at the Annual Conference of the National Social Studies Supervisors Association, San Diego, CA.

Kottler, E. (March 2008). *Linking Literacy and Social Studies Skills with Pre-Reading Strategies.* Session presented at the Annual Conference of the California Council for the Social Studies, Oakland, CA.

Ramirez, A.Y. (April 2008). *A Family Involvement Masters Course for Educators: What Teachers have Researched and Used to Increase School-Home Relations.* Paper presented at the Title I State Conference. Los Angeles, CA.

Ramirez, A.Y. (March 2008). *Scripture or Secular: The testament of one family’s experience in a Christian school.* Presentation at the National Association of Christians in Special Educators, Azusa Pacific University, Los Angeles, CA.

Ramirez, A.Y. (October 2007). *Major League Heroes: Baseball clinic for families with children with disabilities*. Paper presented for the Orange County Department of Special Education. Anaheim, CA.

Ward, S. & Au, W. (March 2008). *Civic responsibility and the challenge of high-stakes testing: exercising our right to an equitable educational system*. Paper presented at the Annual Meeting of the American Education Research Association, New York, NY. Newly-Awarded Externally-Funded Grants and Contracts.

Costa, V. and Ellis, M. W. (2007-2008). *Mathematics and Science Teachers Project*. Funded by the CSU Chancellor's Office. \$125,000.

Ellis, M. W., & Grant, M. (2007). *HELP Science: Helping with English Language Proficiency through Science*. Motorola Foundation. \$50,000.

Grant, M. (2008-2009). *Reading Institute for Academic Preparation*. Funded by the CSU Chancellor's Office. \$21,250.

Taylor, H. P. and Kottler, E. (2007-2008). *Single Subject Intern Program*. Funded by the California Commission on Teacher Credentialing, Sacramento, CA. \$175,000.

Special Education Department

Published Books and Monographs

Jung, W.S. (2008). *Understanding Students with Disabilities from Culturally and Linguistically Different Backgrounds*. Korean American Special Education Center. Anaheim, CA.

Jung, W.S. (2007). *Current Special Education Issues around the World*. China Disability Association, Yanji, China.

Refereed Journal Articles

Ferko, D., & Jung, W.S. (2007). A qualitative study of Korean Immigrant parents' participation in the IEP process: Their perceptions and barriers. *The Asia-Pacific Journal of Inclusive Education*, 4, 1-32.

Jung, W.S. (2007). Preservice Teachers' Attitudes toward Inclusion. *Education*, 128(1), 106-113.

Karge, B. D. & Lasky, B. (2007). Embracing the concept of inclusion. *The Ladder*, 8, 18-19.

Lasky, B. & Karge, B.D. (2007). Using the strategic instructional model (SIM) in juvenile correctional facilities, *The Journal of Juvenile Court, Community, and Alternative School Administrators of California*, 20, 26-32.

- Pierson, M.R., Carter, E.W., Lane, K.L., & Glaeser, B.C. (2008). Factors influencing the self-determination of transition-age youth with high incidence disabilities. *Career Development for Exceptional Individuals*.
- Pierson, M.R., & Glaeser, B.C. (2007). Using Comic Strip Conversations to increase social satisfaction and decrease loneliness in students with autism spectrum disorder. *Education and Training in Developmental Disabilities, 42*(4), 460-466.
- Stang, K.K. (2008). Janesick, Valerie, J. (2006). *Authentic Assessment Primer*. N.Y: Peter Lang Publishing, Inc. Pp. 125. *Education Review*.
- Stang, K.K. & Lyons, B.M. (2008). Effects of modeling co-teaching for preservice teachers. *Journal of Teacher Education and Special Education, 31*(3).
- Street, C., Stang, K., Gautreau, C. & Kaplowitz, H. (2008). Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement. In K. McFerrin et al. (Eds.), *Proceedings of Society for Information Technology and Teacher Education International Conference 2008* (pp. 3170-3172). Chesapeake, VA: AACE.
- Street, C. & Stang, K.K. (2008). Improving the teaching of writing across the curriculum: A model for teaching in-service secondary teachers to write. *Action in Teacher Education 30*(1).
- Street, C. & Stang, K.K. (2008). Tech talk for social studies-- Writing about Leni Riefenstahl and Nazi Germany: Using technology to access information. *The Social Studies, 99*(2), 94-96.

