National Hispanic University
Teacher Education Department

Chair: Neva Hofemann

Multiple Subject
Single Subject
Special Education – Mild to Moderate

Last Review: May 2000

Report prepared by Neva Hofemann with input from Dr. Shawn Vecellio and Dr. Roger Rosenberg

______________________  ____________________
Chair                Provost
<table>
<thead>
<tr>
<th>Stage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain Statistical Summary for OPIE</td>
<td>May 2006</td>
</tr>
<tr>
<td>Convene Committee</td>
<td>June-August 2006</td>
</tr>
<tr>
<td>Conduct Self-Study</td>
<td>July – August 2006</td>
</tr>
<tr>
<td>Gather Additional Program Data for Other Sources</td>
<td>July-August 2006</td>
</tr>
<tr>
<td>Review and revise</td>
<td>August-September 2006</td>
</tr>
<tr>
<td>Organize Visit</td>
<td>October 2006</td>
</tr>
<tr>
<td>Host Outside Visitors</td>
<td>November 2006</td>
</tr>
<tr>
<td>Prepare Response with Committee and TED Faculty</td>
<td>December 2006</td>
</tr>
<tr>
<td>Present Plan of Action to Provost</td>
<td>December 2006</td>
</tr>
<tr>
<td>Seek Provost and Faculty Senate Approval</td>
<td>January 2006</td>
</tr>
</tbody>
</table>
# Table of Contents

**Introduction** .......................................................................................................................... 1

**Program Vision, Mission, Goals and Objectives** ................................................................. 2

**Program History** ................................................................................................................... 6

Enrollment Trends ...................................................................................................................... 6

Ethnicity of Teacher Candidates .............................................................................................. 7

Program Reviews And Program Development Within Last 5 Years ........................................ 8

  During this visit the team also reviewed the common standards that had not been met in the initial visit. These included: Program Design, Professional Perspectives, Student Teaching Responsibilities, Guidance, and Candidate Competence. The committee indicated that all standards had been met and full accreditation was granted. .................. 8

  2. The Commission on Teacher Credentialing Review of 2002-2003 ................................. 8

**Resources** ............................................................................................................................... 9

How effectively does this program utilize its existing resources? What are the major resource issues affecting the department now and into the next 5 years? ......................... 9

Describe the quality and quantity of library resources that support the program. Identify needs to be met in the next five years. .................................................................................. 9

**Academic Quality** .................................................................................................................. 10

Five Year Program Improvement .............................................................................................. 10

New Direction in Curriculum, Resources, Staffing and Clientele ........................................... 10

New Program Development ....................................................................................................... 10

  New Courses Added Over the Last Five Years ...................................................................... 11

**Modes of Instruction** ............................................................................................................ 15

**Technology** ............................................................................................................................ 16

**Advisement** ............................................................................................................................ 16

**Assessment** ............................................................................................................................ 16

**Faculty Profile** ....................................................................................................................... 19

  Faculty and Staffing .................................................................................................................. 19

  The Full-Time And Adjunct Faculty Ethnicity And Degrees ................................................ 20

  Pay, Contracts, and Hiring ....................................................................................................... 20

  Clerical Support ....................................................................................................................... 20

  New Faculty Induction and Mentoring .................................................................................... 21

  Enhancing Teaching Effectiveness ......................................................................................... 21

  Distribution of Adjunct and Full-time Teaching Assignments ............................................. 21

  Adjunct Teaching Faculty Identification .............................................................................. 21

**Department Challenges for the Future** ............................................................................... 22

**Appendix** ............................................................................................................................... 22
INTRODUCTION

Teacher preparation has been an integral part of the National Hispanic University since it opened in 1981. Preparing teachers to work with the diverse classrooms students in Bay Area urban schools is a major responsibility of teacher education program at NHU. With large percentages of Asian and Hispanic/Latino students, the county is highly diverse. Additionally our teachers are faced with schools that may have greater populations of Asian (Berryessa and Evergreen) or Hispanic (Alum Rock or Alisal) or White not Hispanic (Union, Fremont Unified, Los Gatos). When you add the fact that our students come from six counties, it becomes highly important to prepare teachers who have the pedagogical, cultural, and linguistic understanding and skills. The six main counties (Alameda, Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara) we serve are highly diverse. Significant populations of Latino, East Indian, Vietnamese, Filipino, and African American are found throughout these counties. Chart #1 provides an example of Santa Clara County Diversity.
School districts are interested in hiring teachers who understand and can use effective teaching strategies that address the needs of English language learners (students whose first language is not English), special needs students as well as the gifted students. The Teacher Education Program considers this a strength based on feedback from district superintendents, teachers and supervisors. The faculty and supervisors are constantly striving to improve and to keep up-to-date on best K-12 teaching practices that address at-risk, second language, and diversity.

We have several university/district partnerships. These include Silicon Valley New Teacher Project, TIPAC, Santa Clara County Office of Education, County Bilingual Teacher Consortium, and San Mateo County Office of Education. Other examples include: Eastside Union High School Professional Development Partnership and Latino College Preparation Academy. The department is also involved with CABE and NABE conference planning committees.

It is anticipated that the focus in the state and the nation will remain on education and teacher preparation and that there will be additional legislative initiatives, as yet unknown, that will require a response. As teachers retire, new requirements are instituted, and student needs change, the Teacher Education Department is committed to addressing these changes and continuing to produce well-prepared teachers that can meet any challenge.

Diversity: The largest population of students within the area that NHU teacher education population serves is Hispanic, but large populations of Asian and Filipino exist within the districts thus requiring strategies that address all cultures and populations. The diversity of the student population is further compounded by special abilities, and learning styles. The Teacher Education Department constantly seeks to address this wide range of student needs through its course work, knowledgeable faculty, student feedback and district feedback. (See Chart #2 on the next page)

**Program Vision, Mission, Goals and Objectives**

The vision of the Teacher Education Department is to provide an education that prepares teacher leaders who have a deep understanding of cultural, linguistic, and educational concepts; tools of inquiry; structures of the discipline(s); and that create learning experiences to make aspects of subject matter meaningful for students.

