Dual Degree in Teacher Preparation Program Self Study
Program Review Fall 2013

I.          Mission and History

a.     Mission

The Dual Degree in Teacher Preparation (DDTP) Program's mission is to develop early-deciding undergraduates in the College of Arts and Sciences (CAS) into excellent California teachers graduating from the School of Education (SOE).

As a 4+1 program (B.A./B.S.+M.A.T. & Certificate) bridging liberal arts undergraduate and professional graduate education, we embrace the strengths of both these traditions, seeing our program as humanizing personal development in a rigorous intellectual framework that will fuel a lifetime of learning. Working with the diverse, urban communities of San Francisco through our Early Field Experience program, Dual Degree students bridge between theory and practice to develop professionally.

The Dual Degree in Teacher Preparation Program prides itself on active student support and meaningfully synthesizing the strengths of CAS and SOE. DDTP students are fully immersed in the CAS, majoring in any of the college's departments; we currently have students in more than 25 different majors while many also pursue various minors, special programs, and even semesters in study abroad-programs (see **Appendix S**). Dual Degree students are able to frame this rigorous, disciplinary subject-area knowledge in light of their SOE graduate classes, developing dynamic, self-reflective pedagogy over the course of 3-5 years rather than the two years of traditional MAT programs.

Beyond these synergies, the Dual Degree Program offers a dynamic intellectual framework with formal and informal components for the 150-160 students in our program. Beyond our informal, targeted "Future Teacher Seminars" each semester, we offer a few courses directly such as Introduction to the Teaching Profession (INTD 110) and the Early Field Experience sequence (INTD 385-7). We have collaborated with other departments to develop courses particularly tailored to our shared students (Art for Educators, Math for Educators, European and US History, How English Works, etc.).We have also supported larger frameworks such as the recent Education Concentration within the Sociology Major and the Child and Youth Studies minor. We hope to deepen our offerings in these areas through initiatives such as the proposed Science, Technology, Engineering, and Math (STEM) for Educators minor.

b.     History

From its inception, the Dual Degree in Teacher Preparation Program has been ambitious in bridging between many different domains at USF to create a coherent program for students while also meeting California requirements. For an administratively small program that currently has 2.5 dedicated staff (Academic Director [.5 FTE], Administrative Director [1.0 FTE], and Program Coordinator [1.0 FTE]) serving more than 150 students in more than 25 different majors across the College of Arts and Sciences, this has not always been an easy task. After the sometimes tumultuous early growth of the program, the recent years have been marked by administrative stability, excellent student retention, and programmatic innovation.

The history of the program can be framed in three broad periods that have all shaped the current character of the program: i. Initial Launch, Innovation, and Internationalization (1996-2003); ii. Streamlining and Refocusing (2003-2007); & iii. Renewed Growth (2007-present). We sketch the history here with an eye toward the current concerns of the program and also to highlight some of the ongoing, even structural issues that have sparked several different responses over the 17 years that the program has been active.

i. Initial Launch, Innovation, and Internationalization 1996-2003

The most substantial analysis of the early development of the Dual Degree in Teacher Preparation Program is the 2003 "Warren Report" by former SOE Dean Paul Warren (see **Appendix W**). Reflecting on the program at a point of perceived crisis, the report highlights some of the challenges that accompanied the early growth of the unexpectedly popular program. From initial program development activities in 1993, the program began enrolling students. The ensuing expansion of the program reflects the appeal of this hybrid program providing a cohort framework and a required international or domestic immersion experience: the Warren report notes "enrollment [. . .] increased annually from 9 students in fall of '98; to 20 in the fall of '99; to 54 in the fall of '00;to 102 in the fall of '01 and to 167 in the fall of '02. Current projections, which may be modified, project over 200 students for the fall of 2003."

Interviews with the Program Director from Fall 2001-Spring 2003, Professor Stephanie Vandrick (Rhetoric and Language Department), show that the program during this period was dynamic, creative, compelling, and overwhelmed by both growth and shifting waiver requirements from the Commission on Teacher Credentialing (CTC). The highlights of the program included a weekend retreat in Marin for all incoming freshmen to create a cohort extending over the following five years. This cohort model was renewed in the senior year by another retreat for those who were graduating fully into the SOE component.

The undergraduate program was punctuated by an "intensive experience studying in an international or domestic cultural setting other than that in which students grew up" (Warren Report). The small DDTP staff developed or coordinated with programs in Tijuana, Mexico (summer intensive); Budapest, Hungary (semester abroad); Manila, Philippines (semester abroad); along with a domestic program collaborating with a school in the Bayview-Hunters Point neighborhood of San Francisco. This was part of a striking vision of education engaged in the world, of teaching as an expansive and expanding vocation.

For the young and overstretched program, Warren Report found that "The Dual Degree program can be conceived of almost three discrete programs: An Arts and Sciences or undergraduate liberal arts program, a School of Education Teacher Credentialing program, and an Overseas Program." With the diversity of undergraduate student schedules, disparate majors, and the practicalities of students joining the program at different points, the cohort model was not ultimately able to synthesize these different elements. Moreover, some students in the program had difficulty completing the Master's in Teaching (MAT) degree and California credential in 5 years.

ii. Streamlining and Refocusing 2003-2007

The year 2003 began a period of great change for the DDTP. Most notably, passage of the California Subject Exams for Teachers (CSET) became a requirement of the state for teacher credentialing. In response to this mandate, the DDTP moved away from the waiver process, and in 2004 began offering co-curricular classes to support passage of the CSET exams. Additionally, the international immersion component of the program was eliminated and replaced by a version of what has become the present day Early Field Experience (EFE) program.

In the fiscal year 2003, based on a record of recent growth and the projection for continued growth, the DDTP had a budget of $430,000 for salaries and benefits, $38,000 for administrative and operating expenses and $11,000 to be spent on instructional travel and entertainment. At the time the staff was comprised of five administrators: Director (.25 FTE), a tenured member of the CAS faculty; Associate Director (1 FTE); Placement Coordinator (1 FTE); a staff member from the CAS Dean's office (.25 FTE); and a SOE liaison (.25 FTE), a faculty member from the SOE.

In short time, contrary to projections, student enrollment dropped significantly. This drop resulted from an intentional process undertaken to clarify student commitment to the program. The elimination of the international program also contributed to the decline in enrollments--these immersions were one of the strong appeals of the program in its early days. Administratively, the program shrank to 2 members: David Galles as Director; Kern Trembath remained in the Program Coordinator position. In 2005, a 3rd staff member joined the team, Jeff Ng as Assistant Director. For the next two years, the program adjusted to the many changes. By the time a new director, Jeff Buckwalter, was assigned in Fall 2006, the program was serving only a small number of students (less than 50) and was a barely known entity on campus among students, as well as faculty and staff.

iii. Renewed Growth 2007-present

In June 2007, the program structure was modified by the addition of a program assistant (Mary Coen). Although in the past, there was reference made to the assignment of a program assistant for the DDTP, in actuality there never seems to have been any individual functioning in such a position. For some time previously, the administrative functions necessary to allow for smooth functioning of the program were, seemingly, not able to be achieved. Anecdotal information reveals that the program had "run amuck" in the opinion of many.

A period of "house cleaning" ensued, from identifying students who were actually in the program, to ensuring progress toward graduation and seamless acceptance into the School of Education. Many of the components of the program remained the same, for example the DDTP probation program, however, they were now able to be carried out and enhanced, not simply exist on paper or in principle. The new structure allowed for a return to the student focus of the DDTP, renewed growth (from 46 students in June 2007 to 157 in June 2013), administrative stability and further development of student templates into live, individualized, student-accessible five year plans, just to mention a few of the more obvious positive outcomes. Building on this momentum, Mary Coen was promoted to Associate Director and Melissa Hope was hired as the new Program Assistant in 2008. In the fall of 2011, Assistant Professor Michael Rozendal (Rhetoric and Language Department) replaced Associate Professor Jeff Buckwalter (Computer Science Department) as Director of DDTP.

Since the administrative restructure in 2007, the program has restructured twice more. In June 2012, the Program Assistant (Melissa Hope) was elevated to Program Coordinator. This change was made in recognition that many of the duties performed by Melissa were beyond the scope of the program assistant role, namely, that of student advising. Program assistants are not permitted to engage in formal student advising. With the growth of the program, it was impossible for all advising to be accomplished by the Associate Director and Director. Additionally, the needs of the program required that Melissa take on work in several other areas that was not included in the program assistant job description. For the small amount of work that is classified within that job description, the TED program assistant (Lisa Klope) has been enlisted to help. This modification was long overdue.

The second change was implemented in June 2013; the Director and Associate Director positions were re-worked and re-named. They are now Academic Director (Michael Rozendal) and Administrative Director (Mary Coen). Although newly implemented, this structure is already reaping benefits. Given the variety of responsibilities of the DDTP staff, it has been very helpful to categorize the tasks into administrative or academic domains, allowing for more clearly defined roles. In this ongoing process of clearly defining roles within the program, we have been addressing the first concern raised by the Warren Report (2003) that "Overall program governance has been marked by high turnover and few clear or functioning role definitions." This stability and functional clarity has greatly strengthened the program.

Academically, the recent era has also been active for the program; this period of stability without the shifting demands of state waivers has allowed the DDTP to focus on curricular innovation. Connections to other departments have grown around particular courses such as Arts for Educators (piloted in Spring 2011). More recently, we have collaborated with the Sociology Department to develop and launch an Education Concentration within their major in 2012. This new track has already attracted more than twenty DDTP students. In this same vein of collaboration, we have laid the groundwork for an interdisciplinary Science, Technology, Engineering, and Math (STEM) minor that we hope to launch in the future, with a possible graduate component from the SOE. Within our own course listings over the last two years, we have launched the Introduction to the Teaching Profession course, giving our students an engaging overview of teaching before they launch into their graduate SOE coursework. For more on all of these, see the Curriculum section below.

Programmatically, the last two years have been marked by outreach and productive self-study. The DDTP staff has developed, formalized, and continues to further, a strong relationship with the SOE, which had been lost over the years. For example, the Academic Director now attends all Teacher Education Department (TED) meetings and retreats, in addition to monthly administrative meetings between TED and DDTP. The innovation within the program has been fueled by an ongoing process of self-study spearheaded by Mary Coen who has opened a multi-year conversation with peer programs and led a graduate review of the Early Field Experience program (see the Student Learning Assurance section).

While many remarkable things are happening within the DDTP, there continue to be areas of concern, some that seem to consistently resurface, indicative of possible structural issues. Each semester, advising students completely occupies the staff for a minimum of three weeks

before student registration begins. During this grueling time, not much else is possible. There are several other components of the program that are very labor intensive for the staff. The probation program monopolizes the staff's schedule for a good portion of the early part of each semester, when students meet with the staff. The early field experience program overwhelms the Administrative Director's schedule for the weeks preceding each new semester, and for as long as three weeks into the new semester. Event planning comprises a huge portion of the Program Coordinator's time, as there are so many student meetings, committee meetings and student presentations that need to be scheduled.

The current budgets for the DDTP are approximately half of the stated budgets for fiscal year 2003. Fortunately, we have reorganized the program in such a way that the monetary reduction has not had a negative impact on the services provided to students.

c. Learning Goals and Outcomes

The Dual Degree Program sees itself with several learning outcomes that are distinct from those of both our students' CAS departments and the SOE Teacher Education Department. To foster excellent, early-deciding teachers, our program seeks to develop:

1. Subject Matter Competency: Beyond the broad disciplinary concerns of our students' majors, they also develop the particular depth of knowledge expected by the State of California. We have collaborated to develop several courses geared both toward the University Core requirements and California CSETs, offer seminars, and sequence student templates to synthesize between these undergraduate resources and state expectations.

2. Knowledge of the California Education System: As an accelerated professional program, we want to ensure that our students gain a fuller understanding of their chosen field, moving from general enthusiasm to mature confidence. In this, we seek to bridge between theory and practice, addressing these issues with orientations, classes, seminars, and early field experience to connect students to their chosen profession on many levels.

3. Personal and Professional Development/Fostering a Passion for Teaching: Our early field experience program gives students an extensive framework for personal and professional development. In the Jesuit tradition of *cura personalis*, we seek to foster our students' holistic development, attending to intertwined strands of intellectual, professional, and, to some degree, personal growth. We develop individual attention through our extended advising program (see Advising section below), personalized academic templates, and internal probation program.

We have developed formal curriculum and informal co-curricular opportunities over time to support our students (see Curriculum section and Curriculum Map **Appendix A and Appendix B**).

II.  Curriculum

a. General overview

i.  Our **formal curriculum** of courses has grown over the past year with the expansion of the Early Field Experience (see below) and with the launch of Introduction to the Teaching Profession (ITP), a one-unit course developed in Spring 2011 and first offered in the Fall of 2012 (see **Appendix T** for sample syllabus). We see this course meeting several needs for the program. First, it gives an aspirational introduction to the field and to issues within the field, tailored to those who are considering teaching, in a course taught by an engaging, in-service teacher. This speaks to a range of students from freshmen who are just entering higher education as well as to graduating seniors who may be wondering about career possibilities after a liberal arts education. We hope that this course will allow the SOE to tap into a broader undergraduate audience than the early deciders who participate in the DDTP.

For incoming DDTP freshmen, ITP solidifies student understanding of and commitment to the field while allowing them to meet each other. The one-unit format allows them to take a full complement of undergraduate classes, 16 units of core and major requirements, keeping them on-track toward their undergraduate degrees while testing their interest in teaching. All of this is an improvement over the earlier framework of the program that would see freshmen enrolled in graduate courses during their very first semester.

Beyond our courses, we offer a series of Future Teacher Seminars, sessions that deliver targeted information about resources, requirements, and opportunities to specific groups of DDTP students as they progress through the program.  Some of these sessions are required, though students are expected to attend no more than two per semester. Samples of topics covered include Course Previews, State Credentialing, School of Ed for Seniors, and Financial Aid for the 5th Year. See **Appendix R** for a full listing. We are heartened by the TED's recently expressed interest in becoming more directly involved with these sessions. We have also considered the possibility of using these sessions to reinforce student community over the course of the undergraduate years. Recently, we have been discussing the possibility of paring down the information presented at these seminars, thus increasing the number of seminars that students must attend.

ii. DDTP has taken advantage of collaborations with many different CAS departments to craft a range of **co-curricular offerings**, courses, minors, and even major concentrations meaningfully engaging with disciplinary knowledge which are also framed toward the needs of DDTP students. Since withdrawing from the waiver system, we have had the chance to innovate by tapping into USF faculty strengths and interests. Many of these courses, such as Arts for Educators or Math for Educators, satisfy core requirements, so DDTP students are encouraged to take these courses, though not required. One successful example is How English Works (Rhetoric 320), an introductory linguistics and writing course taught by a full faculty member that addresses the needs of Multiple Subjects (MS) students, Single Subject (SS) English students, and English majors. The course offers a rich disciplinary environment that also gives students some backing for the CSETS. For more on these various courses, see IV. a. Faculty Overview & Relations below.

The informal nature of these connections with other departments leaves these courses open to change as departmental priorities shift. Several courses that have been important to our students have stopped running or have been shifted around between departments.  Some of these

co-curricular courses seem relatively marginalized in departments as some are taught exclusively by adjuncts or viewed as a cul-de-sac outside of the main currents within the department. We were surprised in the preparation of this report to find out that certain courses like Great Works of Western Literature which had been developed for DDTP students now run entirely independent of the program, apparently with both sides forgetting the roots of the course.

Volunteer and work opportunities focused on education form another layer of pre-professional exploration for our students. Many of our students have taken environmental education into elementary schools with the organization Sprout Up!. They also find employment working with America Reads and the local Family and Youth in Transition program. This semester (F13) a Future Teacher Seminar focusing on volunteer opportunities was held for the first time. Representatives from local schools and organizations were invited to speak to DDTP students, and students were able sign-up on the spot. The DDTP staff receives information regarding a variety of employment opportunities throughout the semester. This information is shared, via email, with the appropriate DDTP student groups.

iii. **Real-time Curricular Planning and Analysis:** Our File MakerPro (FMP) database allows us, at any given time, to project or adjust course enrollments for undergraduate and graduate level classes to be taken by DDTP students in future semesters. This allows us to precisely project student needs and proactively plan for them before classes are even scheduled, a rare position giving an overview of the whole program.  Sharing this useful information allows DDTP and TED staff to work together to determine the number of course sections needed, control student ratios (DDTP vs. Grad only students), and ensure balanced enrollment per section. Also, these projections facilitate the decisions made regarding the hiring of adjunct faculty.

     b.   Curriculum Map and Success Rates
          i.    Curriculum Map
DDTP students complete undergraduate classes while also following the curriculum and program design of the Teacher Education program at the School of Education. (See **Appendix C)**
          ii.    Enrollment and Retention
The DDTP Program currently serves approximately 160 active students. This number has held steady for the last few years, after a period of rapid growth between 2007-2010. 22% of current DDTP students came to USF as transfer students.
          iii.    Graduation Rates
Our most recent numbers come from the period between 2007-2010: 4-year graduation rate for DDTP students - 79% (4-year graduation rate for USF students in 2007 - 49%).
See **Appendix E**.

     c.    Early Field Experience Program (EFE)
 i. Overview
The Early Field Experience (EFE) program is one of the highlights of participation in the DDTP. For many of our students this is a long-awaited opportunity to work in a classroom with a mentor teacher, in a role other than student. Placements in local elementary, middle, and high schools allow for observation and application of theory in a practical environment.

DDTP students must participate in a minimum of two semesters of EFE. Typically, one EFE course is taken early in the undergraduate career, most often during sophomore year. The second EFE course is taken as late as 2nd semester senior year. Each semester's field experience consists of:

- Three hours a week (42 hours a semester) in a local classroom -- observing, tutoring, delivering instruction and assisting the classroom teacher;
- One or Two-unit DDTP Early Field Experience class, INTD 385, 386 or 387.