Refereed Conference Presentations

- Aloia, S.A. (2008, March). *Student excellence – You're involved*. 20th Annual California Partnership Academies Conference: San Diego, CA.
- Cho, E.M., & Jung, W.S. (2008, March). *Assessment and instruction: Asian American ELLs*. California Association of School Psychologist: San Francisco, CA.
- Howell, E.J., & Pierson, M.R. (2008, March). *Developing comic strip conversations and social stories for students with autism spectrum disorder: Research to practice*. National Association of Christian Special Educators: Azusa, CA.
- Howell, E.J., Pierson, M.R., & Pullen, J.H. (2008, March). *The impact of inclusive Sunday school for children with disabilities: Family perspectives*. National Association of Christian Special Educators: Azusa, CA.
- Jung, W.S. (2007, October). *Current special education issues around the world*. China Disability Association: Yanji, China.

- Jung, W.S. (2007, August). *Self esteem among Asian International and Caucasian college students*. American Psychology Association: San Francisco, CA.
- Jung, W.S. (2007, June). *Bilingual issues in special education*. The Korean Early Childhood Special Education Association: Chang-Won, Korea.
- Pierson, M.R. (April, 2008). *Online learning in a special education credential course*. Pacific Rim International Conference on Disabilities: Honolulu, HI.
- Pierson, M.R. (2008, April). *Teaching self-advocacy to students with cognitive disabilities*. Pacific Rim International Conference on Disabilities: Honolulu, HI.
- Robinson, S. & Weiner, J. S. (October, 2007). Full Inclusion of Preschoolers with Autism. Orange County Association for the Education of Young Children Fall Collaborative Conference for Early Childhood Educators in OC.
- Street, C., Stang, K., Gautreau, C., & Kaplowitz, H. (March, 2008). *Creating Online Learning Communities: A Cross Disciplinary Examination of Student Perceptions and Engagement*. SITE (Society for Information Technology & Teacher Education) 2008 International Conference, Las Vegas, Nevada.
- Stang, K.K. & Kline, F. (February, 2008). *Learning Strategies and Content Enhancement can Help Adolescents Access the General Curriculum*. LDA 45th International Learning Disability Conference, Chicago, IL.
- Stang, K.K. & Kastafanas, J. & Ferko, D. (February , 2008). *Teacher Education Programs and RTI: How are they responding to the Challenge?* LDA 45th International Learning Disability Conference, Chicago, IL.
- Weiner, J. S. & White, J. (April, 2008). Predictors for Integrated Employment for Transitioning Students. California Community of Practice Secondary Transition Conference, Palm Desert, CA.
- Weiner, J. S. & Zivolich, S. (March, 2008). Is Special Education Justified for Graduates with Significant Disabilities? Comparing Outcomes for Segregation vs. Inclusion. 23rd Annual Pacific Rim Conference on Disabilities, Honolulu, HI
- Weiner, J. S. & Zivolich, S. (Feb, 2008). Is Special Education Justified for Graduates with Significant Disabilities? Comparing Outcomes for Segregation vs. Inclusion. 26th Annual Cal-TASH Conference, San Francisco, CA.
- Weiner, J. S., Zivolich, S., & Aisawa, R. (March, 2007). Community Based Employment Outcomes for Individuals with Significant Disabilities. 23rd Annual Pacific Rim Conference on Disabilities, Honolulu, HI
- Weiner, J. S. & Zivolich, S. (Feb, 2007). Influence of LRE and Community Based

Training on Employment Outcomes. 25th Annual Cal-TASH Conference, Manhattan Beach, CA.

Weiner, J. S. & Zivolich, S. (Dec, 2007). Predictors of Integrated Employment for Transitioning Students. 32nd Annual TASH Conference, Seattle, WA.

Newly-Awarded Externally-Funded Grants and Contracts

Karge, B.D. Regional Special Education Program Network. California Commission on Teacher Credentialing (\$95,000). To bring together the leaders in special education internships in the state and to be part of the leadership team for CCTC intern programs. Awarded March, 2008.

Karge, B.D. CSU Fullerton Special Education Intern Program. California Commission on Teacher Credentialing Intern Grant Funds (\$520,000). To support the intern program at CSU Fullerton during 2007-08 school year.

Karge, B.D. US Centers for Disease Control and Prevention. (\$100,000) over three years to provide professional development conference for General Education and Special Education Teachers, Administrators and Families in the Area of Autism. Awarded July, 2007.

Karge, B.D. Orange County Department of Education. English Learner Professional Development. To allow faculty and support providers professional development in strategies and techniques for English Learners. Awarded July, 2007.