---

**Chart #1**  
**Enrollment 2005-2006 Santa Clara County**  
**2005-2006 CDE Dataquest**

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>Hispanic or Latino</th>
<th>African American</th>
<th>White (not Hispanic)</th>
<th>Total Enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>1,640 (0.6 %)</td>
<td>62,540 (24.6 %)</td>
<td>2,017 (0.8 %)</td>
<td>12,776 (5.0 %)</td>
<td>91,012 (35.7 %)</td>
<td>8,534 (3.4 %)</td>
<td>69,985 (27.5 %)</td>
<td>254,622</td>
</tr>
</tbody>
</table>
The mission of the Teacher Education is to prepare K-12 teachers who are effective in California’s diverse schools. An effective teacher knows a variety of approaches to teaching and classroom management for large groups, small groups, and individuals. An effective teacher uses approaches appropriate for the purposes of a given lesson and meets the development needs of students from various cultural, socioeconomic and linguistic backgrounds in language and literacy development. The Teacher Education mission is connected in many ways to the NHU mission to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology. The NHU Teacher Education Program with its diverse population (see chart #2) works diligently to educate its students to work with a highly diverse (see chart #1) student population.

The goal of National Hispanic University’s Teacher Education Credential Program is to provide pre-service and inservice teachers with the experiences necessary to build a complex understanding of teaching and learning and a deep understanding of how schools operate.

The vision, mission and goals are aligned with the NHU mission, “to enable Hispanics, other minorities, women, and others to acquire an undergraduate degree or certificate using a multicultural educational experience to obtain a professional career in business, education, or technology”. The Teacher Education program objectives are fairly consistent with the NHU objectives:

• Providing academically rigorous programs that promote critical thinking and problem solving skills;
• Practicing and advocating cultural pluralism that respects and appreciates diversity as a model for interaction in the classroom, university and society;
• Providing service learning and community-based experiences that will help students become productive professionals and responsible citizens;
• Developing in its students the capacity to become lifelong learners;
• Providing and promoting quality services as part of the co-curricular learning experience to effectively meet the diverse needs of, and to support students in pursuit of their stated educational objective.
• Maintaining a planning and evaluation system that engages the university community in a cycle of inquiry, assessment, and feedback to support NHU's decision-making process, high academic quality, and institutional effectiveness.

The department has not done as well as it could in meeting the community-based experiences component as many of our students are teaching during the day and taking classes at night. Additionally, the department is working to improve its evaluation system at the same time as other departments.

Major goals and objectives: The Teacher Education goals to provide pre-service and inservice teachers with the experiences necessary to build a complex understanding of teaching and learning and a deep understanding of how schools operate has not necessarily changed over the last five years. The program, however, has changed with the advent of the 2042 credential legislation and the demise of the Ryan credential. Additionally the single subject credential track was added to the program.
Currently the department is planning for a Tier I Special Education Mild to Moderate credential track. National Hispanic University has always been in the forefront of meeting the needs of their community as evidenced by numbers of interns and pre-service teachers graduating with a BCLAD certificate. The addition of the Tier I credential is in response to the demand in the field for highly qualified special education teachers.

**Program Description**: The Teacher Education Department offers multiple subject, single subject and Mild to Moderate Special Education credentials. The single subject credential is offered in seven areas: English, Science, Mathematics, Social Science, Spanish, Physical Education, and Art. CLAD and BCLAD certificates are also offered to qualified candidates that have passed the appropriate tests and/or passed the CTC approved coursework (CLAD only). The purposes of the credentialing program are multifaceted. They are: (1) to produce highly qualified teachers with an understanding of English language learners, (2) to ensure teachers develop an understanding of teaching and learning, (3) to develop subject matter pedagogy, and (4) to serve as effective teachers and members of the profession.

The Teacher Education Program credentials teachers in large part from Santa Clara County and San Mateo County. The program also serves San Benito, Monterey, Santa Cruz, and Alameda County. NHU teachers are placed in culturally and linguistically diverse districts. (See chart #2 on the next page.)
<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Pacific Island</th>
<th>African American</th>
<th>American Indian</th>
<th>Filipino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alum Rock</td>
<td>13,515</td>
<td>9.8%</td>
<td>76.8%</td>
<td>.9%</td>
<td>2.2%</td>
<td>.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Alisal</td>
<td>7,472</td>
<td>.6%</td>
<td>91%</td>
<td>.3%</td>
<td>1.1%</td>
<td>.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Berryessa</td>
<td>8,342</td>
<td>47.1%</td>
<td>23.4%</td>
<td>1.3%</td>
<td>3.9%</td>
<td>.4%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Eastside</td>
<td>25,817</td>
<td>27.5%</td>
<td>44.7%</td>
<td>1.0%</td>
<td>4.4%</td>
<td>.5%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Evergreen</td>
<td>13,420</td>
<td>42.2%</td>
<td>32.7%</td>
<td>1.3%</td>
<td>3.7%</td>
<td>.4%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Franklin McKinley</td>
<td>9,659</td>
<td>27.7%</td>
<td>62.3%</td>
<td>.3%</td>
<td>2.3%</td>
<td>.3%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Fremont Unified</td>
<td>32,121</td>
<td>41.0%</td>
<td>14.2%</td>
<td>.8%</td>
<td>5.7%</td>
<td>.4%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Gilroy</td>
<td>9,961</td>
<td>2.9%</td>
<td>67.0%</td>
<td>.4%</td>
<td>1.5%</td>
<td>.5%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Luther Burbank</td>
<td>524</td>
<td>1/9%</td>
<td>80/5%</td>
<td>0%</td>
<td>3.2%</td>
<td>.2%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Milpitas</td>
<td>9,743</td>
<td>37.7%</td>
<td>19#%</td>
<td>1.8%</td>
<td>4*%</td>
<td>.9%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Morgan Hill</td>
<td>9,213</td>
<td>7.2%</td>
<td>39.4%</td>
<td>.8%</td>
<td>2.9%</td>
<td>.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>2,979</td>
<td>10.0%</td>
<td>72.7%</td>
<td>.8%</td>
<td>3.5%</td>
<td>.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>11,732</td>
<td>18.2%</td>
<td>43.1%</td>
<td>1.0%</td>
<td>5.7%</td>
<td>.5%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Pajaro</td>
<td>19,329</td>
<td>1.0%</td>
<td>77.1%</td>
<td>.1%</td>
<td>.6%</td>
<td>.2%</td>
<td>1.1%</td>
</tr>
<tr>
<td>San Jose Unified</td>
<td>31646</td>
<td>12.5%</td>
<td>50.6%</td>
<td>.5%</td>
<td>3.2%</td>
<td>2.2%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
Program History