For MS candidates, one placement is in the K-2nd grade range, and the second is in the 3rd-5th grade range. SS candidates are placed in middle school or high school. For those students pursuing the MS/SS path, three field experiences are required, the third one being in a middle or high school classroom. Similarly, it is highly recommended that students interested in Special Education take a third field experience class in which they are placed in a special education environment.

Before being placed in the field, all DDTP students must apply for a Certificate of Clearance, which includes LiveScan fingerprinting, and submit negative TB test results. They attend a mandatory meeting, conducted by the EFE Placement Coordinator, for all students enrolled in the EFE courses, held at the end of the semester preceding the placements. Students who do not attend the meeting are not placed in the field.

ii. Early Field Experience Process

At the placement school, a meeting between the mentor, the EFE intern and the field coordinator initiate a placement. For mentors who have worked in the program previously, and are paired with EFE II interns (those in their second field placement), there is no initial meeting with the field coordinator. The EFE intern initiates the first meeting between the intern and mentor. Later in the placement the EFE placement coordinator visits the site to observe the EFE II intern. During the initial meeting, participants discuss all aspects of the placement with the aid of a handbook (see **Appendix F**), and set the intern's schedule.

DDTP EFE interns are introduced to the class and are required to conduct observations to learn about classroom management/ procedures, teaching strategies, and student needs/ behaviors. Each EFE intern has a time log, which requires the mentor teacher's signature or initials for each visit to the classroom. On the time log, the EFE intern indicates the level of participation for each visit.

DDTP EFE interns participate in classroom activities, as appropriate. We ask that mentors meet with EFE interns, whenever possible, before or after class or during prep time to review possible activities, and provide the support needed for the students to follow through with committed tasks/responsibilities. Throughout the placement, interns have ongoing contact with the field coordinator and the instructor of the weekly class. The USF course instructors and the mentor teachers are also able to communicate with each other during the semester.

DDTP EFE interns enroll in a one to two-unit DDTP EFE class. EFE interns who are in their first placement are enrolled in DDTP: EFE Pedagogy I. The EFE interns who are in their second placement are enrolled in DDTP: EFE Pedagogy II, or for Single Subject candidates, DDTP: EFE Single Subject. The instructors for these classes are current teachers in the SFUSD.

The evaluations completed by mentor teachers count for 50% of the intern's grade for the class, while the other 50% is earned from classwork.

iii. Analysis, Self-study, and Changes

The process of placing the DDTP students, continuing communication throughout the semester, sending and receiving all three evaluations, and troubleshooting any issues that arise in the field for students or mentors, is very labor intensive. In recent semesters, we made several changes to increase the effectiveness and efficiency of the EFE program. In Fall 2012, the DDTP EFE program was the subject of a graduate student study (see **Appendix K**). Most of the changes have been minor and have achieved the desired outcome. Unfortunately, it seems as if the process is inherently cumbersome and that little that can be done to streamline some of the components. The DDTP EFE Placement Coordinator, working with the DDTP staff, the instructors of the EFE courses and the mentor teachers, continues to investigate ways in which the EFE program can be improved. On a positive note, the involved parties report that the program is a high quality one. Mentors typically rate DDTP students highly, giving frequent praise. Another positive indicator is the fact that most mentors continue to participate in the program, semester after semester. Oftentimes, there are more mentors volunteering than are needed for a given semester.

d. DDTP Admission Policies

The DDTP Program is open to undergraduate students in the College of Arts and Sciences who have an interest in pursuing a teaching career. We encourage students to apply to the program as soon as possible since this allows for DDTP advising before students register for their class schedule. While we encourage early application, students can be accepted into the program throughout the year. Participation in DDTP or enrollment in Teacher Education classes begins in the semester following acceptance.

Acceptance requirements for the program are:

- Cumulative GPA of 3.0 from high school for incoming freshmen applicants, or from previous institution for transfer student applicants
- Cumulative GPA of 2.75 and 3.0 in major for current USF student applicants
- Completed DDTP application

USF students who have completed one or more semesters are welcome to apply to the Dual Degree program. Many students join the program as sophomores and some are able to begin as late as the first semester of their junior year. Each individual situation is evaluated for feasibility, in an effort to determine if participation is the best path for students. For students who will not be able to complete the 4 + 1 model, we recommend taking the traditional path to the School of Education after graduation.

e. Transfer policies

Our 4 + 1 model does allow for acceptance of transfer students into the DDTP. Oftentimes, the path for these students is a bit more complex, so they are handled on a case-by-case basis. All prospective transfer students will meet with the DDTP Program Coordinator to discuss interests and goals, as well as to determine feasibility of the program. This step is especially important for transfer students, as feasibility is determined by additional factors, such as: number of transfer units, specific courses already completed, Core requirements met, etc. We often create a DDTP template for these students to outline the projected path through the program. Occasionally, participation does not provide the benefits of saving time and money; as a result, these students are advised to complete their BA/BS, and then begin a teacher preparation program at the graduate level.

Prospective transfer students are always encouraged to consult the online Articulation Agreements between USF and most California community colleges. This helps determine exactly which classes will successfully transfer to USF for full credit. Wherever possible, transfer students are also advised to reserve certain Core classes to be taken at USF. These are the classes that are specifically designed to compliment Teacher Education courses and/or prepare students for CSET exams, for example: Arts for Educators (F core), European/United States History (C2 core) and Math for Educators (B2). For DDTP transfer students, A2 core fulfillment (which can only be fulfilled at USF) is accomplished by taking How English Works.

f. Advising

As a program focused on supporting students as they navigate undergraduate and professional development, advising is a critical part of the DDTP program. In this, the DDTP program embraces, and exceeds, California state expectations that, "candidate advisement at each step of the way is [. . .] critical to successful program outcomes" (Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature, California Commission on Teacher Credentialing, June 2004 Commission Report 04-02). The importance DDTP places on advising reaches well beyond the state expectation and can be seen in concrete terms--for an intensive month in the Fall and also in the Spring semesters, advising almost completely (pre)occupies the program's staff. While intensive, advising is one of the most crucial components of the program, facilitating our high student retention rate and allowing students to complete the accelerated program in a timely manner.

Beyond intensive, one-on-one meetings, a cornerstone of DDTP advising is the DDTP Student template, an advising tool unique to our program. This template serves as a road map for participating students. It is a five-year academic plan, detailing courses to be taken within the DDTP program, as well as major and core requirements. Templates are customized for each individual student. They are flexible documents that can be modified as a student progresses through the program. Oftentimes, classes or CSETs are moved between semesters or into the summer or intersession; however, items are rarely deleted. Students can directly view their templates via the Web, allowing them to proactively plan outside of advising sessions. (See **Appendix A**)

Each student attends a minimum of one advising session per semester to plan her/his class schedule for the upcoming semester. Advisors use these sessions to discuss a range of

issues including: progress toward a degree, completion of TED coursework, academic performance, CSET exam progress and other issues related to the program. In addition to this individual advising, DDTP participants have other forms of focused advising through a New Student Orientation, the series of mandatory and optional Future Teacher Seminars, mandatory pre-placement Early Field Experience meetings, and GPA monitoring. For those who end up on DDTP Probation (see Academic Expectations below), probation meetings function as an additional, mandatory, holistic advising session at the beginning of each semester. Furthermore, all DDTP participants are encouraged to stop by the DDTP office, or email any DDTP staff member should they have any questions or concerns. (See Handbook **Appendix G**)

g. Credit Hour Policy Compliance

Our Early Field Experience course sequence (INTD 385-7, 2 credit hours each) is in compliance as these courses are scheduled during the registrar's regularly scheduled times for the semester and because they include an additional 42 hours of field time spent in primary or secondary classrooms outside of the specified class meetings.

Our Introduction to the Teaching Profession (INTD 110, 1 credit hour) varies from the standard scheduled times, meeting for two hours/week for half of the semester rather than an hour/week over the whole semester. This is designed to foster the development of a cohort/community and to deepen the conversation in fewer, more intense sessions.

III. Student Learning Assurance

a. Summary of Assessment Results

Given the wide variety of undergraduate teacher preparation programs in existence throughout California, we, the DDTP staff, have a keen interest in learning more about programs that are similar to ours, and those that are different as well. To that end, Mary has made visits to institutions that offer "early decider" programs throughout the state. Beginning in February 2012, Mary and Melissa visited St. Mary's College in Moraga, CA. Later that Spring, Mary visited four schools in Southern California: Pepperdine University, University of San Diego, Chapman University and Loyola Marymount University **(Appendix H)**. These visits proved to be so beneficial that in Spring 2013, Mary re-visited University of San Diego and Loyola Marymount, as well as visiting Mount Saint Mary's for the first time (**Appendix I**). The knowledge gained through these visits is invaluable. Additionally, the ever-changing landscape of teacher preparation requires constant evaluation and revision of programs serving teacher preparation candidates. As such, we hope that these types of visits will continue annually.

During summer 2012, in an ongoing attempt to find out more about undergraduate teacher preparation in California, Mary developed a survey and sent it to 33 other California institutions that have undergraduate teacher preparation programs. Twenty-eight institutions responded and the results garnered were presented in a report to the DDTP Strategic Advisory Committee in Fall 2012, as well as shared with all participants (**Appendix J**). The results continue to serve as a tremendous reference and motivation for the DDTP staff to implement improvements, and provide reference points against which the DDTP can be continually assessed. We hope that additional surveys can be conducted to investigate several, more specific areas

common to "early decider" programs. While we are happy with our 4 + 1 model, we feel that continually comparing our program to others is an effective way to ensure that the DDTP program remains current and continues to serve participants well.

During Fall 2012, DDTP took advantage of an opportunity to have the early field component of the program studied by a graduate student group as their culminating project for their Master's Degree in Organization Development. The group began their project by utilizing the mentors' evaluations of the program that had been collected over the past five years. These evaluations, along with the evaluations of the DDTP EFE interns, provided data for the study. The objective of the project was to determine if there were more efficient and effective ways to run the early field experience component of the DDTP. The results of the study provide an interesting and valuable framework for implementing changes, as well as point to areas of the program that are particularly strong and should remain in place, whether or not they are considered efficient (**Appendix K**). The group devised a chart presenting their suggestions with a timeline for implementation. Beginning in Spring 2013, several of the changes were put into place and seem to be having the desired effect of increasing efficiency and effectiveness, as evidenced through the mentors' program evaluations for the Spring 2013 field placements.

Another method employed to retain relevance, vitality and purposeful vigilance is the DDTP Strategic Advisory Committee (SAC). Developed to prevent the possibility for the program being "lost" between two worlds (the CAS and the SOE), the committee also serves as a vehicle for self-study. The committee meets once per semester. The members come from departments across the University. They receive a report on the current state of the program, and are able to share their perspectives in relation to the happenings of the DDTP. Information is shared and collaborations are fostered through committee participation. In recent years, the DDTP staff has made inroads in familiarizing others around campus with the program and establishing relationships with faculty and staff from a variety of departments campus-wide. The DDTP Strategic Advisory Committee is one major step taken to strengthen and develop relationships.

IV.     Faculty

a. Overview & Relationships

The structure of the DDTP necessitates relationships with many departments throughout the University--while we offer very few courses directly, we provide students rich undergraduate, graduate, and co-curricular offerings by synthesizing disparate programs across USF.

One of our fundamental relationships is with the SOE, in particular the Teacher Education Department (TED). All DDTP students take graduate level TED courses offered through the SOE. The SS candidates take 20 units as undergraduates and the MS candidates take 22 units, which contribute to the 128 total units required for a BA or BS. These units then also count toward the 42 total unit Master's in Teaching degree once students enter the graduate portion of the program. With regard to other departments, all DDTP students take classes within their major departments and complete the University core requirements, though the MS track students do receive a waiver on the CAS language requirement.

Importantly, some departments offer courses that directly support the subject matter competence of DDTP students, which is primarily tested through the passage of the California Subject Examinations for Teachers (CSETs). Our strongest undergraduate co-curricular relationships exist with the Art, Math and History departments as each of these departments offers courses dedicated to our Multiple Subject students. Other departments contribute to the subject area proficiency of our SS candidates; these would be the departments of the subjects in which our SS candidates seek to earn their credential. Oftentimes, the DDTP staff collaborates with these departments to ensure the offering of particular classes that support passage of the CSETs.

It is the hope of the staff to strengthen relationships with other departments by developing more defined lines of communication. In particular, scheduling conflicts are apt to arise when the DDTP is not taken into consideration while departments plan their schedules. For example, the History Department recently scheduled its senior seminar class during the timeframe in which Teacher Education classes are offered (4:45-7:15P), rendering the DDTP seniors potentially unable to take the graduate level class needed to complete the undergraduate portion of the DDTP program.

DDTP students are able to pursue minors. One minor, popular among DDTP students, is Child and Youth Studies. The minor includes 4 courses (10 units) that are required courses for DDTP students: Education of Exceptional Children, Education of Bilingual Children and two Early Field Experience classes. As a result, the minor is somewhat easily accomplished by those DDTP students pursuing it. Other minors span the breadth of subject areas within the CAS. Currently, the program is working with several of the science departments, and the Math and Computer Science departments to develop a STEM minor. The SOE is also involved in this collaboration in the hopes of developing 2-unit courses, focused on the teaching of the STEM subjects, that will accommodate both undergraduate and graduate students (**see Appendix V**).

In Fall 2012, the Sociology Department began offering Sociology with an emphasis in Education as a track for Sociology majors. This emphasis came about as a result of collaboration between the DDTP and the Sociology faculty and staff. Since its inception it has been successful in offering a focused undergraduate framework for our students primarily committed to education.

Presently, the DDTP has 30 students pursuing the Education emphasis in Sociology. The students report that they enjoy the courses within this emphasis and feel that the content is relevant with regard to their interests and future career aspirations. The DDTP felt that this emphasis would appeal to a number of students who arrive at USF intending to major in Education. These students, upon discovering that there is no undergraduate major in Education, are tasked with choosing a major. Sociology with an emphasis in Education is proving to be a popular choice among this group of students.

The Math, Art and History departments offer classes that are open only to DDTP students. These courses fulfill university core requirements, as well as provide subject matter support for the CSET exams that DDTP students must take and pass before gaining entrance to the USF SOE. In the past the Kinesiology (ESS) Department offered a course, Curriculum and Instruction in Elementary Physical Education, for our students. However, the course has not been offered in

some time and the ESS department does not seem optimistic that the course will return any time soon.

DDTP students are able to participate in several other special programs: Saint Ignatius Institute, Esther Madriz, Martin Baro, Erasmus and Honors Humanities. Additionally, DDTP students are able to serve as Resident Assistants and participate in Varsity Sports. Many students Study Abroad, and an even greater number participate in the shorter international and domestic USF Immersion programs. DDTP students are involved in many volunteer programs, as well.

As is evident, the 4 + 1 model is flexible enough to allow DDTP students to have a typical undergraduate experience. Generally speaking, DDTP students do not feel overwhelmed or overburdened by the additional coursework taken within the program. This is a feature of the program that we feel synthesizes the strengths of CAS and SOE.

b. Recruitment and Development

For the last 5 years, all of the instructors for the DDTP courses have been recruited from the group of classroom teachers who have mentored DDTP Early Field Experience interns. Since these instructors are actively engaged in primary or secondary education, they provide valuable models for DDTP students who are in the early stages of a professional program.

All of the adjunct instructors have access to the many resources that are available to adjunct faculty across the university. They receive email information about these opportunities and have access to information via the website. DDTP adjuncts have active USF Connect accounts through which they can utilize all tools for instruction offered through the Center for Instructional Technology (CIT). Also, they can avail themselves of opportunities to take classes through the CIT on a wide variety of subjects to enhance their teaching.

The DDTP staff is always willing and available to meet with the instructors. At least once a year, the adjuncts come together and meet with the Administrative Director to review and discuss the current status of the classes they are teaching. Modifications can be made at this time to any of the courses, should there be a determination of such a need.

Faculty demographics, course information, and CVs can be found in **Appendices L, M).**

V.  Program Governance

The DDTP program staff is comprised of a half-time Academic Director, a full-time Administrative Director, and a full-time Program Coordinator. There is no hierarchy within the structure of these positions; responsibilities of each staff member are determined by their job functions. All three of these positions report directly to the Associate Dean of Sciences in the College of Arts and Sciences, currently, Chris Brooks. We enjoy a collaborative and collegial relationship, which easily lends itself to a positive and productive work environment.

The DDTP has a Strategic Advisory Committee (SAC), formed in Fall 2009, and comprised of members from many disciplines in the College of Arts and Sciences, Admissions, and the School of Education. This committee provides guidance to the DDTP program, and fosters collaboration and innovation across departments and programs university-wide. In addition to the three DDTP staff, current members include:

**David Galles**, Assoc Professor, Computer Science & Former Dual Degree Director

**Stephanie Vandrick**, Professor, Rhetoric & Language & Former Dual Degree Director
**Eric Hongisto**, Assoc Professor, Art+Architecture, Chair of Fine Arts program
**Amy Joseph**, Program Assistant, Sociology
**Diana Lattimore**, Assoc Professor, Kinesiology & Director of Child & Youth Studies minor
**Patrick Murphy**, Professor, Environmental Studies & Politics
**Tracy Benning**, Assoc Professor, Environmental Studies & Environmental Science
**Tom Bottger**, Assoc Professor, Physics
**Kevin Oh**, Assist Professor, Learning and Instruction, School of Ed
**Jeff Dillon**, Assist Professor & Director of Field Placement, Teacher Education
**Peter Williamson**, Assist Professor, Teacher Education
**Kim Westerman**, Assoc Director, Teacher Education
**Mike Hughes**, Director, USF Admissions
**Jeff Buckwalter**, Assoc Professor, Computer Science & Former Dual Degree Director

VI.     Students

    a. Recruitment

The University of San Francisco advertises the Dual Degree in Teacher Preparation (DDTP) program on its website within the section dedicated to Special Programs, as well as on the list of majors and minors under the heading: Education, Dual Degree in Teacher Preparation. Each of the listings takes visitors to the DDTP webpages within USF's website. These pages are maintained by the DDTP and include:

- Program Overview
- Field Experience
- News and Events
- Request Information
- DDTP Application
- DDTP Resources
- Contact Us
- Apply to USF

In addition to website marketing, DDTP staff members attend all admitted student events, New Student Orientations, Donsfest, the annual major/minor event for current students, and visit local community colleges during informational events. Following the deadline for new students to commit to USF, an informational email is sent to all students committed to the CAS, who have achieved at least a 3.0 high school GPA.