Karge, B.D, & Glaeser, B. C. On-Track Transition to Teaching. (\$330,976) To recruit and retain paraprofessionals, recent graduates, and mid-career professionals into the teaching profession through 2011. U.S. Department of Education.

MSIDT Program

Carter-Wells, J. (Spring, 2008). The 21st century student: characteristics and workplace expectations of today's learners. *Senate Forum*, 23 (3), 16-18.

5. Activities of Research Centers, Specialty Centers & Institutes

Name of Center

Center for Research on Educational Access and Leadership (C-REAL)

Director

Dawn R Person, Ph.D.

Major work during 2007-08:

The Center was proposed and approved in the Spring of 2008. A Director was named and center vision and plans discussed. There is a space identified for the Center and plans are underway to secure this space for operations by the end of Summer 2008.

Planned projects for 2008-09:

- 1) Formulation and development of a strategic plan
- 2) Identification of donors to support Center activities
- 3) Identification of staff
- 4) Establish an advisory board
- 5) College of Education faculty involvement

Name of Center

Community Learning and Literacy Center-Irvine campus

Director

JoAnn Carter-Wells, Ph.D., Director

Major Projects undertaken during 2007-08

The following goals developed with the 23 member external advisory board were either partially or fully implemented or continued from AY 2006-07:

1. Individual Literacy Assessment and Tutoring: established for all people of all ages
2. Professional Development Training for Educators: (non-credit): collaborating with schools to provide professional development courses and in-services- New Horizons and **Al Ridah Academy**, Irvine
3. Community Literacy Festival- April 19, 2008-funded 50th Anniversary Golden Idea event – free community event celebrating family literacy and highlighting authors representing cultural diversity in Orange County (Vietnamese, Persian, Latino, etc.) with Weekly Reader, publishers/vendors, workshops for parents and children of all ages on literacy (reading, math, science), Scholastic Reading Room with free books for children, mime, magician, Wheelywilly, food, music, raffles, etc.
4. Summer Literacy and Math Camp- July 14-25- 9-12 am –IRVC1 with Jenni Carsrud and Christine Weatherill as co-directors; program for K-12 including
5. Educational Linkage between Educational Organizations, Businesses, Public and Private Agencies: partnerships with a variety of agencies have been established and will continue to form as the Center develops including Science @OC, a division of the California Science Center, Orange County Social Services with a pilot project in the Newport Mesa Unified School District, Court Appointed Special Advocates, OCSS Emancipation services, Project Jeremy for scholarships for foster care

children, Scholastic Publishing with regular donations of books and other materials, and Teacher Created Materials with donations of samples of materials.

6. Materials Display and Resource Facility: utilizes and displays numerous types of educational materials, including commercial and teacher developed projects; and

7. Public Relations infrastructure- design and implementation of professional materials and identity including CLLC logo with Irvine branding, newsletter, website, and other PR material and formal charter for Advisory Board focus and membership requirements.

8. Fall and Spring Advisory Board meetings- October 25, 2007 and March 13, 2008.

Funds Received --- amounts and sources

- 50th Anniversary Committee and CSUF Office of Community Relations - \$20,000
- Scholastic Publishers-\$5,000 (500 books for Scholastic/OCRA Reading Room at the Community Literacy Festival-April 19, 2008)
- New Horizons and –private schools- professional development workshops-\$5600
- Orange County Social Services - \$132,000- October, 2007 pilot project implementation with literacy support for foster children in Newport Mesa Unified School District.

Planned projects or major activities anticipated for 2008-09

1. Expanded summer camp to include science and writing with Science @OC
2. Coordination of Service Organizations via “Irvine Collaborative” Concept
3. Child Development Services: family training workshops conducted by the Faculty and students in the Child and Adolescent Studies Department.
4. Expanded Professional Development: under direction of Dr. Beth Schipper including Team Playground from Milan, Italy, etc.
5. General Literacy Enrichment: products and programs being investigated to identify appropriate student support services, including college preparation, content area reading, writing and math.
6. Workplace and Corporate Training: support specific needs for literacy services within the workplace.
7. Meetings with Orange County agencies: including OCSS Emancipation services to explore expansion of 2007-08 pilot project and with OC workforce education commissioners with literacy support for foster care children; and
8. Additional CLLC infrastructure items: such as application for state supplemental support grants, workplace literacy grants, naming opportunities with COE Development Officer, implementation of approved advisory board charter and additional advisory board membership.
9. CLLC Office Relocation- IRVC1- June, 2008