President B. Roberto Cruz founded the University in 1981 in a two-room campus in Oakland with a program in Liberal Studies and Business. NHU moved to San Jose in 1992. In 1994 the university relocated to the present site on Story Road. During the initial formative years President Cruz was active in building relationships and garnering support from important community members, elected officials, and prominent individuals from the private sector. The university has experienced a series of dramatic successes over the last five years: In 2001 the eleven-acre property was purchased at the present site of a former elementary school. Thanks to the leadership of President Cruz, the Board of Trustees, the NHU faculty, staff, and administration, the University was granted Initial Accreditation by WASC in 2002. In 2004, a new 67,000 square foot, three level building was built. Unfortunately President Cruz passed away in Fall 2002, but his key partner in helping to build the university, Maria Elena Riddle, agreed to serve as Interim President for the Academic Year, 2002-2003. In Fall 2003 the University hired an experienced academician, Dr. David Lopez, to serve as its second President. New academic program development and increased student enrollments have also been realized in through Fall 2006.

The National Hispanic University received waiver approval for offering a Multiple Subject CLAD/BCLAD program in 1994. The institution initiated an internship program in conjunction with the Alum Rock Union School District in 1998.

The Teacher Education Program at NHU has held California Commission Teacher Credentialing (CCTC) accreditation for seven years. From 2001-2005 the Teacher Education program has credentialled 282 teachers in multiple and single subjects.

National Hispanic University first became accredited with the California Commission on Teacher Credentialing with stipulations in June of 1999 under the direction of Dr. Cruz and Program Coordinator, Lucia Vega. The stipulations were removed in June of 2000 and NHU became fully accredited with California Commission Teacher Credentialing (CCTC) to issue Ryan Multiple Subject Credentials.

In January of 2004 NHU became accredited with CCTC to issue 2042 multiple subject credentials and single subject credentials in English, Mathematics, Science, and History Social Science. Physical Education, Art, and Spanish were added a year later. The program became accredited to issue a 2042 clear credential in 2005. In the summer of 2006 the university submitted an application and complete the standards for a Mild to Moderate Special Education Credential. It was approved by the CCTC in the Fall of 2006. The first cohort will begin in late fall of 2006 or early spring of 2007. Within two years of accreditation the department will submit a Tier II proposal to CTC for approval.

Enrollment Trends
The enrollment in the Teacher Education program had its peak in 2003 when there was a large influx of interns and hiring in our feeder districts to meet class size reduction and to move to
eliminate emergency credentials. The enrollment has leveled off over the last two years as a result of the dip in enrollment in several of our districts. This dip has been mirrored in some of the other universities in the state.

<table>
<thead>
<tr>
<th>FALL</th>
<th>TOTAL</th>
<th>FEMALE</th>
<th>MALE</th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC</th>
<th>NATIVE AMERICAN</th>
<th>WHITE</th>
<th>UNKNOWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>110</td>
<td>67</td>
<td>43</td>
<td>6</td>
<td>8</td>
<td>62</td>
<td>0</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>2002</td>
<td>178</td>
<td>114</td>
<td>64</td>
<td>22</td>
<td>12</td>
<td>91</td>
<td>0</td>
<td>49</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>227</td>
<td>146</td>
<td>81</td>
<td>25</td>
<td>19</td>
<td>110</td>
<td>0</td>
<td>61</td>
<td>12</td>
</tr>
<tr>
<td>2004</td>
<td>159</td>
<td>106</td>
<td>53</td>
<td>22</td>
<td>8</td>
<td>75</td>
<td>1</td>
<td>38</td>
<td>15</td>
</tr>
<tr>
<td>2005</td>
<td>132</td>
<td>88</td>
<td>44</td>
<td>15</td>
<td>6</td>
<td>70</td>
<td>1</td>
<td>31</td>
<td>9</td>
</tr>
</tbody>
</table>

26 new students enrolled between May 2006 and August 2006. Five of these are Teach for America students. Two students are reenrolling after more than a year hiatus. For the first two modules in fall of 2006 (August through September) the figures are 23 new enrollees.

With the loss of our recruitment person due to grant closure we need to redeploy resources and personnel to recruitment in order to continue a continuous enrollment per semester. Recruitment efforts need to include: mailings to all regional charter schools, brochures posted in district personnel offices and Santa Clara County Office of Education, and through appearances for our undergraduates (EDU 300, Gateway, for example). It is expected that the addition of the Mild to Moderate Special Education Credential will provide increased enrollment. A brochure and human resource contacts will be distributed to districts advertising the program. The brochures and flyers still need to be developed for distribution.