The "Request for Information" link on the website has proven to be a great resource for recruitment, approximately ⅓ of our current students visited the website to request information before joining the program. We have found that word of mouth amongst the current students and their friends, family and colleagues supplies another ⅓ of the students. As for the remaining ⅓, approximately 10% come to us via campus-sponsored events and for the approximately 20% remaining there is no record of how they became aware of the program.

As of the Fall 2012 semester, we added a new entry-level course to the list of required classes for DDTP students. This class, "Introduction to the Teaching Profession" (ITP), is available not only to DDTP students but also to any interested students. In the near future, we expect that many of our active students will come to us after taking the ITP course.

Regardless of the means by which students come to the program, the usual first step toward participation is a meeting with the DDTP Program Coordinator. During the meeting the details of the program are discussed and made clear to the interested student. The discussion will include determination of feasibility for each individual student. After the meeting, students decide whether or not they will apply.

b. Academic Expectations

i. Overview

As undergraduates, DDTP students are conditionally accepted into the SOE in order to enable them to take graduate level classes as they work toward a Bachelor's degree. Ultimately, they must apply to the SOE for formal acceptance into the MAT, or other graduate program they choose to pursue. The SOE has strict academic requirements for the acceptance of DDTP students. These requirements are more stringent than those set forth for non-DDTP applicants to the SOE, which has proven to be an issue of debate between the DDTP program and TED department. We would like to see the entrance requirements uniform for both student groups. These requirements determine the parameters of the Academic Expectations set forth. Because it is so complicated for DDTP students to be pursuing two degrees at the same time, we actively track GPA, and have created a proactive, internal probation system to keep students on track.

ii. GPA Tracking

Entering DDTP students must have a minimum high school or transfer college GPA of 3.0. Continuing DDTP students must maintain a 2.75 cumulative GPA and a 3.0 GPA in their major. Students not meeting the minimum GPA requirements will be placed on probation. Upon posting of grades each semester, a grade check is performed for all DDTP participants, and GPAs are recorded in a form within the File Maker Pro database (see **Appendix U**).

iii. DDTP Probation

In addition to not meeting GPA requirements, DDTP students are placed on probation for a variety of reasons, referred to as Administrative reasons. Here is a list of some of the behaviors that result in a student being placed on probation:

· Inappropriate behavior in TED/SOE courses
· Repeatedly ignoring email from DDTP staff
· Lack of attendance at Future Teacher Seminars or other mandatory events

DDTP probation is not punitive; it is undertaken to assist a student in being successful, leading ultimately to acceptance into the SOE for the final year of the program. Students placed on probation are required to meet, at the start of the semester, with two members of the DDTP staff, one being her/his DDTP advisor, the other being the Academic Director or Administrative Director. During the probation meeting, strategies for improvement are devised, discussed and

documented. The student is given the opportunity to agree to the expectations for the upcoming semester. Four to six weeks following the initial meeting the student's DDTP advisor will check in with the student to discuss how the semester is progressing and to see if any of the strategies need modification. If at the end of the semester, the student has not met the expectations set in the meeting, the student remains on probation and is elevated to the next level (Refer to the probation chart in **Appendix N** for specific parameters of each level of DDTP probation).

DDTP probation is completely separate from University probation; it is not recorded in USF transcripts. Nonetheless, it may be noted within a DDTP participant's application to the SOE. The decision to dismiss a student from the program is determined solely by the DDTP staff. Dismissal means the revocation of the ability to take further TED and/or DDTP classes as an undergraduate. Additionally, priority registration will no longer be available, nor will any of the other benefits of DDTP participation. TED courses already taken will count as electives toward the 128-unit USF requirement for a Bachelor's degree. Students dismissed from the DDTP program can apply to other graduate schools of education, or on their own to the USF SOE.

Between Fall 2008-Fall 2013, there have been an average of 16 students on probation per semester.

VII.     Staff

The DDTP staff consists of an Academic Director, an Administrative Director and a Program Coordinator. All staff members have many individual duties, however, the one duty they all have in common is student advising. Currently there is no DDTP Program Assistant; if necessary, certain program assistant duties can be performed by the SOE TED Program Assistant for the DDTP program.

i. Academic Director - Michael Rozendal, Ph.D.

Michael Rozendal, an Assistant Professor in the Rhetoric and Language Department, joined the DDTP in 2011 as its Director (.5 FTE), a position reframed as Academic Director in 2013. Michael serves as a primary representative for the program to other academic programs in the CAS and SOE; increasing meaningful collaboration between these sides has been a priority over the last two years.

Michael advises all Dual Degree students in the Single Subject path, meeting with each of them for at least half an hour each semester to create class schedules, clarify DDTP issues, and holistically discuss students' development. In addition, Michael participates with probation meetings each semester with students who are on DDTP probation.

Two developments over the last two years speak to Michael's role within the program and with the larger campus: spearheading the development of our new Introduction to the Teaching Profession course and deepening connections with the Teacher Education Department. While becoming DDTP Academic Director involves a learning curve for any CAS faculty to take on this role, the established staff knowledge, systems, and support allowed us to innovate.

CV can be found in **Appendix O.**

ii. Administrative Director - Mary Coen

Mary has been part of the DDTP staff since June 2007. Beginning as the very first Program Assistant for the DDTP, Mary became Associate Director in February 2008 and Administrative Director as of June 1, 2013. Mary also functions as the Early Field Experience Placement Coordinator, a position that is labor intensive during specific times in the semester. Mary represents the DDTP at the San Francisco Unified School District Institutions of Higher Education (IHE) Advisory Council meetings, at local community colleges and the University of San Francisco Admission Department events. Mary has a keen interest in researching other undergraduate programs within California and has initiated several surveys of such institutions, as well as an internal survey of the DDTP Early Field Experience program.

As an advisor, Mary serves the Multiple Subjects candidates, with the exception of those majoring in History, Psychology, International Studies, Latin American Studies or a language. Each semester, Mary meets with her advisees for a minimum of one hour to develop class schedules, as well as discuss any other DDTP or academic issues. Additionally, Mary participates in the probation meetings for any of her advisees who find themselves on DDTP probation. Also, as a follow-up, Mary checks in with these students midway through the semester. As a 1.0 FTE, Mary is generally available to meet with students upon request in addition to semesterly advising meetings.

Early Field Experience (EFE) requires placements of DDTP students in local public and private Elementary, Middle and High Schools. The DDTP students are enrolled in a weekly EFE course. In addition to securing placements, Mary meets with all students who will be in the field, as well as with all students and mentor teachers who are involved in the program for the first time. Throughout the semester, Mary maintains communication with the students and the mentors via email, a mid-term evaluation, a final evaluation and a program evaluation. For those students in their second placement with an experienced mentor, Mary visits the placement classroom during the semester, preferably during the delivery of a lesson by the DDTP student.

Mary also serves as the main liaison between the department and the adjuncts who teach the DDTP courses, ITP and EFE. Throughout the semester, she maintains communication with the instructors regarding all issues related to their courses and students. Before the beginning of the each semester, and often times at the end of the semester, Mary meets with adjuncts to prepare for, or review, their classes.

Resume can be found in **Appendix P.**

iii. Program Coordinator - Melissa Hope

Melissa has been with the DDTP since August 2008. She started as a Program Assistant, and was promoted to Program Coordinator in June 2012. Melissa advises students on the Multiple Subjects path, in the following majors: Psychology, International Studies, History, Latin American Studies, and Languages. Melissa meets with all prospective students, and occasionally, their families, to discuss the program and determine potential compatibility. She

also develops and schedules Future Teacher Seminars, schedules all meetings with staff, departments, and committees, and maintains student records in the File Maker Pro database including GPA monitoring and transcript/template cross-checks, each semester.

In addition to DDTP advising and administrative duties, Melissa travels with Project Learn Belize, taking both Dual Degree and graduate TED students to Dangriga, Belize for immersive teaching experiences during January Intersessions. She has also traveled with the Korea Immersion and Teaching program in the summers of 2010 and 2011, taking Dual Degree and Special Education grad students to Changwon, South Korea where they taught intensive English to Korean students.

Resume can be found in **Appendix Q**.

VIII.       Diversity and Internationalization

a. Diversity

The student body of the DDTP program is not as diverse as that of the university as a whole; however, the DDTP student body is more diverse than that of the traditional TED program student body. With each passing year the level of diversity amongst DDTP students is increasing. Currently, 66% of USF's student body is students of color. The DDTP is at 52% for the same statistic. In comparison to the city and the state, the DDTP is doing well with regard to diversification. In a November 2011 report, based on 2008 SADD data, only 29% of California teachers are of color. The university's own SOE report for 2011 shows 28% of students are of color in the TED program (with an additional 10% unreported). As of Spring 2013, 22% of DDTP students were male, and 78% female.

b. Internationalization

The DDTP program, and the Teacher Education Department, are regional programs, focusing on preparing students for a career in teaching in the State of California. As a result, internationalization within the program is somewhat limited. Instructors focus on educational issues at the local and state levels. Currently, the USF School of Education does not accept international students into any credential program. This is due to complications in gaining employment in California school districts after program completion. Presently, the DDTP does not accept international students. We hope to be able to change this at some point in the future, but for now, we must adhere to SOE policy. We have had interest from numerous international students, and have entered into discussions with the SOE about developing a Master's program for the international students. Nothing has come of these discussions yet.

In order to provide access to international experiences, we do provide immersion opportunities designed for students to gain an international perspective on education and to learn from teachers in other countries, while also gaining valuable experience teaching in international classrooms, and working within new cultural contexts. The DDTP program collaborates with Project Learn Belize to offer immersion and teaching opportunities for DDTP seniors in Dangriga, Belize each Intersession (January). DDTP also sent students to South Korea with the Korea Immersion and Teaching Program in 2010 and 2011, and is currently collaborating with SOE faculty to offer a teaching experience in Thailand during the summer of 2014.

Many DDTP students also take advantage of the varied study abroad and immersion opportunities offered by the greater USF community. It can be challenging for students in the DDTP program to participate in semester-long programs, depending upon their progress in the DDTP courses as well as their major courses. Whenever possible, DDTP staff encourage and support students participating in these programs.

IX.     Technology and Informational Resources

The University's supported technology serves the needs of the adjuncts teaching courses for the DDTP. Most of the instructors have utilized the Blackboard learning management system. It is expected that these instructors will soon use the new learning management system, Canvas, which the university has adopted.

The Center for Information Technology (CIT) is a teaching, learning, and research facility designed to provide USF faculty, staff, and students with access to the tools for the successful integration of technology into today's classroom. The CIT offers many opportunities for the DDTP faculty and staff to take courses to enhance personal skills. The members of the faculty and staff avail themselves of these opportunities when appropriate and/or necessary.

For the graduate level courses taken throughout the undergraduate years, DDTP students are required to subscribe to an online resource, called TaskStream, to be used throughout the program. Students learn how to use TaskStream when they take Teaching, Learning and Technology, traditionally the first class in the sequence of TED courses, though there are current discussions about moving this class back to the senior year for DDTP students, allowing it to be a cohort-building class syncing with the incoming TED class. Students can store files on TaskStream necessary for future assignments, download sample unit and lesson plans, etc.

Through the TED classes, students meet the SOE technological goals. The SOE states that each candidate:
- learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process
- demonstrates knowledge of current basic computer hardware and software terminology
- demonstrates competency in the operation and care of computer related hardware
- demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology
- demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting
- is able to select and evaluate digital media and software for effective use in relation to the adopted academic curriculum.

Also see **Appendix D**.

It is the hope of the DDTP that a mock classroom be created on the USF campus to function as a lab for teacher preparation students to experience the technology that they will encounter in practical environments.

DDTP students have access to the SOE Curriculum Resource Center (CRC). The SOE's CRC houses a collection of educational reference materials and curriculum aids for K-12 grades, multicultural education, English language learners, and Spanish speakers. The CRC supports all subjects taught in regular and/or special education classrooms, K-12, in the State of California. The Center is located on the lower level of the SOE Building in Room 014.

Recently, we have initiated the process of engaging a library liaison. This liaison will be an additional resource for the instructors of the DDTP courses: Early Field Experience and Introduction to the Teaching Profession.

With regard to the DDTP staff, the File Maker Pro (FMP) database is the cornerstone technology for maintaining student records, facilitating advising, and keeping historical data in the DDTP program. This database contains pages for each student's template (academic plan), GPA tracking, Early Field Experience details, and notes, among others.  Student records are highly searchable for specific and detailed information. The flexibility of the database program allows for ongoing modifications and revisions of its structure to include new items we deem pertinent to track. We rely heavily on FMP when monitoring student statistics, predicting course enrollments, and ensuring requirements have been met for on-time student graduation.

A customized template is developed for each student who enters the DDTP program. The student template provides a road map for students during their time in the program. This is a "living" document that contains all courses needed to fulfill requirements within a student's major, the DDTP, and the University.  Templates can be modified as students progress through the program, and are cross-checked with student transcripts and degree evaluations each semester. FMP allows live web publishing of student templates, and we encourage students to check them online, especially during advising periods. We also utilize FMP for our online advising sign-up process. Students are directed to make appointments with their specific advisors each semester.

X.      Facilities

The DDTP offices are located in the SOE Annex Building. The Administrative Director has a self-contained office (ED 245) and the Program Coordinator has an open office area (ED 246). The Academic Director has an office in Kalmanovitz Hall (KA 281), the same office that he had before becoming affiliated with DDTP. The main office area (ED 246) is comprised of side-by-side cubicles where the wall between them has been removed. The result is one workspace that serves as the main DDTP office and the workspace for the Program Coordinator. Taking all offices into consideration, there is ample storage space, although it is about at its limit. The staff intends to convert to paperless operations, as much as possible, in the near future to minimize the amount of storage necessary for paperwork.

The current DDTP facilities are adequate for the staff. The DDTP offices located in the SOE Annex provide a centralized location to serve the needs of the students, as well as important proximity to SOE staff and faculty. The Administrative Director's office is large enough for a small table around which the department is able to have staff meetings. There are two main drawbacks to the current set up: 1) the SOE Annex location is difficult to find, and 2) the

Program Coordinator does not have an enclosed space in which to conduct advising. We have been able to compensate for theses drawbacks in order to make their space work well.

XI.    Conclusions

i. Overview

Reviewing the history of the Dual Degree in Teacher Preparation Program, one of the major conclusions that we have reached is that we are currently in a better position to innovate and develop collaborations, where previously the program had to react to the external demands of the waivers and the administrative demands of mandatory overseas programs. This has allowed strategic planning that builds from the local strengths at USF and the San Francisco area.

Organizationally, we have benefitted from a period of staff stability that has fostered ownership, investment, and excellence among the staff, qualities that are particularly important for a program such as ours. Beyond its structural independence, the academic positioning of the program is such that any CAS faculty member who serves as Academic Director will always face a steep curve as they learn the program's requirements, advising process, SOE structures, San Francisco Unified School District partnerships, and California state constraints. This makes stability at the staff level all the more critical to the health of the program

ii. Fostering and maintaining collaboration

With so many points of contact with so many different parts of the university, the DDTP prides itself on building bridges. In a dynamic institution, this requires a great deal of maintenance. Left unattended these bridges, or relationships, can disappear. For example, in the course of this report, it was striking to discover that a course initially designed for the DDTP has become entirely disassociated from the program (Great Works of Western Literature). Of similar interest, some things that we have been very proud to establish (such as deepened connection with TED) were actually initially part of the structure of the program but during the years before 2007 had almost vanished. With departments facing their own internal tensions and disciplinary shifts, some courses that have been important to our students (such as the Elementary Physical Education Curriculum) have fallen off the map despite repeated attempts for dialogue. We exist in that space between two schools, between graduate and undergraduate, between town and gown, between theory and practice. We have found this a very productive space, open to innovation. In this space, we have been able to bring together the wide range of interests and concerns that actually constellate excellent teacher preparation.  However, this space between, outside of a clearly defined silo, means that we can easily drop off everyone's radar unless intentional efforts are made to prevent such an outcome.

We enjoy being part of CAS and working so closely with SOE, and we as staff members perceive this as a benefit. This structure enables us to maintain a high level of autonomy and a high level of collaboration. However, at the same time, it can be problematic or difficult for our students. It allows for the perception that DDTP students are part of a different school, junior members in the TED program and occasionally even "problem children".

The level of articulation between the DDTP and TED continues to improve and develop. Ideally, the DDTP staff will help TED faculty come to the realization that DDTP students are

SOE students and to view the DDTP students as fully their own, over the course of a program that spans up to five years, through which students will necessarily experience tremendous growth and maturation. While DDTP students are younger than most traditional graduate students, this offers an extended period to shape excellent teachers. With already-approved changes to the TED program opening the space for a re-evaluation of distribution of graduate courses for DDTP students, this becomes all the more pressing.

### iii. Student focus

Student focus is one the hallmarks of the DDTP program. Much of the work performed by all staff members is student-centric. We constantly stride the fine line between doing too much or too little for our students. The complexity of this program with regard to the requirements for students necessitates a great deal of support from the staff. It is our job to decipher which elements of the program we will handle, and to what degree, versus those elements for which the students should achieve independently. A good example of this is the passage of the CSET exams. Many students rely heavily on prodding from the DDTP staff to register and sit for these exams. Yet, there is no reason why they cannot access the necessary information and sign up for the exams without instruction from the DDTP staff. Such issues require some trial and error on our part to determine where and when the DDTP should assume a role.

We would like to see our students empowered, perhaps actually functioning not as a cohort—a model which has been the elusive goal for the program from its inception—but as a community. The DDTP student community could be developed by such means as semesterly meetings, presentations, social events, etc. for specific groups of DDTP students. These group meetings would allow for various groups of students to interact and become familiar with one another, as they will likely be taking some of the same courses throughout the program. Building active bridges not simply within a particular class of students but also between years could foster more dynamic connections that could help support new teachers as they enter into teaching. This could perhaps help to bridge between current students and alumni as well.

In future semesters, the DDTP program should continue to cultivate diversity in its teacher preparation population, ideally responding to the shifting demographics of California education. The most recently reported statistics for SFUSD students K-12th grades are:

Latino 25%
White 13%
African American 9%
Chinese 32%
Other Asian 8%
Other 13%

Appendix S notes the demographics of the DDTP student population which is more diverse than the graduate student population of the MAT program. We hope that the program will prepare all students to be excellent teachers in these diverse environments.

Although the DDTP student population has remained relatively constant over the past several years, we need to continue to explore the possibility that at some point enrollment may increase beyond the current staff's ability to serve the students at the level required to insure a successful, positive student experience. There has been limited discussion of possible mechanisms for limiting participation if that becomes necessary. This discussion needs to be on-going as enrollment numbers in the DDTP program are somewhat unpredictable. We would like to be prepared for any eventuality while avoiding any unnecessary barriers to participation.

iv. Administration/Staff

We must function at a high level of efficiency due to our small size. As a result, it could be useful to develop and introduce a shared timeline for tasks that are not part of any one staff member's daily or weekly routine. These tasks can be scheduled for times when the staff is not fully engaged in other functions of the program. Additionally, each staff member would be aware of when particular tasks are done by others. Examples of such tasks are: handbook revision, assessing and developing Future Teacher Seminars, event scheduling, GPA monitoring, transcript review, website maintenance and updates. Sharing a timeline would likely increase efficiency for all staff members.

Melissa is currently organizing a Standard Operating Procedures (SOP) manual. This document will be helpful in the event that any staff member is unable to complete one of her/his functions. In essence, each staff member, or for that matter any USF employee, who might need to fill in, would be able to access information regarding the operation of the department. Furthermore, a SOP would be helpful for any new staff members or replacement staff when the time comes that any of the current staff members leave or are reassigned. This manual could address the tremendous learning curve that exists for new staff members.

XII.     Comprehensive Plan for the Future

The DDTP enjoys the ability and the freedom to be innovative and responsive to student development and support. We are proud of the recent gains we have made with regard to inter-departmental relations, course offerings, academic program collaborations, field experiences, campus-wide visibility, self-study, and the reputation of the program and student participants. However, we continue to see potential for refinement and continued development of current plans, as well as new ideas. To that end, we have listed below some of the main objectives for the near future.

1. Program Name Change

Over the years, the name of the program has proven to be problematic in that it is not easily interpreted correctly. It doesn't clearly define the program nor does it serve to inspire those who may be early deciders. Thus, we would prefer a name that may be more intentionally descriptive, such as "Undergraduate Teacher Preparation", or exciting such as "Teachers for Tomorrow" (the current title for St. Mary's College's undergraduate program).

2. Departmental Buy-in and Collaboration

We would like to see greater collaboration and synthesis between SOE and CAS. We've seen how productive this is for our students and we've been very happy with our deepened relationship with TED (regular representative at meetings, etc.).

Similarly, we would like to broaden our collaboration with CAS to include a STEM minor. Plans for this minor are underway and we hope to see them come to fruition by Fall 2014. There are several models being developed, we favor one that includes the ability for both undergraduate and graduate students to participate. See **Appendix V**. Recently approved changes in the TED program may have some impact on these plans if they shift more graduate units into the undergraduate years—a shift that would benefit DDTP students on many levels but which may leave them with a more rigid undergraduate framework.

We hope to enable DDTP students to have easier access to other graduate programs within the SOE, not simply the MAT program, should they have the interest. These programs include: SFTR, Urban Ed, MATR, TESOL, ICEL.

More imperatively given our understanding of the evolving needs in education, we strongly hope that the SOE will develop a Special Ed (SPED) option for our DDTP students, perhaps a program that could do double duty as a track through the SPED program for those who already hold teaching credentials. DDTP developed an initial framework with SPED in 2010-11. Remarks from the SFUSD Superintendent along with the developing inclusion of special needs students in general education classrooms make this track all the more compelling. We look forward to renewed planning and development with the SPED program.

3. Centralized SOE Field Experience Office

Our vision includes a central office for all education field placements centralized in the School of Education and bringing together undergraduate Early Field Experience, graduate level Student Teaching, and other programs such as Special Education. Currently, Mary Coen is the Placement Coordinator for all DDTP EFE placements while the SOE has a Director of Field Placement for the TED, and the SPED program has a Fieldwork Supervisor who arranges all placements in special education classrooms. Having a central office through which all placements are made would certainly better serve the students, mentors, and schools. It would facilitate a more efficient process for placements. Additionally, it would allow for a better representation of University of San Francisco; this office could reduce the inefficiencies of multiple departments within USF maintaining individual relationships with multiple schools. Ideally, such an office committed to supporting current students and deepening community connections could also serve as a resource for career placement and a touchstone for alumni who are currently teaching.

4. Learning Outcomes

It is our hope to establish a system whereby the DDTP continues to articulate its learning outcomes, not just those of the students' majors, or those of the SOE. Additionally, we feel that it could be useful for the program to have our co-curricular offerings evaluated and supported on a continuing basis to be sure that they are meeting the needs and goals for which they were developed. Also, to be sure that the needs are still, in fact, needs. We are interested in models

that would perhaps get faculty more invested in the DDTP co-curricular offerings as advocates rather than leaving the DDTP staff to react to departmental changes.

Of equal importance, we hope to begin a process of 'exit interviews' for all graduating seniors. Currently, we have little way to know, other than anecdotal information shared by particular students, how the DDTP students perceive their participation and the program in general. We have statistics that indicate many positive outcomes for our students, such as retention rates and graduation rates; however, we do not have much information regarding their experience as DDTP participants. To take full advantage of this information, we will also probably need additional staff resources at certain points of the year.

5. Student Experience

There are two areas that we would like to address that we feel would significantly enhance our students' experience with the DDTP. They are: development of a future teachers club for current students and development of an Alumni group. The student club would be based on campus and meet at regular intervals. This club would be student run with a faculty or staff moderator. The Alumni group would more likely be based on our website or social media page with less frequent meetings. We envision some of the goals for this group to be: staying connected with each other along with the DDTP/TED faculty/staff; developing a resource for current students; and providing support and a network for our graduates to help each other with regard to employment or other opportunities. This last goal could be part of the motivation for students in fostering this group. Our students, many of whom will be working in the same city, even in the same district, seem well positioned to create a robust network that extends beyond USF. We would hope that this network could also provide additional support for new teachers as they are beginning in the profession.

6. International Students

Currently, there is virtually no way that the DDTP program can serve international students. While we realize that the California Teaching Credential is a regional certification, we hope to work more closely with the SOE to develop pathways so that this student group can be well served through participation in the DDTP.

7. Local Immersion/Service Program(s)

We plan to continue DDTP student participation in international immersion programs whenever possible, we would also like to see local (California) immersion programs implemented. Given the regional nature of teacher certification, we feel that our students could benefit greatly from traveling to other areas within California to gain exposure to the multitude and variety of learning environments within their own state, where they will likely be teaching in the near future. The San Joaquin Valley is a location currently under consideration for the first of this type of immersion.

8. USF Student Records

Recently, we have initiated conversation around the idea of including some indication within a student record (transcript) that s/he is participating in the DDTP. This is a goal that we

plan to pursue to fruition. Participation in other special programs can be found on student records, including the student transcript. At this point, there is no way to identify whether a student is participating or not, other than to directly ask the student or call the DDTP office.  Such indication of DDTP participation would be useful for all faculty and staff who work with DDTP students. Moreover, it would help in tracking students for various forms of data collection. It is cumbersome to compile statistics for former DDTP students, as there is no one system that can be used; this process involves multiple systems for identification and eventual tracking.

## Index of Appendices

**Appendix A**

# DDTP Students

Template [Print] [E-Mail]   GPA   Local Address   Perm Address      Notes

---

## Doe, Jane

**Status** Inactive        **Rev Date** 4/5/2013

**Full Name** Doe, Jane        **Cohort** 2018        **Advisor** Coen        **Units** 137

**ID#** 00000000   **Cred** MS   **Major** Undeclared        **Minor**

| Fall 2013 | | | **17** |
|---|---|---|---|
| Public Speaking | 4 | A1 | |
| Written Comm I | 4 | pq | |
| Literature* | 4 | C1 | |
| Major class | 4 | M | |
| Intro to Teaching | 1 | DDTP | |
| *Preferably FYS | | | |

| Spring 2014 | | | **17** |
|---|---|---|---|
| Written Comm II | 4 | A2 | |
| Major course | 4 | M | |
| Major course | 4 | M | |
| Learning & Teaching | 3 | T | |
| Teaching, Learn & Techn | 2 | T | |

| Fall 2014 | | | **18** |
|---|---|---|---|
| Europe/United States (Fall) | 4 | C2, *HR, CSET | |
| Major course | 4 | M | |
| How English Works | 4 | *HR, CSET | |
| Teach for Div & Soc Just | 3 | T | |
| Ed of Except Children | 3 | T | |
| JAN: CSET I & Writing Skills subtest | | | |

| Spring 2015 | | | **17** |
|---|---|---|---|
| Math for Educators (Spring) | 4 | B1, *HR, CSET | |
| Major Course | 4 | M | |
| Major course | 4 | M | |
| Bilingual Ed | 3 | E,T | |
| DDTP Fieldwork I | 2 | DDTP, SL | |
| MAY: CSET II | | | |

| Fall 2015 | | | **18** |
|---|---|---|---|
| Major course | 4 | M | |
| Major course | 4 | M | |
| Sociology of Education | 4 | *HR | |
| Science/Lab Core | 4 | B2 | |
| C&I: Social Studies | 2 | T | |

| Spring 2016 | | | **17** |
|---|---|---|---|
| CA History (Spring) | 2 | *HR, CSET | |
| Arts for Educators (Spring) | 4 | F, *HR, CSET | |
| Major course | 4 | M | |
| Philosophy | 4 | D1 | |
| Elem PE Curriculum(odd Sp) | 3 | *HR, CSET | |
| MAY: CSET III | | | |

| Fall 2016 | | | **16** |
|---|---|---|---|
| Theology | 4 | D2 | |
| Major course | 4 | M | |
| Elective | 4 | e | |
| C&I: Math & Science | 3 | T | |
| Health Education | 1 | T | |

| Spring 2017 | | | **17** |
|---|---|---|---|
| Ethics | 4 | D3 | |
| Major course | 4 | M | |
| Major course | 4 | M | |
| Method of Educ Research | 3 | T | |
| DDTP Fieldwork II | 2 | DDTP, SL | |

| Fall 2017 | | | **11** |
|---|---|---|---|
| C&I: Early Literacy | 3 | T | |
| C&I: Reading & Lang Arts | 3 | T | |
| Student Teaching I | 2 | T | |
| MA Field Project | 3 | T | |

| Spring 2018 | | | **9** |
|---|---|---|---|
| Student Teaching II | 4 | T | |
| Student Teaching III | 4 | T | |
| Teacher Portfolio Dev | 1 | T | |

**Transfer - Intersession - Summer**

**TRX Total**

### Legend

| | |
|---|---|
| A thru F | classes fulfill University CORE |
| CD | class fulfills CD requirement |
| CSET | class taken for CSET prep |
| DDTP | required Dual Degree class |
| e | elective class |
| *HR | highly recommended class |
| Lang | class fulfills Language requirement for SS |

| | |
|---|---|
| M | required class for Major |
| m | required class for Minor |
| SL | class fulfills Service Learning requirement |
| pq | pre-requisite |
| Supp | class required for Major; not in Major |
| T | Teacher Education class (Graduate Level) |
| ( ) | additional class toward fulfilled CORE |

Last modified:   7/10/2013

**Appendix B**

| Dual Degree Curriculum Map 2013 | DD Administration | | | | DD Curriculum | | |
|---|---|---|---|---|---|---|---|
| Programs | Orientation | Advising | Future Teacher Seminars | CSETs | Intro to Teaching | Early Field Experience | Co-Curricular Classes |
| Learning Outcomes | | | | | | | |
| 1. Subject Matter Competency | | I | | A | | | I |
| 2. Knowledge of CA Education System | B | I | I | | B | I | |
| 3. Professional and Personal Development | B | I | I | | B | I | |
| | | | | | | | |
| | | | | | | | |
| B=Beginning, I=Intermediate, A=Advanced | | | | | | | |

# California Teaching Credential with a Master's Degree
## Program Overview

| Semester | Multiple Subjects | Single Subject Enter Program: Fall | Single Subject Enter Program: Spring |
|---|---|---|---|
| **1** | -Teaching, Learning, &Technology (2) <br> -Learning and Teaching (3) <br> -MS C&I: Early Literacy (3) <br> -Teaching for Diversity and Social Justice (3) <br> -Education of Exceptional Children (3) | -Teaching, Learning, &Technology (2) <br> -Learning and Teaching (3) <br> -SS C&I (Math/Science; Social Studies; or English) (3) <br> -Teaching for Diversity and Social Justice (3) <br> -Education of Exceptional Children (3) | -Teaching, Learning, &Technology (2) <br> -Learning and Teaching (3) <br> -Teaching Adolescents (3) <br> -Teaching for Diversity and Social Justice (3) <br> -Education of Exceptional Children (3) |
| **2** | -MS C&I: Reading and Language Arts-Int. (3) <br> -Education of Bilingual Children (3) <br> -MS C&I: Social Studies (2) <br> -MS C&I: Math and Science (3) <br> -MS Student Teaching I (2) | -SS C&I: Academic Literacy (3) <br> -Teaching Adolescents (3) <br> -Education of Bilingual Children (3) <br> -SS Student Teaching I (2) | -SS C&I: Academic Literacy (3) <br> -SS C&I (Math/Science; Social Studies; or English) (3) <br> -Education of Bilingual Children (3) <br> -SS Student Teaching I (2) |
| **3** | -MS Student Teaching II (4) <br> -MS Student Teaching III (4) <br> -Health Education (1) | -SS Student Teaching II (4) <br> -SS Student Teaching III (4) <br> -Health Education (1) | -SS Student Teaching II (4) <br> -SS Student Teaching III (4) <br> -Health Education (1) |
| **Bilingual Authorization:** | Language & Culture of Emphasis (2) Fall only <br> Methods/Materials in Language of Emphasis (2) Spring only | | |
| | | | |
| **Master's course work** | Master's of Arts in Teaching (MAT): + 6 units | Master's of Arts in Teaching Reading (MATR): + 16 units | Master's of Arts in Digital Media and Learning (DML): + 15 units |
| | Master's of Arts in Teaching English as a Second Language (TESL): + 15 units | Master's of Arts in Catholic School Teaching (CST): + 15 units | Master's of Arts in Urban Education and Social Justice (UESJ) + 6 units |

**NOTE WELL**:

**Single Subject Credential Candidates who are enrolled part-time** should remember that certain courses are only offered during one semester of the academic year, and plan accordingly:

-SS C&I (Math/Science; Social Studies; or English) (3) – Offered only in **FALL** semester

-Teaching Adolescents (3) – Offered only in **SPRING** semester

**Those USF/TED students teaching in a public school district with a PROVISIONAL INTERNSHIP PERMIT (**PIP) must take the following courses during their FIRST semester in the Credential Program:

Multiple Subjects Candidates:

Learning & Teaching- Multiple Subjects: TEC 610

Early Literacy TEC 621

Teaching for Diversity & Social Justice: TEC 618

Single Subject Candidates:

Learning & Teaching- Single Subject: TEC 610

C&I Course: Candidate's Subject Area: TEC 615 or TEC 628 or TEC 629

Teaching for Diversity & Social Justice: TEC 618

These courses fulfill the CCTC's minimum of 120 hours of pre-service instruction, prior to recommendation for the intern credential.

**Appendix D**

**Program Standard 9**
**Using Computer-Based Technology in the Classroom**

**In the professional teacher preparation program, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate digital media and software for effective use in relation to the adopted academic curriculum.**

**9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.**

**9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.**

**9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.**

**9(d) Each candidate uses computer applications to manage records and to communicate through printed media.**

**9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.**

**9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)**

**9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.**

**9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data**

**gathered.**

**9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.**

The CTC recently approved the University's response to Standard 20.5. To meet this standard, two new courses were added to the multiple and single subject curriculum to ensure that students were provided with a variety of experiences with the effective and appropriate use of technology in the classroom and to support the professional practice of teaching.

**Semester 1**
**Teaching Learning and Technology (2 units)** A context for appropriate technology use in elementary and secondary education will be established by studying issues surrounding technology use by society in general and in the teaching and learning process. This course is designed to assure that all candidates become familiar with resources to support subject matter standards and that they have successfully met the California Credential standards in technology at the preliminary proficiency level.

**Semester 3**
**Teacher Portfolio Development (1 unit)** This course is designed to assist credential candidates to create a portfolio to give evidence of their mastery of the California Standards for the Teaching Profession (CSTP) and their integration into classroom application of California technology standards.