**Ethnicity of Teacher Candidates**

The ethnicity of the Teacher Education Students according to the NHU 2004-2006 Fact Book has a majority of Hispanic students with a fairly significant population of white (other than Hispanic) students. (see Chart #3) Many of the Hispanic students are second language students themselves and are on track to get their BCLAD certificate through testing. With successful passing of the three state tests NHU is authorized to issue a BCLAD certificate.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>22</td>
<td>13.8 %</td>
</tr>
<tr>
<td>Black</td>
<td>8</td>
<td>5.0 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>75</td>
<td>47.2 %</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.6 %</td>
</tr>
<tr>
<td>White</td>
<td>38</td>
<td>23.9 %</td>
</tr>
</tbody>
</table>

-2004-2006 Fact Book-
Program Reviews And Program Development Within Last 5 Years.
The program has had two reviews by CTC over the course of its seven-year history. The most recent WASC visit did not single out Teacher Education for improvement. The two CTC reviews are listed below: CCTC visit/review in May 2000 and CCTC credential review in 2002-2003.

1. California Commission on Teacher Credentialing Committee on Accreditation – May 2000 - Removal of Stipulations
The first accreditation of the Teacher Education Program occurred in June 1999 with stipulations of:

- Active involvement of the faculty in the governance of the program.
- Comprehensive program evaluation system.
- Selection, orientation, and evaluation of all master teachers.
- Articulated program design based on conceptual framework.
- Incorporation of ELD/SDAIE strategies throughout the program.
- Comprehensive guidance and feedback for student teachers.
- Assessment processes that were consistent with standards.

The CCTC team visited the university in May of 2000 to review for removal of the stipulations. During the visit the team conducted interviews with faculty, administration, teacher candidates, graduates, employers of graduates, practitioners, advisors, and the advisory committee. Several documents were reviewed including the catalog, syllabi, surveys, credentialing documents and student evaluation. The institution was able to provide evidence thus allowing the CCTC stipulations to be removed in June of 2000.

During this visit the team also reviewed the common standards that had not been met in the initial visit. These included: Program Design, Professional Perspectives, Student Teaching Responsibilities, Guidance, and Candidate Competence. The committee indicated that all standards had been met and full accreditation was granted.

2. The Commission on Teacher Credentialing Review of 2002-2003
In order to comply with the CTC requirements based on SB 2042, the Teacher Education Department engaged in a thorough review of its curriculum and recognized that there needed to be change in the curriculum. New courses were developed and existing courses were either revised or eliminated to meet the 2042 legislation. One of the new required changes was the embedding of CLAD course. No longer would a university have separate courses or coursework leading to a CLAD credential.

“Coded Correspondence 02-0006, dated April 24, 2002, included the results of a detailed analysis of the CLAD knowledge and skill areas in relation to the new English learner requirement for multiple and single subject teacher preparation programs under AB 1059 and SB 2042. This analysis showed that the English learner authorization under the new standards is sufficiently comparable to the CLAD authorization to allow teachers to teach English learners in regular classrooms and in designated settings. Therefore, the new English learner authorization in AB 1059 and SB 2042 is the same as the CLAD authorization.”
To continue to issue credentials under the 2042 legislation, all university programs, standards, and curriculum had to be approved by the Teacher Commission to issue credentials that demonstrate CLAD proficiency. NHU received such approval. At this time BCLAD certificates can be issued if a student passes Tests 4-6 in the BCLAD state assessments and completes the multiple or single subject.

**Resources**

**How effectively does this program utilize its existing resources? What are the major resource issues affecting the department now and into the next 5 years?**

The program currently meets its responsibilities with the existing resources. There is no separate allocation or budget line for the individual departments at NHU. NHU classroom space has been analyzed and it has been determined that it is sufficient for the currently scheduled evening courses and for future courses.

Resource issues may become problematic when the Special Education is added. Additional faculty, library resources, supervision and advisement may become necessary. Over the next five years a Tier II program that will need to address induction issues will be added in order to comply with CCTC requirements. This will present issues that will need to be addressed that include faculty, advisement, added materials, supervision and support.

**Describe the quality and quantity of library resources that support the program. Identify needs to be met in the next five years.**

There has been a dramatic improvement in the facilities and the collections since the last External Reviewers visit in November 2000. The library was basically housed in an elementary school classroom and the holdings were minimal at best. Today NHU enjoys a wonderful facility with a significantly improved collection. The library collection has room for considerable improvement and has been very well led by our former Librarians, Rory Litwin and Frederic Rauber, and our current Librarian, Mary Manning.

The department has been meeting with the Librarian to establish and improve upon the curriculum holdings and well as updating the frameworks and standards. Discussions are in progress to establish a curriculum room that will provide resources, materials, currently adopted state texts, and computer access to Teacher Education students. The goal is to provide a place for current students and graduates to work on lessons, do research, and create materials.

Although the holdings for teacher candidates need to be expanded, there is considerable movement and readiness to order materials. The department will be working with the library closely over the next few months to try to improve upon the situation.
ACADEMIC QUALITY

Five Year Program Improvement
Over the last five years the program has stabilized and developed new programs to meet the needs of the districts and the state. The program offerings have expanded to include a single subject credential in seven areas and a Mild to Moderate Special Education credential.

In the early stages of the program, many classes were cancelled due to low enrollment. Today, it is rare to cancel a class for enrollment purposes. This is due in part to better scheduling and tracking of students class requirements. It is important to note that this process of tracking students course needs still needs to be institutionalized to a point that reports can be issued showing courses needed by students.

Greater student satisfaction with course curriculum and instructors is another area of that shows improvement. Analysis of student comments at exit interviews over the last few years provides evidence that this is true. This has occurred because the department has actively only invited those instructors that are effective and successful (based on peer evaluation and student evaluation) to continue.