In addition, through our two Preparing Tomorrow's Teachers to Use Technology (PT3) grants, faculty have been participating in professional development activities to support the integration of the technology standard into their teaching practice and course expectations. The table on the next page exemplifies the current and expected implementation of Standard 9 across the multiple and single subject courses.

**Appendix E**

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | **Dual Degree Graduation Rate Summary** | | | | | |
| 3 | | | | | | | |
| 4 | | First Term at USF -> | 2003F | 2004F | 2005F | 2006F | Average DD 6-yr grad rate |
| 5 | | | | | | | |
| 6 | | DD Participants | 21 | 16 | 20 | 13 | |
| 7 | | | | | | | |
| 8 | | DD graduating USF within 6 yrs | 18 | 15 | 18 | 10 | |
| 9 | | | | | | | |
| 10 | | DD 6-yr graduation rate | 86% | 94% | 90% | 77% | 87% |
| 11 | | | | | | | |
| 12 | | **USF 6-year Graduation Rate Summary** | 2003F | | | | |
| 13 | | | 70% | | | | |
| 14 | | | | | | | |
| 15 | | **Dual Degree Graduation Rate Summary** | | | | | |
| 16 | | | | | | | |
| 17 | | First Term at USF -> | 2003F | 2004F | 2005F | 2006F | Average DD 4-yr grad rate |
| 18 | | | | | | | |
| 19 | | DD Participants | 21 | 16 | 20 | 13 | |
| 20 | | | | | | | |
| 21 | | DD graduating USF within 4 yrs | 14 | 14 | 17 | 10 | |
| 22 | | | | | | | |
| 23 | | DD 4-yr graduation rate | 67% | 88% | 85% | 77% | 79% |
| 24 | | | | | | | |
| 25 | | **USF 4-year Graduation Rate Summary** | 2003F | | | | |
| 26 | | | 49% | | | | |
| 27 | | | | | | | |
| 28 | NOTE 1: | DDTP 4.5 year grad rates are same as the 6-year rates for the years | | | | | |
| 29 | | 2003F-2006F. | | | | | |
| 30 | | | | | | | |
| 31 | NOTE 2: | Six-year graduation rates for full-time first-time freshmen who entered USF at the beginning of | | | | | |
| 32 | | the fall semester, and entered the Dual Degree program at any time. | | | | | |
| 33 | | | | | | | |
| 34 | NOTE 3: | Thus the graduation rate includes  Dual Degree sudents who graduated USF, | | | | | |
| 35 | | even if they dropped the DD program two or more semesters after entering the program. | | | | | |
| 36 | | | | | | | |
| 37 | NOTE 4: | If a student was in the DD program for only 1 semester or less, then she/he is not count | | | | | |
| 38 | | participating in the program, but merely as "checking out" the program. | | | | | |

## Dual Degree Freshmen-to-Sophomore Retention Rate Summary

Freshman-to-Sophomore retention rates for full-time first-time freshmen who entered USF at the beginning of the fall semester, and entered the Dual Degree program at any time, and participated in the program for more than 1 semester.

| | | 2003F | 2004F | 2005F | 2006F | Average DD retention rate | |
|---|---|---|---|---|---|---|---|
| | First Term at USF -> | 2003F | 2004F | 2005F | 2006F | Average DD retention rate | |
| | DD Participants | 21 | 16 | 20 | 13 | | |
| | DD Freshman-to-soph gross attrition | 0 | 0 | 0 | 1 | | |
| | DD attrition rate | 0% | 0% | 0% | 8% | | |
| | DD retention rate | 100% | 100% | 100% | 92% | | 98% |
| | | | | | | | |
| | USF attrition rate | 13% | 15% | 17% | 18% | Average USF retention rate | |
| | USF retention rate | 87% | 85% | 83% | 82% | | 84% |

NOTE 1: Thus the retention rate includes Dual Degree freshmen who remained at USF as s[...] even if they dropped the DD program two or more semesters after entering the program

NOTE 2: The retention rate also includes students who joined the DD program later than freshman year, since many students join throughout their freshman and sophomore years.

NOTE 3: If a student was in the DD program for only 1 semester or less, then she/he is not counted as participating in the program, but merely as "checking out" the program.

NOTE 4: Gross attrition rates include Disqualified, Withdrawn, Stop Out, and Graduated students.

NOTE 5: Negative numbers in a column reflect the net effect of more re-admitted students returning than students who attrited during that period.

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# *DDTP Early Field Experience Guide and Related Forms*

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# *DDTP Early Field Experience Guide And Related Forms*

*Contents:*

**Introduction**

**DDTP Program Overview**

**DDTP Early Field Experience Overview**

**DDTP Early Field Experience Process**

**Roles and Responsibilities**

**FORMS**

**EFE Intern Contract**
**EFE Intern: Performance Evaluation**
**EFE Program: Evaluation-Mentor's Perspective**
**EFE Intern: Expectations**
**Sample Time Log**

## INTRODUCTION

The Dual Degree in Teacher Preparation (DDTP) Early Field Experience (EFE) program is a required element of blended/integrated teacher preparation programs in the state of California. The DDTP is an accelerated teacher preparation program that serves undergraduate students who have decided early to pursue a career in teaching. The state requires such early deciders to participate in early field experiences as part of their accelerated professional program.

The DDTP EFE program pairs volunteer mentor teachers from local schools, both public and private, with DDTP participants. These mentors allow the DDTP EFE interns to visit their classrooms for a minimum of 42 hours in a given semester (Fall or Spring). For the EFE intern the placement will begin with a short period of observation and gradually progress through one-to-one assistance, small group work, and ultimately, to a whole class activity (lesson) delivered by the EFE intern. This whole class activity will be developed through collaboration with the mentor teacher, who is responsible for its content.

The EFE intern will visit the placement classroom on a regular basis, ordinarily at the same times on the same days, each week, throughout the semester. This allows the mentor to plan for the EFE intern's involvement and assistance during this specified time. Generally, EFE interns will have taken at least three teacher education (graduate level) courses before being placed in a classroom setting.

Below is a more detailed overview of the DDTP and the DDTP EFE program:

## DDTP PROGRAM OVERVIEW

The Dual Degree in Teacher Preparation (DDTP) at the University of San Francisco (USF) is an accelerated, blended Teacher Preparation Program. It is a collaborative effort of the College of Arts and Sciences (Undergraduate) and the School of Education (Graduate) that enables students, with an early interest in teaching, to take graduate level classes throughout their undergraduate years. The Early Field Experience (EFE) interns from the DDTP are *undergraduate* students.

Upon successful completion of the 5 year DDTP program, participants will earn and/or fulfill the requirements for:

- A Bachelor's Degree (in the subject area of choice)
- A Master of Arts in Teaching Degree
- A California Teaching Credential (Multiple or Single Subject)

## DDTP EARLY FIELD EXPERIENCE OVERVIEW

A unique feature of blended programs is the requirement of early field experience; a feature that is considered by many to be a key advantage of blended programs. The early field experience serves as an

opportunity for DDTP students to explore the teaching profession in greater depth and to apply, in practical settings, the course knowledge they have acquired from their Teacher Education classes. The CTC states, *"By design, this supervised field work sequence: (1) provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools; (2) extends candidates' understandings of major themes, concepts and principles learned in coursework; (3) contributes to candidates' fulfillment of the Teaching Performance Expectations; and (4) contributes to candidates' preparation for a teaching performance assessment."* Additionally stated by the CTC, *"These field experiences allow candidates to connect theory and practice and to begin developing their skills as reflective practitioners. Participation in these experiences promotes active learning. Candidates see firsthand how theory from coursework is implemented practically in schools. Furthermore, these early field experiences allow candidates to constantly evaluate their choice to enter the teaching profession."*

Field placements include the completion of 42 hours (per semester) at a school site in a specific classroom with a specific mentor teacher. The field hours must include a minimum of 13 visits to the site (unless special circumstances exist and are approved by the mentor and field coordinator). Placements less than 12 weeks in duration will not be considered complete. The hours that an EFE intern spends at the school site can encompass such activities as recess, library or even, lunch. Any time spent at the school site, during which the EFE intern has student contact or is collaborating with her/his mentor will be counted toward the total. Tutoring, at the placement site, outside of the regular classroom schedule will count for half time (e.g. one hour of tutoring will count toward 30 minutes of field hours completion).

In addition to the 42 hours at the EFE placement site, each EFE intern is enrolled in a class that meets one night a week. The class syllabus is provided for each mentor teacher. Evaluations of the interns, completed by the mentor teachers, count for 50% of the EFE interns' grade earned in this class. The instructors for the evening class are current classroom teachers from the SFUSD. They send the course syllabus to the mentor teachers via email. Please feel free to contact the instructors should you have any questions about the syllabus or the class, in general. There are assignments related to this placement. Occasionally, an assignment requires the EFE intern to collaborate with her/his mentor; for such collaborations, a convenient time will need to be arranged. The responsibility for this arrangement belongs solely to the EFE intern.

For the EFE interns, there are four major outcomes desired from their field experiences:

1. self reflection
2. introduction to the role of teacher
3. observation leading to provision of instructional assistance
4. exposure to relevant grade level/ subject matter.

Prior to commencing her/his placement, the EFE intern must:

1. submit negative TB test results and possess Certificate of Clearance issued by the CTC (some students will have had their fingerprinting completed through the SF Ed Fund/SFUSD, not CTC)
2. be enrolled in a DDTP Early Field Experience course: DDTP EFE: Pedagogy I, II or III

Questions specifically related to the field placement, such as hours or performance issues, should be addressed to Mary Coen (mlcoen@usfca.edu), Administrative Director of the DDTP and Field Coordinator. Such correspondence can be copied to the specific course instructor, as well.

## DDTP EARLY FIELD EXPERIENCE: PROCESS

The field placement begins with a meeting of the mentor, the EFE intern and the field coordinator, held at the placement site. For mentors who have worked in the program previously, and who are paired with EFE interns who are in their second field placement, there is no initial meeting with the field coordinator. The EFE intern initiates the first meeting between the intern and mentor, only. At the initial meetings, the placement is discussed, with the aid of a checklist, and the schedule is set. The technical aspects of the placement, such as, but not limited to, signing in, hours, collaboration times, titles, etc. are addressed.

DDTP EFE interns will be introduced to the class and are required to conduct observations to learn about classroom management/ procedures, teaching strategies, and student needs/ behaviors. Each EFE intern has a time log, which requires the mentor teacher's signature or initials. On the time log, the EFE intern indicates the level of participation for each visit.

DDTP EFE interns participate in classroom activities, as appropriate. We ask that mentors meet with EFE interns, at least once a week; before class, after class or during prep time to review possible activities, and provide the support needed for the students to follow through with committed tasks/ responsibilities. If this is not possible in person, a weekly check-in via email or phone must be arranged. Throughout the placement, interns have on-going contact with their field coordinator and the instructor of the weekly class. Communication between the course instructor and the mentor is encouraged.

As stated, DDTP EFE interns are enrolled concurrently in a DDTP EFE class. EFE interns who are in their first placement are enrolled in DDTP: EFE Pedagogy I. The EFE interns who are in their second placement are enrolled in DDTP: EFE Pedagogy II. Once a year, SS candidates have the opportunity to enroll in DDTP: EFE Pedagogy Single Subject. The Instructors for these classes are current teachers in the SFUSD. The coursework for this class comprises 50% of the grade for the class, while the evaluations completed by mentor teachers count for remaining 50%.

**In summary, the placement begins with time for observation; each classroom situation will result in a different amount of time/# of visits being allotted for observation. DDTP EFE interns will transition to participation in classroom activities as soon as the classroom teacher and the EFE intern feel it is appropriate. Once at this point, the DDTP EFE intern will continue to participate in classroom activities ranging from one-to-one assistance, small group situations or perhaps even a whole class activity. At the mid-point of the placement, the mentor, intended to ensure that appropriate progress is being made, will complete a short evaluation. Near the end of the placement, mentors will be asked to complete a program evaluation form, as well as, a student performance evaluation form. In addition to impacting the EFE intern's class grade, the information will be used to provide guidance and offer recommendations in an effort to assist the student's journey to ultimately becoming a masterful teacher. This evaluation will be included in the DDTP EFE intern's formal application to the School of Education, in the 2nd semester of senior year.**

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## Roles and Responsibilities Contact: Mary Coen, Administrative Director, ED 245 (415) 422-5113

In an effort to serve participants and placement sites effectively, the Dual Degree in Teacher Preparation (DDTP) program has prepared this document to explain the roles and responsibilities of the DDTP program, EFE interns, mentors and site administrators who are implementing the Early Field Experience, a requirement of SB 2042.

### Background Information

The DDTP Program has been specifically designed to serve students who have shown an early interest in teaching as a career. The early field experience provides an opportunity for students in the program to explore the teaching profession in greater depth and to apply the course knowledge they have learned in practical settings when working with primary or secondary students.

### Program's Roles and Responsibilities

It is the responsibility of the DDTP Program to:

1. conduct all necessary needs assessments
2. arrange initial meeting of EFE intern & field coordinator (explain program requirements)
3. assure meeting of mentor & EFE intern (review requirements and expectations)
4. maintain on-going communication with EFE intern and mentor teacher
5. monitor progress
6. respond to EFE intern/mentor needs
7. provide continual support
8. identify and/or resolve conflicts
9. serve as liaison between student, mentor/administrator and program staff
10. facilitate evaluation process.

### Mentor's and/or Administrator's Roles and Responsibilities:

The mentor teacher and/or site administrator provide(s) direct supervision for each DDTP student. Their responsibilities are to:

1. officially introduce DDTP EFE intern to the class

2. check-in weekly with EFE intern; in person, via email or phone
3. verify time log and submit performance evaluation forms in a timely manner
4. notify DDTP staff of questions and/or concerns and respond to requests for reports
5. communicate with course instructor when necessary or desired

**EFE Intern's Roles and Responsibilities:**

The duties listed below encompass the program expectations of a DDTP EFE intern in his/her placement. The EFE intern's responsibilities are to:

1. demonstrate punctuality in scheduled visits and completion of duties
2. maintain appropriate grooming and attire
3. respond in a timely manner to all communications from the field coordinator, mentor or instructor
4. respond to the needs of children/youth
5. acknowledge and respect cultural and learning differences
6. express and resolve conflicts with a positive attitude
7. be receptive to feedback provided by the mentor and staff
8. take initiative to assist the mentor and students
9. ask questions to acquire greater knowledge of teaching/classroom management strategies
10. demonstrate high quality work through completion of assigned tasks
11. incorporate feedback and learning experiences to improve personal performance and professional competency

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# DDTP Early Field Experience INTERN: Expectations
_____

**HOURS**:
Field placement is comprised of minimum of 42 hours during the semester, spanning a minimum of 12 weeks and a minimum of 13 separate visits.

**RELIABILITY & PROMPTNESS**:
An EFE intern is expected to be at her/his placement on time. Other than in cases of emergency or illness, absences are not allowed. Should such a situation arise, the EFE intern must notify mentor teacher as early as possible.

**ATTIRE**:
Not only is field placement a program requirement, it is a professional experience. As such, appropriate attire is a must. Some schools will have a specific dress code, which will be discussed during the initial meeting. Otherwise, please use common sense and think of your field placement as an extended job interview.

**CONFIDENTIALITY**:
EFE interns must maintain confidentiality regarding all aspects of their placement. Do not engage in conversations regarding students with parents, other teachers or school personnel. Discussions should be between you and your mentor teacher.

**RECORDKEEPING**:
Each EFE intern is responsible for maintaining an accurate time log and securing verifying signatures from mentor. The EFE intern is also responsible for arranging for completion of EFE intern evaluation with mentor.

**ADDITIONAL REQUIREMENTS**:
1) EFE interns must wear a DDTP EFE intern name pin, unless an alternate form of ID is requested by the administration at the placement site.

2) The instructor for the EFE: Pedagogy I, II or SS class may outline additional requirements within the syllabus of the weekly classes.

**EFE intern name (please print):** _____

**Signature:** _____**Date:** _____

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Dual Degree in
Teacher Preparation

# Checklist for DDTP EFE II initial meeting:

\_\_ **Introductions**-submit EFE Intern Profile to your mentor teacher. Remind your mentor that you are an _undergraduate_ in your second early field experience.
 Ask for facts about the class in which you will be working. Exchange contact information, be sure to ask the best method of contact for urgent situations, e.g. call the school, call cell phone, text, etc.

\_\_ **Program Details**-discuss specifics of the placement=42 hours per semester, minimum 13 separate visits, spanning at least 12 weeks. Review details of signing in, recording your hours and wearing your name badge, etc. (All EFE interns will be known by title and surname, e.g. Ms. Smith or Mr. Jones-unless special circumstances exist).

\_\_ **Placement Progression**-review these facts that each placement begins with a short period of observation, followed by, one-to-one assistance and small group work, leading to the delivery of at least one whole class activity (lesson).

\_\_ **Weekly Check-in**-set a time for you and your mentor to check-in weekly. Ideally, this can be done in person. If not, then set up a plan for email or phone check-in.

\_\_ **EFE Pedagogy II Class**-offer information about the class you will be taking in conjunction with your placement. Inform the mentor that you may have assignments that relate to your placement and that it is your responsibility to arrange for collaboration, if needed. The instructor of your EFE class will send, via email, the syllabus for the class in order to open a line of communication. Inform your mentor that s/he should feel free to contact your mentor.

\_\_ **DDTP EFE Guide**-remind your mentor that the guide for this placement will be emailed to her/him. At any time, if there are questions about specific roles or responsibilities, information can be found in the guide. If preferred, the mentor can email your course instructor or EFE field placement coordinator.

\_\_ **Evaluations**-inform the mentor that s/he will be asked to submit two EFE intern evaluations, one short mid-term eval (survey monkey) and one longer version at the end of the semester. Additionally, the mentor will be asked to complete an evaluation of the DDTP EFE program, also at the end of the semester.

\_\_ **Set Placement Schedule**
**Intern signature:** _____
**Mentor Signature:** _____
**Date:** _____ **Placement Site/Grade:** _____

# EFE Intern Mid-Term Performance Evaluation

**Date of Evaluation:** _____/_____/_____ **EFE intern:** _____

**Mentor/ Evaluator:** _____ **School Site/Grade:**_____

**Instructions for Mentor/Evaluator:**

1. Complete this evaluation form by _____
2. Review and discuss this evaluation with the EFE intern
3. Upon signing, make copies of the evaluation or send it and copies can be made at USF (in this case, please indicate that you need to have a copy sent back to you)
4. Keep 1 copy for yourself, give 1 copy to the EFE intern, and either fax, mail or email the original to: Mary Coen, USF, Dual Degree in Teacher Preparation Program, 2130 Fulton St., ED 245, SF, CA 94117, Fax: 415-422-5504 or email mlcoen@usfca.edu

*Please circle the number that best describes the EFE Intern during this placement. N/A= not observed*

| | ALWAYS | | SOMETIMES | | NEVER | N/A |
|---|---|---|---|---|---|---|
| **1.** EFE intern demonstrates punctuality in scheduled visits and completion of duties. | 5 | 4 | 3 | 2 | 1 | N/A |
| **2.** EFE intern responds to the needs of the students appropriately. | 5 | 4 | 3 | 2 | 1 | N/A |
| **3.** EFE intern takes initiative to assist the mentor and students, when appropriate. | 5 | 4 | 3 | 2 | 1 | N/A |
| **4.** EFE intern asks questions to acquire greater knowledge of teaching and classroom management techniques and strategies. | 5 | 4 | 3 | 2 | 1 | N/A |
| **5.** EFE intern's overall performance meets or exceeds expectations. | 5 | 4 | 3 | 2 | 1 | N/A |

**Signature** _____**Date**_____
          **(Student/EFE intern)**

**Signature** _____**Date**_____
          **(Mentor/ Evaluator)**

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## Dual Degree in Teacher Preparation: EFE Intern Performance Evaluation

**Date of Evaluation:** ____/____/____ **EFE intern:** _____

**Mentor/ Evaluator:** _____ **School Site/Grade:** _____

**Instructions for Mentor/Evaluator:**
1. Complete this evaluation form by _____
2. Review and discuss this evaluation with the EFE intern
3. Upon signing, make copies of the evaluation or send it and copies can be made at USF (in this case, please indicate that you need to have a copy sent back to you)
4. Keep 1 copy for yourself, give 1 copy to the EFE intern, and either fax, mail or email the original to: Mary Coen, USF, Dual Degree in Teacher Preparation Program, 2130 Fulton St., ED 245, SF, CA 94117, Fax: 415-422-5504 or email mlcoen@usfca.edu

*Please circle the number that best describes the EFE intern during this placement. N/A= not observed*

|  | **ALWAYS** | **SOMETIMES** |  | **NEVER** |  | **N/A** |
|---|---|---|---|---|---|---|
| **1.** EFE intern demonstrates punctuality in scheduled visits and completion of duties. | 5 | 4 | 3 | 2 | 1 | N/A |
| **2.** EFE intern maintains appropriate grooming and attire. | 5 | 4 | 3 | 2 | 1 | N/A |
| **3.** EFE intern responds to the needs of the students appropriately. | 5 | 4 | 3 | 2 | 1 | N/A |
| **4.** EFE intern acknowledges and respects cultural and learning differences, when presented. | 5 | 4 | 3 | 2 | 1 | N/A |
| **5.** EFE intern expresses and resolves conflicts with a positive attitude. | 5 | 4 | 3 | 2 | 1 | N/A |
| **6.** EFE intern is receptive to feedback provided by his/her mentor and/or staff. | 5 | 4 | 3 | 2 | 1 | N/A |
| **7.** EFE intern takes initiative to assist the mentor and students, when appropriate. | 5 | 4 | 3 | 2 | 1 | N/A |

**8.** EFE intern asks questions to acquire greater knowledge
of teaching and classroom management techniques
and strategies.         5      4      3      2      1      N/A

**9.** EFE intern incorporates feedback and learning
experiences to improve personal performance and
professional competency.         5      4      3      2      1      N/A

**10.** EFE intern's overall performance meets or
exceeds expectations.         5      4      3      2      1      N/A

**Please discuss the strengths this EFE intern has demonstrated during this placement.**

**In an effort to support success in teaching, please make suggestions for areas in which you would like to see the EFE intern focus in the future.**

**Additional Comments:**

**EFE interns: Please note that a copy of this evaluation will be submitted to the School of Education along with your Graduate Admission Application. If you are in disagreement with this review, please speak with your mentor teacher. If the disagreement
cannot be reconciled please attach your explanation/dispute to this review.

**Signature** _____**Date**_____
                **(Student/EFE intern)**

**Signature** _____**Date**_____
                **(Mentor/ Evaluator)**

# Dual Degree in Teacher Preparation: EFE Program Evaluation - Mentor's Perspective

**Date of Evaluation:** _____/_____/_____
**Name of Mentor/ Evaluator:** _____

**Name of Placement Site/Grade:** _____

Please assist us in assessing the quality of our early field experience program by completing this evaluation.
On page 1, please circle the rating that best represents your view for each measured criterion.
On page 2, please provide your detailed comments and suggestions.  Thanks very much!

 **Instructions for Evaluator:**
5.   **Please complete this evaluation form by _____**
6.   **Send original, along with the EFE intern Evaluation, to Mary Coen at Fax:  415-422-5504 or Mailing Address:  Mary Coen, Administrative Director, USF-Dual Degree in Teacher Preparation, 2130 Fulton St., ED 245, SF, CA 94117**

## Placement Coordination

**How would you rate our effectiveness in accomplishing the following tasks:**

| | | | | | |
|---|---|---|---|---|---|
| 1.   Providing information about the program | Excellent | Good | Fair | Poor | N/A |
| 2.   Facilitating the placement | Excellent | Good | Fair | Poor | N/A |
| 3.   Responding to needs/ concerns | Excellent | Good | Fair | Poor | N/A |
| 4.   Maintaining on-going communication | Excellent | Good | Fair | Poor | N/A |
| For ratings less than excellent, please add comments: | | | | | |

## Dual Degree in Teacher Preparation Program (DDTP) - Field Component

**To what extent do you agree or disagree with the following statements:**

| | | | | |
|---|---|---|---|---|
| 1.   DDTP early field experience program is well structured. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 2.   DDTP field placements benefit young future teachers by enabling them to witness teaching in action. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 3.   I would participate as a DDTP mentor teacher again. | Strongly Agree | Agree | Disagree | Strongly Disagree |
| For ratings less than excellent, please add comments: | | | | |

## Dual Degree in Teacher Preparation: EFE Program Evaluation - Mentor's Perspective

**Please comment on the major strengths of this early field experience program and changes, if any, you would recommend. We greatly appreciate your response!**

Program Strengths:

_____

_____

_____

_____

_____

_____

_____

Suggestions for Improvement:

_____

_____

_____

_____

_____

_____

_____

Other Comments (feel free to attach additional pages):

**Print and Sign** _____**Date**_____
                           **Mentor/Evaluator**

# University of San Francisco-DDTP        Time Record Log-FALL 2013

**Student/EFE intern:** _____

**Mentor Teacher(s):** _____

**Site:** _____

*Total # of Required Hours= 42*
 *KEY for type: OB=Observation 1=one-to-one, SML=small group, CLS=whole class activity,*
*\*T=tutoring*        *(\*Tutoring outside of regular class time will count as ½ toward total field hours)*

| Week of: | | Day/Date | Type (see key | # of Hr | Actua | Mentor's signature |
|---|---|---|---|---|---|---|
| | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 8/19/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 8/26/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 9/2/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 9/9/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 9/16/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 9/23/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 9/30/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |

| Week of: | | Day/Date | Type (see key | # of Hr | Actual | Mentor's signature |
|---|---|---|---|---|---|---|
| 10/7/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 10/14/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 10/21/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 10/28/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 11/4/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 11/11/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 11/18/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 11/25/201 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| 12/2/2013 | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |
| | 1st | | | | | |
| | 2nd | | | | | |
| | 3rd | | | | | |

**Appendix G**

# Dual Degree in Teacher Preparation
## Student Handbook

# Program Overview

The Dual Degree in Teacher Preparation Program (DDTP) serves participants by providing high-quality education leading to two academic degrees (Bachelor's and Master's) and a preliminary California teaching credential. By taking graduate-level education courses throughout the undergraduate years, students complete one full year of the two year Master of Arts in Teaching (MAT)/Credential program. The fifth and/or final (and graduate) year of the program is allocated primarily to student teaching and completion of a Master's Field Project.

There are three tracks within the Dual Degree program:

- Multiple Subjects (MS)
- Single Subject (SS)
- Multiple Subjects/Single Subject (MS/SS)

The MS track is for students planning to teach at the elementary level. MS candidates choose their major from any subject area offered by the College of Arts and Sciences (CAS). The SS track is for students planning to teach a particular subject area in middle or high school. SS candidates generally major in the subject area they plan to teach. Students who wish to be credentialed for **both** elementary and secondary levels are advised to take the MS track first, and then later add the SS credential of their choice by taking one additional class- SS Curriculum and Instruction, and passing the CSET exams for the specific subject area.

# Dual Degree Program Requirements

## Application/Acceptance Requirements

Upon admittance to USF, students are advised to apply to the DDTP as soon as possible. Early acceptance will aid in the development of the best schedule and the smoothest path through the Dual Degree program. Acceptance requirements are as follows:

- *Cumulative GPA of 3.0 from High School for incoming freshmen applicants, or from previous institution for transfer student applicants,*
- *Cumulative GPA of 2.75 and 3.0 in major for current USF student applicants,*
- *Completed DDTP Application form.*

Transfer students and USF students who have completed one or more semesters are welcome to apply to the Dual Degree program. Each individual situation will be evaluated for feasibility, in an effort to determine if participation is the best path. In some

instances, it is determined that the goals of saving time and money are not met through participation.

## New Student Orientation

All new DDTP students are required to attend a New Student Orientation (NSO) to the DDTP program. The orientation is typically held on the first Saturday or Sunday afternoon following the start of classes. The NSO includes informational presentations and an extensive discussion of the program. In order to begin attending Teacher Education (TED) classes, students must attend the NSO. If a student misses orientation, s/he will be asked to have a private briefing before being permitted to attend TED classes. Additionally, the student will be required to attend the next orientation that is offered. If this is not possible, s/he will be asked to drop all TED classes until an Orientation can be accomplished.

## Early Field Experience

All DDTP students must participate in a minimum of two semesters of early field experience (EFE). For those students pursuing the MS/SS path, three field experiences are required. Also, it is recommended that any students interested in Special Education take a third field experience class in which they will be placed in a special education environment.

Typically, the first EFE course is taken during sophomore year. The second EFE course is taken as late as 2nd semester senior year. Each semester's field experience consists of:

- Three hours per week (42 hours a semester) in a local classroom -- observing, tutoring, delivering instruction and assisting the classroom teacher
- Enrollment in a DDTP Early Field Experience course

MS candidates will experience a K-2nd grade for one placement, and the other will be in 3rd-5th grades. SS candidates will be placed in middle or high school for both placements. MS/SS candidates will be placed in the same manner at MS candidates with the addition of a placement at the middle or high school level.

There is a mandatory meeting for all students enrolled in the EFE courses at the end of the semester preceding their placements. Students who do not attend the meeting are unable to be placed in the field. As a result, postponing the EFE class may negatively impact the students' progress through the program.

## Future Teacher Seminars

The DDTP provides informational meetings throughout the semester for all participants. These meetings are called "Future Teacher Seminars". Some of the seminars are mandatory for particular groups of DDTP students, while for others attendance is optional. Each seminar is scheduled for one hour, generally during the "dead hour" on Tuesday or Thursday. Each year there is at least one mandatory seminar for each participant, with the exception of the 1st year, in which there are two. In general, seminars will cover relevant topics, or present interesting opportunities, that are not covered elsewhere in the DDTP or SOE portions of the program. Information regarding exact dates, seminar content, and required attendees is sent via e-mail and is available for viewing on the DDTP website. In the unusual circumstance of a scheduling conflict, students should contact the DDTP Program Coordinator, Melissa Hope (mlhope@usfca.edu) immediately. In many instances, satisfactory alternative plans are possible.

## Meetings

"All Hands" DDTP meetings are rarely called, and are only scheduled if there are major, unanticipated changes in the DDTP program, or to relay important information that may impact participants. Attendance at such meetings is mandatory. For meetings that are not scheduled well in advance, multiple meeting times will be offered to facilitate attendance.

## Track Selection (MS, SS & MS/SS)

***Multiple Subjects***
Students desiring to teach at the elementary level will follow the Multiple Subjects (MS) track. During the undergraduate portion of the program, MS candidates complete more than half of the graduate coursework required for the MAT/Credential program at the USF School of Education (SOE). MS students earn a Bachelor's degree in the major of their choosing from the offerings through the CAS. For MS candidates the University's language requirement is waived. While completing their major, MS candidates will have the opportunity to take classes designed to support passage of the required state exams. MS students must pass the Multiple Subjects CSET exams (I, II & III) and the CSET Writing Skills or CBEST exam.

***Single Subject***
Students wishing to teach at the secondary level will follow the Single Subject (SS) track. During the undergraduate portion of the program, SS candidates complete half of the graduate coursework required for the MAT/Credential program at the USF School of Education (SOE). For SS candidates USF offers certification in four subject areas: Math, Science (Biology, Chemistry, or Physics), English or Social Science (History). Students pursuing a SS certification are strongly advised to major

in the subject area in which they plan to earn their SS credential. For SS candidates, once certification is earned, additional subject area certifications can be accomplished by taking CSET exams in the subject areas to be added.

### *Multiple Subjects/Single Subject*
There are certain circumstances in which it is recommended that a student pursue both MS and SS certification. In such instances, the student completes the 5-year program following the MS track and later, following completion of the 5-year program, adds one 3-unit SS Curriculum and Instruction class and passage of the appropriate CSET exams in the subject area. The most common reasons for pursuit of the MS/SS track are:

1. A student desires a SS credential in a subject area other than the 4 offered. In such an instance the student would major in the subject s/he wishes to teach in High School and take, in addition to the Multiple Subjects exams, the CSET exams in his/her major area.
2. A student is unsure at which level s/he would like to teach or feels that s/he will eventually teach at both levels.

There are other circumstances in which the MS/SS path *is* recommended. These options can/should be discussed during DDTP advising.

# Dual Degree Administrative Requirements

## Getting Information from the DDTP Program

The main form of communication between the DDTP staff and its participants is email. When a DDTP staff member emails a student, the assumption is that the email is read; therefore, the student is held accountable for the information presented in the email. The recommendation is that DDTP students check their email daily, or at least on a regular basis.

Students who routinely forward USF Connect email to other accounts (such as: yahoo or gmail), it is important to be sure that all USF email is being forwarded correctly. We use USF Donsmail addresses, exclusively. We do not use other personal email addresses. The safest way to ensure that you receive all announcements is to read your mail directly on USF Connect, which is normally available from any computer with Internet access.

## Advising

DDTP participants receive DDTP advising a minimum of once every semester. DDTP advising takes place several weeks before registration. During advising schedules are set for the upcoming semester. Other issues are discussed, such as: CSETs, academic performance, early field experience, progress toward graduation, etc. Additionally, DDTP participants are strongly encouraged to see their major advisors every semester.  For DDTP advising, the procedure is as follows:

- Several weeks before registration begins, students will receive an email from the DDTP office to sign-up for an advising appointment. Instructions will be included in the email.
- Prior to advising, based upon templates (which can be accessed online), students should develop a plan for the upcoming semester. Modifications may be made based on the results of the advising session and the University schedule of classes. No students should attend an advising meeting without a plan.
- Discussion of special circumstances or issues takes place during advising. Advisors use this time to inform students of other requirements, such as: registration holds, mandatory meetings, schedules for CSET exams, participation in special programs, Study Abroad and/or Immersion opportunities, etc.
- Lastly, all students, whether required by their major department or not, should meet with their Major Advisor. This meeting is very helpful as major requirements change frequently.

All DDTP students have advising holds placed on their registration before advising begins. The hold is lifted after the DDTP advising session has been accomplished. There may be requirements, in addition to attending an advising session, which need to be fulfilled before the DDTP hold can be lifted. All conditions are explained during advising. Not having the advising hold lifted before the first day of registration renders a DDTP student unable to take advantage of priority registration, which can have a hugely negative impact on a student's schedule.

Upon the conclusion of advising, students have a course plan for the upcoming semester. This course plan has all the information that is necessary for registration. During registration, this course plan is to be used for reference, as it has the CRNs for the specific sections into which DDTP students must register. Registration for TED classes is very specific, as many sections are specifically set-up for DDTP students. Switching from one section to another is not always possible.

***IMPORTANT***:  Changes to the proposed schedule need to be discussed with your DDTP advisor prior to being implemented.  Changing, adding or dropping particular classes may have unforeseen negative implications on future semesters!

## GPA Requirements

Entering DDTP students must have a minimum High School GPA of 3.0. Incoming Transfer students must have a college GPA of 3.0. Continuing DDTP students must maintain a 2.75 cumulative GPA and a 3.0 GPA in their major. Students not meeting the minimum GPA requirements will be placed on probation (See the discussion below, and Addendum Two).