New Direction in Curriculum, Resources, Staffing and Clientele
New directions in curriculum offerings and staffing are in the works for the department. The program looks forward to a Master’s program some time in the future. The initial Mild to Moderate cohort will start in late Fall and early Spring. The curriculum will need to be reviewed after a full round of classes has occurred.

Additionally, staffing changes have occurred recently and will occur over the next couple of years. As grants close staff will be lost. This can have a significant impact on the program direction. For example, our BCLAD supervisor will be released as a result of grant closure. Although supervisors can come from adjuncts, stability is greater with full time faculty are supervisors and supporters.

New Program Development
Surveys and interviews have alerted us to the fact that many students including NHU Liberal Studies graduates prefer to attend universities such as San Jose State in order to earn their Masters in addition to their credential. Most recently, a “Teach For America” student told us that they were withdrawing to enter SJSU for the Masters’ Program. For this reason as well as the obvious fit with the NHU mission, the Teacher Education faculty approached the Faculty Senate about the possibility of developing a program centered on teaching and learning with a possible emphasis on second language issues.

The Teacher Education Department proposal to explore and develop a masters program was approved by the Senate in the spring of 2006. The Department currently has 35 students that indicated an interest in a masters program that would be offered NHU. The development and the application to WASC for approval are at least 12 to 18 months in the future. In addition to the 35 students, six faculty members with Ph.D.s have indicated an interest in participating as
teaching faculty for the program. Most recently, three adjuncts with a Ph.D. have joined the faculty. All three have experience teaching in Masters Programs.

The masters could also serve as a recruitment tool. The program could be offered to school faculties as staff development as well as a way to build a more cohesive, effective staff. NHU is known for its graduates that know teaching and know how to work with diversity. An extension of the NHU way of providing effective teachers is an exciting prospect.

New Courses Added Over the Last Five Years

EDU 550 Health
This course is designed to raise teacher awareness and examine the current health issues confronting today’s educators. The course will introduce educators to resource links within the community as well as within the public school system. Participants will reflect on how this information connects to their own practice within their own classrooms and schools. Topics include chemical dependency, nutrition, fitness, HIV/AIDS, conflict resolution / mental health and maintaining a healthy school environment.

Course Content includes:

- Healthy School Environment
- Nutrition
- Fitness
- Chemical Dependency
- HIV/AIDS
- Conflict Resolution / Mental Health

EDU 551 Inclusive Classrooms
This course is designed to provide the basic knowledge, skills and strategies for teaching special needs populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom (State definition). The course covers special education students that mainstreamed. The course will examine the philosophical, legal, and educational foundations of inclusive education and its implications for the classroom teacher. Practical ideas for adapting standard instruction to provide the least restrictive environment consistent with classroom strategies are discussed. The course includes integration of learning handicapped, physically handicapped, severely handicapped, and gifted students. To meet state requirements the course content includes:

- Major categories of disabilities (physical and mental
- Interventions and adaptations
- Relevant state and federal laws
- Identification and assessment
- Referring students
**EDU 516 Field Studies**
This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students will be required to engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations will be shared in a seminar setting.

**EDU 524 Secondary Content Methods**
Curriculum and Instruction Course utilizes observations in public school settings and participation in university classroom activities. Candidates demonstrate an understanding of their chosen content area and leave this course with a deep knowledge of the California State Content Standards and Frameworks. Candidates deliver lessons derived from state standards using a variety of instructional strategies appropriate to the lesson and learner.

Pedagogical knowledge, concepts of learning, standards based curricular content, use of materials, including technology, instructional planning, organization, lesson delivery and student assessment will be demonstrated by candidates within and across major subdivisions of the subject. Developing the understanding that the learner is the most important part of the teaching/learning process is a key focus for this course. It focuses on the development of children and young adults and how that development impacts the educational process and curriculum development in the various content areas. Secondary teacher candidates begin with a look at mental health and development in general then turn to research on the development and functioning of the brain and to developmental theories and learning styles.

This course addresses the needs of mainstream students as well as those who are gifted or talented, have other special needs or are acquiring English as a second language. **Course Content includes:**
- Use of California State Content Standards
- Use of California State Frameworks
- Use of California Standards for the Teaching Profession
- Demonstration of multiple instructional strategies
- Use of various instructional settings and student groupings
- Use of multiple assessment techniques
- Understanding of student learning styles
- Understanding the pedagogy of the learner
- Scaffolding for student learning needs
- Strategies for English Language Learners
- Use of technology and other media for research instruction, organization and evaluation
- Management of an effective classroom
SPED 500 Assessment and Planning
The purpose of this course is to expose students to a variety of assessment techniques appropriate for individuals with exceptionalities. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques. The course also focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences are able to reach their full potential.

SPED 501 Behavior Management and Intervention
This course looks at strategies for constructing collaborative learning environments that promote positive behavior and active learner participation. Behavior management approaches and classroom design discussed within the context of this course will focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students will gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group and large group supports for success will be addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

SPED 502 Curriculum Instruction Adaptations
This special education methods course is designed to present information on the instruction of students with disabilities. A focus on diversity is inherent in the design of the course and information of teaching culturally and linguistically diverse students is infused throughout. Students will learn adaptations in curriculum and instruction for students with disabilities in language development, reading, language arts including: informal assessment, formulation of long and short term instructional objectives, design and delivery of instruction including lesson development, on-going assessment, and modification of instruction based on student progress.

SPED 503 Teaching Mild to Moderate Students
This course is designed to provide an overview of special education disabilities and programs for the education of children, youth, and young adults with mild/moderate disabilities. SPED 503 focuses on creating responsive environments, planning and organizing instruction, and various educational approaches including technology for diverse learners with mild/moderate disabilities. Research in the field is reviewed with emphasis on current trends. It provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with mild/moderate disabilities.