## DDTP Probation

In addition to not meeting GPA requirements, DDTP students are placed on probation for a variety of reasons, referred to as Administrative reasons. Here is a list of some of the behaviors that result in a student being placed on probation:

- Inappropriate behavior in TED/SOE courses
- Repeatedly ignoring email from DDTP staff
- Lack of attendance at Future Teacher Seminars or other mandatory events

DDTP probation is not punitive; it is undertaken to assist a student in being successful, leading ultimately to acceptance into the SOE for the final year of the program. Students placed on probation are required to meet, at the start of the semester, with 2 members of the DDTP staff, one being her/his DDTP advisor, the other being the Academic Director or Administrative Director. During the probation meeting, strategies for improvement are devised, discussed and documented. The student is given the opportunity to agree to the expectations for the upcoming

semester. Four to six weeks following the initial meeting the student's DDTP advisor will check-in with the student to discuss how the semester is progressing and to see if any of the strategies need modification. If at the end of the semester, the student has not met the expectations set in the meeting, the student remains on probation and is elevated to the next level (Refer to Addendum Three for specific parameters of each level of DDTP probation).

DDTP probation is completely separate from University probation; it is not recorded in USF transcripts. Nonetheless, it may be noted within a DDTP participant's application to the SOE. The decision to dismiss a student from the program is determined solely by the DDTP staff. Dismissal means the revocation of the ability to take further TED and/or DDTP classes. Additionally, priority registration will no longer be available, nor will any of the other benefits of DDTP participation. TED courses already taken will count as electives toward the 128-unit USF requirement for a Bachelor's degree. Students dismissed from the DDTP program can apply to other graduate schools of education, or on their own to the USF SOE.

# State of California Requirements

## TB Test

Proof of negative TB test results (photocopy is acceptable) must be on file in the TED office before any DDTP student is able to visit a classroom for observation or any other purpose. Instructions for submission will be given during NSO. If a student does not submit TB test results by the time of the first advising session, **there is a hold placed on registration until the TB results are submitted.**

## Certificate of Clearance

DDTP students are required to complete a Certificate of Clearance. This is a state-mandated background check that is kept on file at the Commission on Teacher Credentialing. The LiveScan fingerprinting process employed is specifically run for prospective teachers and is more comprehensive than other fingerprinting processes. As a result, no previous fingerprinting is valid. All DDTP students must have LiveScan fingerprinting performed. The DDTP Program Coordinator and/or the TED Program Assistant will assist students with this process. For students who have not completed the LiveScan fingerprinting process and returned the completed forms to the DDTP office by the second advising session after admission to the DDTP, **there will be a hold placed on registration until the completed forms have been submitted to the DDTP office.**

## TESTING (Subject Matter Competency)

In the state of California, as well as in most states, proficiency in a subject area is proven through the passage of specific examinations. California's examinations are the California Subject Examinations for Teachers, commonly referred to as **CSET** exams. All students **must pass the CSET** in the desired subject content area to demonstrate subject matter competence. **CSET tests should be taken no later than one semester after the recommended test date indicated on template; failure to do so may result in placement on probation**. Below is a list and description of the tests.

## CBEST  (for Single Subject candidates ONLY)

The California Basic Educational Skills Test (CBEST) is taken by Single Subject candidates in the fall semester of Sophomore year. There are six test dates throughout the year (note registration for the test is required a month in advance). Test dates and registration information can be found at [www.cbest.nesinc.com](www.cbest.nesinc.com),

and on the DDTP website Resources Page. If a DDTP participant expects to take the CBEST later than the time specified on her/his template, her/his DDTP advisor should be informed.

## CSET Writing Skills Subtest (for Multiple Subject candidates ONLY)

MS students take the CSET: Writing Skills subtest in lieu of the CBEST. If a MS candidate chooses to take the CBEST, the exam continues to be acceptable as proof of proficiency. Students should check with their advisors for more information.

## CSET (California Subject Examinations for Teachers)

The California Subject Examinations for Teachers (CSET) may be taken as early as Sophomore year. It is important to note that all CSET exams must be passed by the time of formal application to the SOE. MS candidates take the Multiple Subject CSET exams. SS candidates take their subject area CSET exams, for example, Math majors take the Math CSET exams and History majors take the Social Science CSET exams, etc. Each CSET consists of 3 or 4 subtests, depending on the subject area. The DDTP staff recommends that you take one subtest at a time, typically one per semester. Students should check with their DDTP advisors regarding which subtest to take in a given semester. Fortunately, students may retake a subtest until it is passed. Depending on the subject area, CSETs are offered either as paper-based exams administered at local test sites with six specified test dates per year, or as computer-based exams administered at local test sites on an appointment basis. Test and registration information can be found at www.cset.nesinc.com, and on the DDTP website Resources page.

## CSET for Multiple Subjects

All MS students **must pass the Multiple Subjects CSET** exams to demonstrate subject matter competence. The three subtests of the MS CSET are typically taken during different undergraduate semesters based on when particular support classes are taken. Specifics and strategies regarding these exams will be discussed during DDTP advising.  **Note:** Students **will not be admitted into the SOE** until all required subtests of the CSET are passed.

## CSET for Single Subject English

All SS English students must take and pass four CSET subtests in English. Students **will not be admitted into the School of Education** until the appropriate CSET exams are passed. Courses should be chosen in conjunction with advisors to properly prepare for taking the CSET exams in English.

## CSET for Single Subject Mathematics

All SS Mathematics students must take and pass the three CSET subtests in Mathematics. Admittance **into the School of Education** is granted only after passage of CSET I and II. Passage of the CSET III may be accomplished during the $5^{th}$ (or graduate) year.

## CSET for Single Subject Science

All SS Science students must take and pass the CSET subtests in Science. Students **will not be admitted into the School of Education** until the appropriate CSET exams are passed. Unlike other CSET exams, one of four concentrations in Biology/Life Science, Chemistry, Earth & Planetary Science, or Physics must be chosen. Courses should be chosen in conjunction with advisors to properly prepare for taking the CSET exams in any particular science discipline.

## CSET for Single Subject Social Science (History)

All SS Social Science students must take and pass the three CSET subtests in Social Science. Students **will not be admitted into the School of Education** until the appropriate CSET exams are passed. Courses should be chosen in conjunction with advisors to properly prepare for taking the CSET in Social Science.

## CSET Score Reporting

Copies of passing scores for the CBEST/CSET exams must be **submitted, by hand,** to the DDTP office/TED office. Students need to request that reports be sent directly to USF. However, these reports are not complete listings and are not individualized. As a result, hard-copies of the score report must be provided by each student.

# FIFTH Year Exams

## RICA

The purpose of the RICA (Reading Instruction Competency Assessment) is to ensure that candidates for MS Teaching Credentials and Education Specialist Instruction Credentials (special education) possess the knowledge and skills important for the provision of effective reading instruction to students. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; that reflects knowledge of state and local reading standards for

different grade levels; that represents a balanced, comprehensive reading curriculum; and that is sensitive to the needs of all students. MS students should register for a RICA examination in their final <u>graduate</u> semester following completion of Early Literacy, MS C&I Reading and Language Arts, and the RICA preparation workshop offered by USF.  Further information can be found at [www.rica.nesinc.com](http://www.rica.nesinc.com) and on the DDTP website Resources page.

## U.S. Constitution

All students must verify satisfactory completion of the U.S. Constitution requirement by submitting either:
a) transcripts showing successful completion of a CCTC-approved course in the provisions and principles of the United States Constitution (minimum of two semester units, grade C or better)
     OR
b) passage of an examination on the Constitution offered by a regionally accredited university. An online exam is offered through USF. Contact the Credentials Analyst for the School of Education at 415-422-2117, ED 031.

# School of Education Classes

## SOE Attendance

Participants in the DDTP take graduate level courses offered through the School of Education (SOE). The attendance requirements for these courses are different than those governing undergraduate level courses. These attendance policies are dictated by the requirements of California legislation. As a result, there is no flexibility afforded students with regard to attendance. Students exceeding the allowable absence hours will not receive credit for the course:

> 1 unit course = 2 hours
> 2 unit course = 4 hours
> 3 unit course = 6.25 hours

Four instances of incomplete attendance (arriving late or leaving early) for any given class period constitutes 2 hours of absence.

In the unfortunate instance of exceeding the maximum amount of absence allowed, students will be required to withdraw from the course, re-enroll, and pay course tuition again in a subsequent semester.

## SOE Grading Policy

The minimum acceptable grade for all TED courses is B-. Unlike undergraduate courses, a grade of C or C+ is not acceptable. Students earning a grade lower than B- are required to retake the class in a subsequent semester. Such a setback often impedes a DDTP student's progress through the program. If you would like to appeal a course grade, you can find information on the appeal process in the General Catalog at http://www.usfca.edu/catalog/policies.html#497875.

As a Dual Degree student, in addition to being subject to the policies and procedures that govern undergraduate students in the CAS, you are subject to the policies and procedures found in the **Teacher Education Department Credential & Masters' Degrees Program - Student Handbook**, Additionally, as is the case in undergraduate courses, all students are subject to the stipulations of each individual course syllabus. All DDTP participants should consult this Handbook (a reference copy may be found in the DDTP office) for rules governing student conduct, attendance, and grading in SOE/TED courses. These requirements will be discussed further in the SOE Orientation Future Teacher Seminar, offered every Fall.

The first class taken by all DDTP participants is <u>Introduction to the Teaching Profession</u> (ITP). This course can also be taken by non-DDTP students. This is an undergraduate class offered through the CAS.

Graduate level teacher education courses for DDTP students begin in the second semester of participation and are listed below. Required TED courses differ slightly between Single and Multiple Subject students.

## Multiple Subjects Courses

| Course | Units | Typically Taken In |
|---|---|---|
| Teaching, Learning, and Technology | 3 | Year 1, Spring |
| Learning & Teaching | 3 | Year 2, Fall |
| Education of Exceptional Children | 2 | Year 2, Spring |
| Teaching for Diversity and Social Justice | 3 | Year 3, Fall |
| Bilingual Education | 3 | Year 3, Spring |
| MS C&I Math and Science | 4 | Year 4, Fall |
| MS C&I Social Studies | 2 | Year 4, Fall |
| Health Education | 1 | Year 4, Spring |
| Methods of Educational Research | 3 | Year 4, Spring |
| MS C&I Early Literacy | 3 | Year 5, Fall |
| MS C&I Reading and Language arts | 3 | Year 5, Fall |
| Student Teaching I | 2 | Year 5, Fall |
| MA Field Project | 3 | Year 5, Fall |
| Student Teaching II | 4 | Year 5, Spring |
| Student Teaching III | 4 | Year 5, Spring |
|  |  |  |

## Single Subject Courses

| Course | Units | Typically Taken In |
|---|---|---|
| Teaching, Learning, and Technology | 2 | Year 1, Spring |
| Learning & Teaching | 3 | Year 2, Fall |
| Education of Exceptional Children | 3 | Year 2, Spring |
| Teaching for Diversity and Social Justice | 3 | Year 3, Fall or Spring |
| Bilingual Education | 3 | Year 3, Fall |
| Teaching Adolescents (*Spring only*) | 3 | Year 3, Spring |
| Health Education | 1 | Year 4, Fall or Spring |
| Methods of Educational Research | 3 | Year 4, Spring |

| SS C&I Academic Literacy | 3 | Year 5, Fall |
|---|---|---|
| SS C&I Subject Specific (*Fall only*) | 3 | Year 5, Fall |
| Student Teaching I | 2 | Year 5, Fall |
| MA Field Project | 3 | Year 5, Fall |
| Student Teaching II | 4 | Year 5, Spring |
| Student Teaching III | 4 | Year 5, Spring |
| | | |

The suggested semester in which to take TED courses is a guide that should be followed as closely as possible, with the following exceptions:

- Teaching, Learning, and Technology (TLT) must be the first TED course taken. It must be completed before (or concurrent with) any other TED course. In this course students will learn how to use TaskStream, an online resource where students can store files necessary for future assignments, download sample unit and lesson plans, etc. Students sign up for TaskStream while taking TLT. It is highly recommended that students purchase a subscription to TaskStream for the entire length of the program (e.g., 5 years for freshmen, 4 years for sophomores, etc.). Doing so affords DDTP students the most consistent access and most cost-effective subscription.
- Teaching Adolescents (Single Subject only) is only offered in the Spring and should be taken in junior year.
- Health Education can only be taken in senior year.
- Methods of Educational Research can only be taken in senior year.
- The Single Subject 5th year courses C& I Social Studies, C&I English, and C&I Math/Science are only offered in the fall, at the current time. Subject-specific Curriculum & Instruction courses must be taken before Student Teaching II/III. Therefore, SS students entering the SOE in the Spring, will likely need three semesters at the SOE, instead of two. Students may choose not to take classes in the Spring following their undergraduate graduation, and then, begin the standard program at the SOE in Fall. Or, SS students who graduate in the Fall may opt to take the Master's Field Project class in the Spring semester following graduation.

## Admission to the School of Education

Normally, DDTP students apply to the SOE early in the spring of senior year. More often than not, DDTP students will be notified of conditional acceptance status within a few weeks of application. However, a formal admission decision can only be made after the posting of undergraduate degrees. Typically, DDTP students who have successfully completed the undergraduate portion of the DDTP program can expect to be admitted to the SOE. Admission is at the sole discretion of the TED faculty and staff. Performance and conduct in the undergraduate portion of the program will be taken into consideration in the process.

# Miscellaneous Information

## Studying Abroad

It is possible to study abroad while participating in the DDTP program. The process is completely student-driven, as such, students are required to do a significant amount of preparation before deciding to study abroad. Students must gather all of the information necessary for determining where to study and which classes to take abroad.

For students who decide to study abroad, all coordination of courses, location, travel, transcripts, etc. will need to be accomplished by the student in collaboration with the Global Education Office. Due to the varying majors and desired locations, each study abroad situation is different. As a result, the DDTP staff can offer only general advice in the planning of such experiences.

Students who decide not to study abroad have other options to gain international experience. Students can participate in alternative USF-sponsored international experiences, including immersion trips or service projects offered during Intersession, Spring Break, or Summer.

For students on probation, studying abroad for a semester is not permitted.

## Leaving the DDTP

Participation in the Dual Degree program is voluntary and can be discontinued at any time. An exit interview is required of all students leaving the Dual Degree program voluntarily. Exit interviews are conducted to enable the gathering of information that may be used to make improvements to the program. The interviews are not intended to convince students to remain in the program. It is important to note that an advising hold on registration will remain in place until the exit interview is completed.

**IMPORTANT NOTE:**

This handbook contains valuable information. While we strive to keep this handbook up to date, state and federal regulations can change very quickly. It is crucial that students read their USF Connect email to keep abreast of current requirements. **Unlike the rest of the College of Arts and Sciences, requirements for the DDTP may change while a student is in the program.** Students may need to satisfy the new requirements, different from those that were in place at the time of entrance into the program. While we will try to avoid this situation, we are required to follow California State regulations. Should such a circumstance arise, the DDTP/TED staff will help DDTP students meet new requirements.

# Contact Information

| DDTP | Office | Phone | Email |
|------|--------|-------|-------|
| Main Office | Education 246 | 422-6321 | dualdegree@usfca.edu |
| Michael Rozendal Academic Director | K Hall 281 | 422-5431 | marozendal@usfca.edu |
| Mary Coen Administrative Director | Education 245 | 422-5113 | mlcoen@usfca.edu |
| Melissa Hope Program Coordinator | Education 246 | 422-6321 | mlhope@usfca.edu |

# Addendum One: University Requirements

## Unit Requirement

All USF students must complete at least 128 units to graduate. There are no exceptions to this rule.

## Major Requirement

DDTP students must meet all of the requirements for their major. Typically, a major requires a minimum of 40 units, although, many majors require more than 40 units. Please note that all majors have specific class requirements in addition to unit requirements.

## Language Requirement

Single Subject Language Requirement

All students pursuing a BA degree, whose native language is English, must successfully complete the 3rd semester of a language, or for a few languages, the 2nd semester. All students pursuing a BS degree, whose native language is English, must successfully complete the 2nd semester of a language. Exemption from this requirement may be obtained through establishment of language proficiency as determined by results of the online Foreign Language Placement Test, transfer of equivalent college-level course credit, or achievement of a minimum score of 4 on any foreign language CEEB Advanced Placement Exam.

Multiple Subject Language Requirement

Currently, the language requirement is waived for Multiple Subjects candidates participating in the DDTP program.

## Core Requirement

All USF students must complete 44 units of Core classes in 11 different areas. Note that some of the classes required for subject matter competence also count as Core classes. For instance, the DDTP Early Field Experience course covers the Service Learning Core requirement. While DDTP and major advisors will discuss Core requirements with DDTP students, it is ultimately the students' responsibility to ensure fulfillment of these requirements prior to graduation.