EDU 560 Creating Healthy Classrooms
This health education course for teachers explores modern concepts of health and health education in schools. Emphasis will be placed on current health issues (including HIV/AIDS), common health problems of children and adolescents, good nutritional health habits and the effects of substance abuse. The course meets the California State requirements for the Clear Credential.
EDU561 Creating an Inclusive Classroom
This course requires the candidate to build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. The goals of this course are to give participants an understanding of the inclusion process, to increase their awareness of modification strategies and activities, to offer them a diversity of successful inclusion practices, to guide them in developing their own strategies, and to prepare them to work collaboratively with other staff members in the inclusion process.

EDU 567 Advanced Study in Teaching Second Language Learners
Includes knowledge and application of organizational structures and resources for instructing English learners; implementation of English Language Development and core academic programs for English learners; assessment of English language proficiency; application of students’ background characteristics to instructional planning.

Builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for ELs. Candidates critically examine schools’ organizational structures and resources designed to meet EL students’ needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE). 3 units

The course includes advanced coursework in methods and assessments for the teaching of English Learners to meet specific standards and competencies as outlined by the new California Commission on Teacher Credentialing (CCTC) mandates per legislative action, 2042.
Modes of Instruction
Listed below is a chart that outlines the modes of instruction that is used in all classes.

### Instructional Methods (First Outlined in 2042 CCTC Submission)

<table>
<thead>
<tr>
<th>Method</th>
<th>EDU 514</th>
<th>EDU 520</th>
<th>EDU 508</th>
<th>EDU 522</th>
<th>EDU 527</th>
<th>EDU 524</th>
<th>EDU 529</th>
<th>EDU 530</th>
<th>EDU 531</th>
<th>EDU 550</th>
<th>EDU 551</th>
<th>EDU 515</th>
<th>EDU 516</th>
<th>EDU 555</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Lecture</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Journals</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organizers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Writing</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Coop Learn</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Whole Grp.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Discussion</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Assessment</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Role Play</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Rubrics</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Computer</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Simulation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Projects</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Research</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Case Study</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Manipulative Realia</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
Technology
On-line instruction has been implemented as a hybrid web-based format in Teacher Education. Faculty experience and learning styles of some students seem to need some type of regular monitoring and deadlines. By meeting at the beginning and end of the course, students have the opportunity to share their learning and to have some deadlines to fulfill. Currently, PageOut with McGraw Hill is being used for the three classes. For teachers in the field this format seems to be working although the feedback and evaluation is limited at this time.

Each teacher candidate is required to take a technology course that looks at how technology can be used as a tool in the classroom. In the EDU 531 course students further develop their skills in Microsoft Office, look at software, and develop rubrics and other resources.

The original university blueprint included at least two “Smart Classrooms” in each of the two instructional floors (2\textsuperscript{nd} and 3\textsuperscript{rd}). These would contain a computer, DVD player, and an LCD projector that cannot be removed. To date this has not occurred although all teacher education instructors have access to an LCD projector and computers at any given time. Most instructors and students use this technology as a part of the class.

Advisement
Faculty advisors monitor all of our students’ registration activities. Students meet with their advisors to choose their classes for the module/semester. They also meet with their faculty advisors when dropping and adding classes. A faculty advisor must sign all registration and add/drop forms.

A system to improve upon tracking of new students is in process of being modified. Until recently, new students went through orientation, enrolled and registered for classes. Often data on new students was not communicated to the department in a timely manner thus allowing for the addition of the student to the Teacher Education database. Starting in Fall 2006, new students will fill out the data form at their first advisement thus allowing the advisor to keep the sheet for immediate data entry.

The data system that tracks completion of course work, required tests, and other information is in need of updating. Without a regular credential analyst, this system has been put on hold. When an analyst is hired, an effort to update the database will be made. For now all advisement is based on FX Scholar records.

Assessment
The Chair reviews the curriculum, end-of-course evaluations, and Teacher Performance Expectation assignments form the various courses to ensure that requirements are incorporated into the credential programs as well as all objectives are met. Review occurs at the end of each six-week module.

The university has created a peer review evaluation document that is shared with the faculty member Peer evaluation is conducted for new staff during the first teaching module and regular staff during the course of the year. These peer evaluations are conducted by full-time staff of the university. Student evaluations are conducted at the end of the six-week course..
All programs must meet the California Commission on Teacher Credentialing standards requiring assessment of candidate competence prior to recommending candidates for a credential. The program has identified assessment procedures and will continue to refine and add additional requirements. Currently, the state required Teacher Performance Assessment (TPA) on Pedagogy is administered to all students. This TPA provided data on two areas: how well courses are providing skills and knowledge and how well our students are able to apply the knowledge. The other three Teacher Performance Assessments are to be instituted in the spring of 2007. These three include student data and analysis as well as a video performance of each teacher. It is expected that the additional TPAs will provide additional data to guide the program instruction and curriculum.

The Chair and the Professional Development Coordinator score the Teacher Performance Assessment (TPA) that was designed to measure the development of pedagogy of the teacher candidate. This assessment provides a clear picture of areas in needs of strengthening and areas that need to be added to the coursework. For example, recent administration and scoring of the TPAs demonstrated a need to strengthen CELDT connections to instruction and better linkage of assessment to instructional design. Course revisions are in process to better address these areas. In Spring 2007, additional required TPAs will be administered and scored including TPA #4t that includes a videotape assessment.

The chart below outlines the goals, objectives, measures, and outcomes the Teacher Education Department utilizes to make decisions regarding program development and adjustments.

<table>
<thead>
<tr>
<th>Goals and Objectives</th>
<th>Assessment Measures</th>
<th>Assessment Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives are clearly outlined and meet state standards.</td>
<td>Objectives are evaluated by students at the end of the course.</td>
<td>Course requirements in some courses (EDU 527 for example) have been revised to increase better student learning. Greater emphasis on lessons and differentiation to meet needs of students have been incorporated. Reflection on classroom implication have been stressed in methods classes. More videos and classroom experiences have been added.</td>
</tr>
</tbody>
</table>
| Teacher Candidate learning meets state standards and requirements for certification | • Teacher Performance Assessments (TPAs)  
• Portfolios  
• Teacher Performance Expectations (TPEs)  
• Student Teaching Evaluations  
• RICA results | Provide additional instruction, support or tutoring for areas of concern.  
TPE and TPA provides information on instructional weaknesses or concerns in methods courses. Allows for increased emphasis or changes in course curriculum. Example: Spring TPAs indicated that we needed to do a better job of linking instruction to assessment. |
<table>
<thead>
<tr>
<th>Goals and Objectives</th>
<th>Assessment Measures</th>
<th>Assessment Outcome</th>
</tr>
</thead>
</table>
| Instructor pedagogy is effective and meets diverse student needs | • Self-Assessment  
• Peer evaluation  
• Student Evaluations | Provide teaching pedagogy workshops  
Improved methodology |
| Students are advised and monitored regularly for timely course and program completion. | • Advisement logs  
• Individual credential worksheets  
• Student evaluations  
• FileMaker Pro Database. | Successful completion of program within two years.  
Better scheduling of course work as database indicates coursework that students still need to take. |
| Improvement in program and courses | • Exit interview surveys: Interview Surveys provide feedback on program successes and weaknesses and on instructors.  
• End-of-course evaluations measure course objective attainment  
• Teacher Performance Assessment (TPA) provides information on pedagogy knowledge, lesson planning, and student assessment | Analysis of the assessments have led to strengthening instruction on the use of assessment in all methods courses, changes in adjunct staff, as well as changes in the instructional activities in the classes (more hands-on investigations and greater collaboration and less lecture). |
| Alumni feedback | • E-mails  
• Referrals  
• Surveys | At this time feedback has been forthcoming through e-mails from alumni with comments or requests. Additionally, most alumni do recommend the program to others.  
Feedback from principals and superintendents (Oak Grove for example) has indicated that our students are well received and do quite well.  
30+alumni have requested a masters program at NHU as they want to attend the university rather than other programs such as SJSU. |
Faculty Profile

Faculty and Staffing
It is important to note that NHU is a very small university and that the departments and faculty play not only important roles in teaching, advising, but also in administration and university governance. NHU has really only had a stable cohort of full-time faculty in the last six years, with a small turnover rate. The full-time Teacher Education faculty has had to carry the responsibility in administration and governance for the program. Given the fact that NHU is a developing and growing university, faculty must not only develop, manage, and lead departments but also assist in important university-wide governance responsibilities such as faculty senate committees. There are no full-time faculty members that have the opportunity to focus solely on instruction in Teacher Education at the present. This is an issue that needs to be referred to the Faculty Senate committee, Faculty Affairs for further study.

Neva Hofemann was hired in 1999 as a faculty member and became Department Chair in 2002. Prior to that time, Lucia Vega served as Department Chair as did Dr. Monte Perez on an interim basis.

With the addition of the Department Chair, the Teacher Education Department had three full-time teaching/governance faculty: Dr. Roger Rosenberg (Coordinator of Supervision) and Zierlien Aclan (Coordinator of Advisement). In 2002 Ms. Aclan left the University and Dr. Shawn Vecellio was hired to replace her. Dr. Vecellio, Dr. Rosenberg and Ms. Hofemann have provided the stable faculty presence for the Teacher Education Department since that date.

Through grant funds 3.5 additional faculty members were added between 2002 and 2003 when enrollment and grant funds were at the highest levels. Dr. Kathleen Hess was hired in 2002 to oversee the Professional Development activities, supervise, lead the Teacher Performance Assessment efforts, and to teach various methods classes. Valerie Suares was hired in 2003 to head up the technology and recruitment efforts. Jan White was hired in 2003 to oversee a MASTAP grant, to teach several courses, and to supervise Interns. Jesse Rizzo (.5) was hired to assist with supervision and the paraprofessional initiative.

With the closing of several grants, Jan White and Valerie Suares have left the Teacher Education Department although they continue to serve as adjunct faculty. This leaves the Department with 4.5 full time faculty at this time to govern, administer, teach, and fulfill grant requirements. There was no new full-time faculty hired during the 2004-2006 academic year.

The full-time faculty; Dr. Roger Rosenberg, Dr. Shawn Vecellio and Neva Hofemann; all advise, do orientation, teach, supervise, and serve on various committees. Dr. Kathy Hess and Jesse Rizzo teach, supervise, and conduct professional development activities for the department. Development of program and curriculum rests with the Chair, although input is actively sought from other staff members.
The Full-Time And Adjunct Faculty Ethnicity And Degrees

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
<td>(Bronson)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>(Abrica, Castenada, Gomez, Gonzalez, Rizzo)</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>(Hess, Stebbins, Vecellio, Rosenberg, Hofemann, Yellenberg, Suares, White, Topolvic and Venterini)</td>
</tr>
</tbody>
</table>

Degrees are as follows: 7 with Ph.D.s and 9 with Masters

Pay, Contracts, and Hiring

Faculty Pay. Currently there is no salary scale for full-time faculty. There has not been one cost-of-living increase during the last six years. This is an issue in which the university has shown concern and is being studied in the Faculty Affairs Committee.

During 2003-2004 a new system was set up by the Senate’s Faculty Affairs Committee to increase the base pay for adjunct faculty and to recognize terminal degree attainment, and teaching experience at NHU. The faculty recognizes that the differential between faculty pay for adjuncts between NHU and local colleges is significant and makes it difficult to recruit and retain a stable group of adjunct faculty. NHU competes with community colleges and other higher educational institutions to get qualified and talented college teachers. The existing rate of pay for a new instructor with an M.A. is $1875 for a three-unit class.

Contracts. The 2002 letter from WASC granting Initial Accreditation indicated to NHU, that a Full-Time Faculty Contract system would need to be in place in order to have an effective faculty that would be able to be full participants in the university’s governance system. Multi-year contracts were instituted and issued to full-time faculty based on portfolio documentation two years ago.

Hiring. Progress towards meeting this requirement has been inconsistent. There are open positions that still need to be filled throughout the university. For the most part the Teacher Education faculty has had some stability. 4.5 full-time staff has been with the program for four years. Two full-time staff members have left as a result of grant closures. In 2007-2008 1.5 teacher education faculty will be released as a result of further grant closures. For this reason, grant writing and new program initiatives are highly important to the university and to the program.

Clerical Support

The department has a full-time clerical support staff for its operations that is paid from one of the grants. In addition, a full-time credential analyst is authorized although the position will be vacant as of August 2006. The Chair and Coordinator of Advisement have assumed the responsibilities of that position until filled. The Chair meets with candidates and submits credential applications to CCTC while the Coordinator of Advisement compiles the required documents.

NHU primarily has a paper system in handling vital university documents. There is no electronic registration system. Directed Studies (individual studies), course grades, course credit through
challenge exam, etc. involve the department chair handling, securing signatures, and actually delivering documents to the registrar’s office.

**New Faculty Induction and Mentoring**
One of the major advantages of a very small university is that it facilitates very close interaction among the faculty. Faculty members do not have separate offices, but cubicles. The faculty members are mostly housed on the second floor of the building and are easily available. New faculty members have extensive opportunities on a daily basis to engage in conversations on a host of topics important to faculty.

When new adjunct faculty are hired, the Chair or the Coordinator of Advisement meets with them the first night to make sure they have supplies, class lists, and equipment needed. Procedures for check out, registering new students and for duplication are discussed at that time. Midway through the course the contact is made with the adjunct as to progress and problems. A peer visit is conducted to make sure all is progressing successfully. The Chair looks at evaluations at the end of the course and sits with the new faculty member to discuss the outcomes and provides critical feedback. Additionally, new faculty are linked through e-mail so they can get their questions answered almost immediately.

**Enhancing Teaching Effectiveness.**
NHU conducts several faculty development workshops on an annual basis. The most recent workshop was held on November 16 and led by Dr. Kathy Hess of Teacher Education and Sarah March of the General Studies Program; the topic was assessing student learning. The Teacher Education faculty attend these workshops. In addition, the Teacher Education Faculty have participated in workshops on ELD/SDAIE, 2042 Requirements, Instructional Strategies, and Teacher Performance Assessment/Expectations workshops over the last three years.

**Distribution of Adjunct and Full-time Teaching Assignments**
The full-time faculty cover the majority of the course work and supervision. The Teacher Education adjuncts and supervisors also participate in the department professional development activities and have been a part of the current program throughout its development. Although some adjuncts are unable to attend inservices due to job conflicts, many do attend. One workshop in 2004-2005 that discussed Teacher Performance Assessment was attended by six of the 10 adjuncts and supervisors at that time.

The department chair reviews the resumes to ensure that the candidate has the appropriate academic background, classroom experiences, and/or university experience to deliver the instruction. Interviews are conducted by the Department and a pool of potential adjuncts are identified. As the schedule is by the Chair and Coordinator of Advisement, adjuncts that are best qualified to teach a particular course are offered the position. Assignment is made on the basis of expertise, availability and openings. Out of the 12-13 courses offered in a given 18 week period, 3-4 of the courses are covered by adjuncts. Successful adjuncts that have high student marks and evaluations teach on a regular basis are usually offered the opportunity first.

**Adjunct Teaching Faculty Identification**
The NHU Human Resources Director, Imelda Gonzalez, sends out announcements concerning specific areas of need such as Special Education Faculty or Technology in Education to the
Northern California’s Higher Education Recruitment Consortium website that has a link to the Department’s section of the HR website. (http://www.nhu.edu/hr/employment/lsadjunct.htm.) Applicants send their resumes and references in to the department chair or HR Director. It is the department chair’s responsibility to carefully review the job applicant, his/her credentials and references to make the decision to interview the candidate. Applicants that are offered positions send their officials transcripts and three letters of recommendations to the HR director for the file. Applicants that are hired are also required to meet with the HR Director.

DEPARTMENT CHALLENGES FOR THE FUTURE

The Teacher Education Department faces several challenges for the future that need to be addressed. These include:

- Revising and implementing a recruitment plan in order to increase enrollment.
- Finding scholarship monies to replace grants that close. Tuition has risen to $254.00 per unit. For many of our students this fee is above what they can afford easily.
- Replacing our Credential Analyst. The new CCTC system that requires on-line registration as well as added requirements and shrinking staff make this a priority.
- Completing the Special Education Tier II credential within two years.
- The potential loss of the Professional Development Coordinator and our BCLAD supervisor (and Charter School Liaison) creating a loss of full-time faculty and stability.
- Changes in the CLAD certificate requiring writing to new CTEL standards.
- Continued attention to assessment that includes the full implementation of the other three Teacher Performance Assessments.
- Training of assessors for the additional Teacher Performance Assessments.
- Masters Program development and implementation that meets Faculty Senate and WASC approval.
- Hiring of Special Education adjunct faculty and managing the credential program. This also includes supervisors that have expertise in Special Education.
- Continued hiring of adjuncts that have recent school experiences and involvement that include an experience with a diverse school population.
- Increased numbers of BCLAD teachers to meet demand of districts.
- Additional funds to keep faculty at the current level
- Additional library resources or library partnerships to meet the needs of additional programs such as Special Education and the Masters.