# Addendum Two: Program Expenses

| Administrative Costs | When | Cost | |
|---|---|---|---|
| **All Students:** | | | |
| TB test | As soon as you begin DDTP | $33 | Good for 3 yrs |
| LiveScan | As soon as you begin DDTP | ~$75 | Good for 5 yrs |
| Certificate of Clearance | As soon as you begin DDTP | $35 | Payable by check or money order |
| TaskStream Online Account | Before TLT class | $119 | For 5 years |
| | | | |
| **TESTS** | | | |
| **Multiple Subject students:** | | | |
| CSET Writing Skills | Sophomore year | $63 | 1 test |
| CSET Multiple Subjects | Sophomore-Junior years | $99 each | 3 tests |
| **Single Subject students:** | | | |
| CBEST | Sophomore year | $41 | 1 test |
| CSET Math | Sophomore-Junior years | $99 each | 3 tests |
| CSET Science | Sophomore-Junior years | $69 each | 3 tests |
| CSET Social Science (Hist) | Sophomore-Junior years | $69 each | 3 tests |
| CSET English | Sophomore-Junior years | $51-$52 each | 4 tests |

California Basic Educational Skills Test (CBEST) website: http://www.cbest.nesinc.com/index.asp

California Subject Examinations for Teachers (CSET) website: http://www.cset.nesinc.com/index.asp

California Commission on Teacher Credentialing (CCTC) website:
http://www.ctc.ca.gov/

TaskStream Accounts website:
https://www.taskstream.com/pub/

# Addendum Three: DDTP Probation Chart

**DDTP Program Probation Chart**  ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ ̶ GPA Cum: _____ Mjr: _____

| Yellow | Orange | Red | Suspension | Dismissal |
|---|---|---|---|---|
| Three semesters from suspension | Two semesters from suspension | One semester from suspension | No longer allowed to take TED courses, and will not be recommended for admission to the SOE | No longer a member of the DDTP program, and no longer has priority registration privileges |
| Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | |
| Student responsible for following recommendations developed in meeting | Student required to adhere to specific directives developed in meeting | Student required to adhere to specific directives developed in meeting | Student required to adhere to specific directives developed in meeting | |
| Student is still an active member of the DDTP program | Student is still an active member of the DDTP program | Student is still an active member of the DDTP program | Student is still required to attend DDTP events, advising sessions | |
| Removed from probation if requirements are met OR elevated to Orange level | Removed from probation if requirements are met OR elevated to Red level | Removed from probation if requirements are met OR suspended OR if significant progress demonstrated, extra time may be allowed | Placed back on Red level probation if requirements are met | |

*Probation is based on previous semester performance. Placement of students in various levels, and amount of time in each level, is at discretion of DDTP staff

**Probation Meeting Notes:**

_____  _____  _____
Signature of Student                                    Signature of Advisor                                    Date

**Appendix H**


## Summary of visits to CA undergraduate teacher preparation programs
## Spring 2012

### Pepperdine University

Dr. Carrie Wall, Program Director

- Integrated undergraduate teacher preparation program, in Seaver College (A&S)
- Type – 4-year program, no MA degree.
- Major – MS students major in Liberal Studies, SS students may major in subject area.
- Graduate and undergraduate Teacher Ed students are housed in separate Colleges. They never take classes together (State has taken issue with this element).
- Begin taking ED courses in second semester of sophomore year.
- Educational Technology is embedded in foundations courses.
- Fieldwork – embedded in courses. Experiences are called "clinicals". Foundations courses include 40 hours of FW, Methods courses include 210 and full-time student teaching is a semester-long full day placement.
- Special Ed program – none.

### University of San Diego

Dr. Kathy Estey, Program Specialist (ret.) and Dr. Helene Mandell, Director of Field Experience

- Undergraduate teacher preparation program within A&S.
- Type - 4-4.5 year program, BA+Credential in 4 years, MA included with 4.5 years.
- Major – MS students major in Liberal Studies with an area of concentration: Art, History, Life Science, Literature, Marine Science, Mathematics, Multicultural Studies, Music, Spanish Language & Latin American Cultures, Theatre.
- SS students may major in subject area.
- Courses – Students begin ED courses in sophomore year, after taking and passing two prerequisite courses: ENGL318E-Development of the English Language and EDU558XB-First and Second Language Development and Structure for the Classroom Teacher (offered through Continuing Education Office).
- Fieldwork – embedded in courses.
- Special Ed program – program available, can be MS and SPED.
- Education minor is an option.

**Chapman University**
Dr. Kimberly Smith-White, Assistant Dean of Undergraduate Education

- Undergraduate teacher preparation program
- Type – 4 year program, no MA
- Major – Integrated Educational Studies, for both MS and SS. Program requires 2 minors (one in subject area for SS students), or double major for SS students.
- Offer interesting minors: STEM minor and Language and Literacy Minor
- Courses – Students begin taking ED courses as Freshmen.
- Fieldwork – embedded in coursework.
- No Special Ed UG program

**Loyola Marymount**
Dr. Bernadette Mussetti, Senior Director Center for Undergraduate Teacher
     Preparation

- Type – 4 year program, no MA (looking to add 5th year/MA option)
- Prerequisite Courses – Students take 3-4 prerequisite courses by end of sophomore year before acceptance to program. They apply to the program in junior or senior year. Final semester consists of all TED courses.
- Major – MS students major in Liberal Studies, must complete one or two areas of concentration (12-18 units): African-American Studies, Art History, Asian Pacific American Studies, Asia and Pacific Studies, Biology, Chicano Studies, Classics, Dance, English, European Studies, History, Math, Modern Languages, Music, Natural Science, Physiology and Kinesiology, Political Science, Psychology, Sociology, Special Education, Studio Arts, Theatre Arts, Urban Studies and Women Studies.
- SS students may major in one of the following subject areas: English, Political Science, Art, Biology, Chemistry, Mathematics
- Option to earn Special Ed credential and MS simultaneously
- Fieldwork – embedded in ED coursework, additional prerequisite FW completed by students independently, must include twenty (20) hours of documented experience working with culturally and linguistically diverse students within the 4-13 year age range. Most Liberal Studies students accomplish and document their observation hours in ART 250 and in the prerequisite Education courses.

**Appendix I**

*Spring 2013 Visits to Southern California*
*Undergraduate Teacher Preparation Programs*

Mount Saint Mary's-4 year undergraduate program, BA/BS and Teaching Credential
-Fieldwork is embedded in Teacher Education classes, centralized administration of fieldwork for all candidates, graduate and undergraduate
-Certificate in Inclusive and Responsive Teaching embedded in Preliminary    Credential
-MS candidates pursue Liberal Studies or Child Development majors
-Early Childhood option, also offer Associate's degree in ECE
-SS subject program uses coaching model, candidates can pursue any area for which a SS credential is offered
-recent recipient of $6 million grant for minority students in STEM subject areas


University of San Diego-4 year undergraduate program, BA/BS and Teaching Credential
-MS candidates pursue Liberal Studies
-SS candidates major in
- recently added Education minor
-Fieldwork embedded in Teacher Education classes, all fieldwork (graduate and undergraduate, Gen Ed and Special Ed) administered through the same office (Director of Fieldwork's office)
-offer Special Ed option


Loyola Marymount University-4year undergraduate program, BA/BS and Teaching Credential
-majority of MS candidates pursue Liberal Studies (Elementary Education), but can pursue any major
-SS candidates can pursue English, Political Science, Biology, Chemistry, Mathematics and Art
-in the midst of a revamp of their program, will send updated info shortly

**Appendix J**

<p style="text-align:center">Summary of Results from Survey of<br>
Undergraduate<br>
Teacher Preparation Programs in California<br>
Fall 2012</p>

Thirty-three institutions, housing undergraduate teacher preparation programs, were invited to participate in a survey during the Fall 2012 semester. Twenty-eight out of the thirty-three schools completed the survey. Below is a sampling of some pertinent results. A complete report will follow early in the Spring 2013 semester.

1. The CTC uses several different terms for undergraduate teacher preparation programs. Which term is used in describing your program?

**Program Description**

Blended — 25.9
Concurrent — 7.4
Integrated — 51.9
Other — 14.8
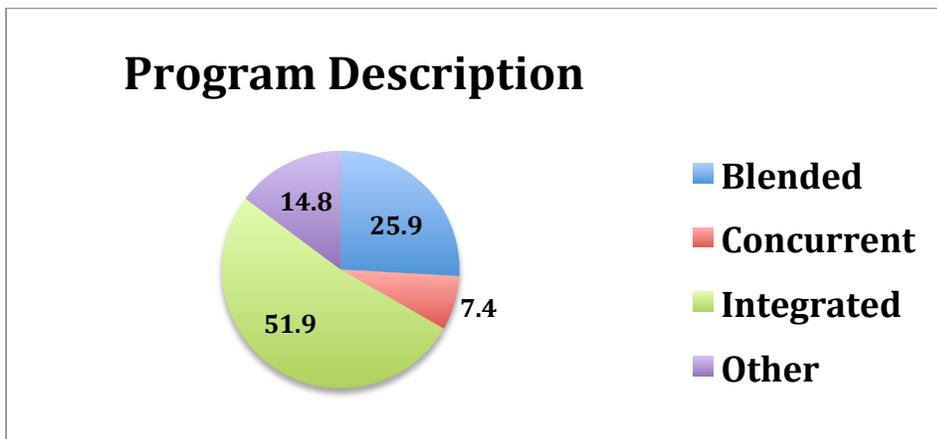
2. Approximately, what percentage of the overall Teacher Education enrollment do your undergraduate teacher preparation students comprise?

**% of TED Enrollment**

< 10% — 3
10-25% — 5
26-50% — 6
51-75% — 8
> 75% — 2

(and 3)

* # of institutions
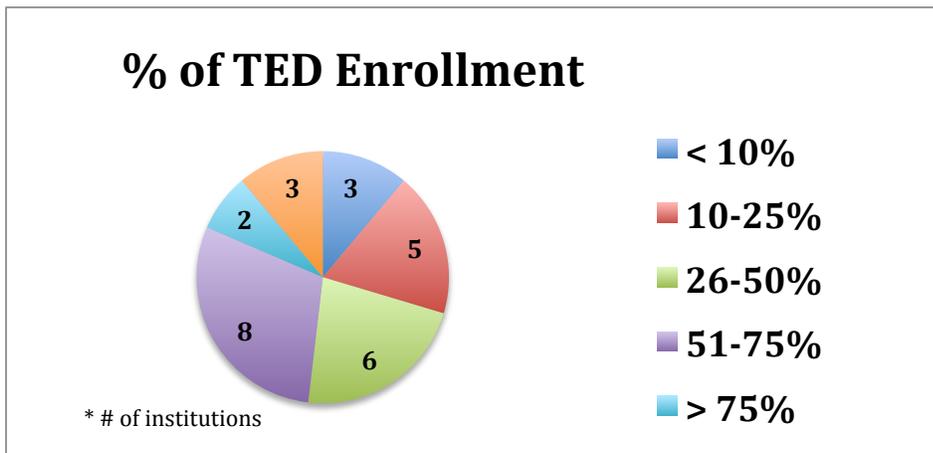
3. At what point, do typical students (non-transfer) officially enter your undergraduate teacher preparation program?

## Program Entrance

| | |
|---|---|
| ■ | Freshman |
| ■ | Sophomore |
| ■ | Junior |
| ■ | Senior |

7.4
3.7
22.2
59.3
7.4
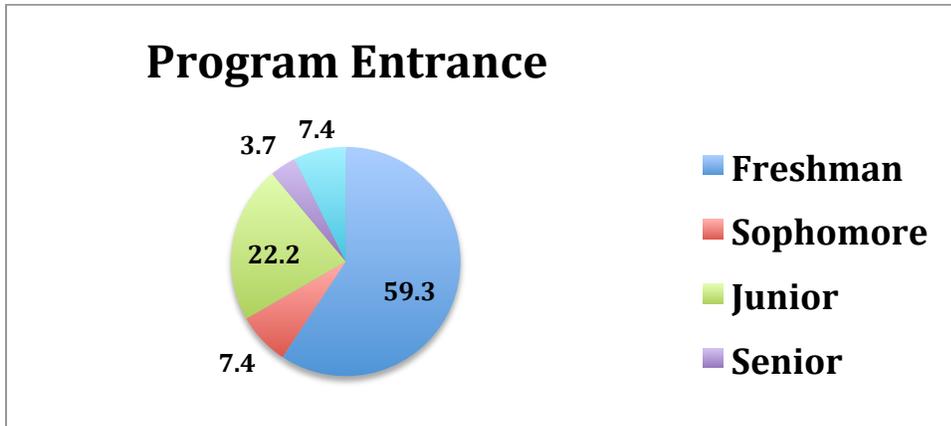
4. At any point in your program, are students required to apply separately to your graduate School of Education (e.g., in the USF Dual Degree program, students make formal application to the School of Education as they complete their Bachelor's degree)?

## % Requiring Formal Application to SOE

No — 19.2

Yes — 80.8

0   10   20   30   40   50   60   70   80   90
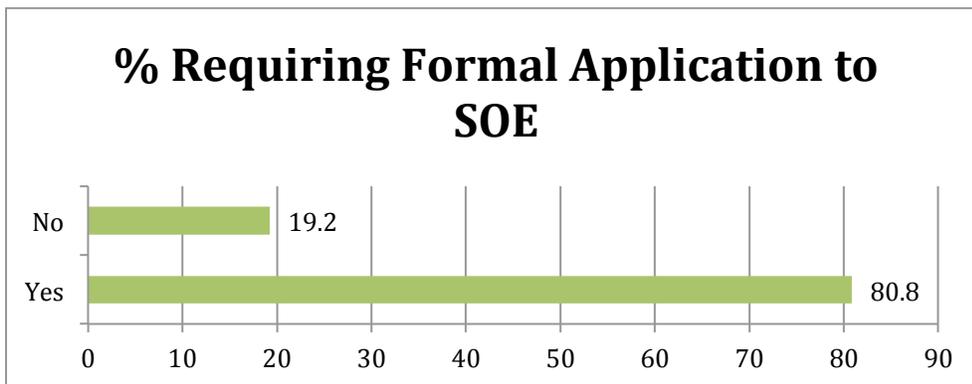
5. By design, is your program a four-year program or a five-year program, and what is the end result of participation?

## Length of Program



Legend:
- 4yrs, BA/BS & TC
- 4+ yrs, BA/BS & TC
- 5 yrs, BA/BS & TC
- 4 yrs, BA/BS, TC, MAT
- 5 yrs, BA/BS, TC, MAT
- Other

Values: 29.6, 25.9, 33.3, 3.7, 3.7, 3.7
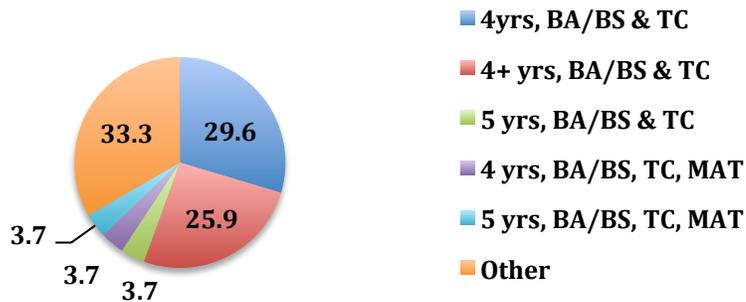
Responses included in OTHER category:

1. 8 - 9 semesters, depending on whether or not students enroll in 18 units every semester.

2. Our typical pattern is either
   4 years (8 semesters) BA and Teaching Credential, including supervised teaching (less frequently, lately)
   4+years (9 semesters), BA and Teaching Credential coursework in 8 semesters and supervised teaching in the ninth semester (the current norm)
   or 5 years for BA and Teaching Credential
   Any of these options fits the "design" of the program.
   A few students complete the B.A. and most of the credential courses and then apply for the graduate program to complete final courses and supervised teaching.

3. We offer a traditional pathway that allows students to obtain their BA and then enter a one year credential program.
   We also offer an integrated pathway that allows students to obtain their BA and credential in 4.5 years.

4. Multiple Subject: four year BA + credential
   Education Specialist: four years BA + internship credential, then one year post-baccalaureate to complete credential

5. 5 years for a dual credential (Preliminary Multiple Subject & Education Specialist) and Master of Science in Education degree

6. We leave it up to the student to choose how fast they want to progress in 4, 4.5 or 5 years.

7. It is both: the integrated students complete both degree and credential in 4 years, the regular students complete the degree in 4 years and the credential in two semesters.

8. 5 years, BA, Teaching Credential (no masters degree)

9. 5 years for the BS and another one semester for the Teaching Credential. The Masters Degree is separate and takes a minimum of two years.

6. Are your Multiple Subjects candidates required to major in a specific subject area? If so, please list the subject.

## Specific Major Required?

| Answer | Value |
|--------|-------|
| No | 69.2 |
| Yes | 30.8 |
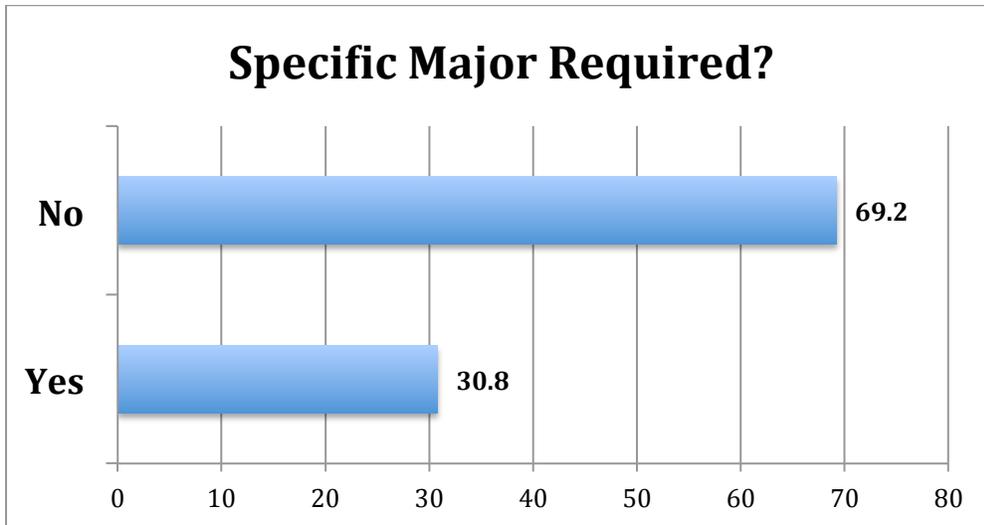
Information regarding required Majors:

1. Liberal Studies

2. Liberal Studies

3. Strongly recommended: Liberal Studies
   However, not required even though I checked "yes" since most Multiple Subject candidates are liberal studies majors.

4. The recommend pathway to a multiple subject credential is Liberal Studies; however, they can enter the Multiple Subject credential with any BA as long as they've the necessary requisites.

5. Most major in Liberal Arts, though it is not required.

6. Liberal Studies

7. Liberal Studies

8. Liberal Arts-Diversified major

9. The answer is yes and no: the students either complete a concentration or minor in an area of their choice. Often they pick English, History, Science, Math, Art, Foreign Language, Physical Education, Theatre Arts, Psychology.

7. Does your program accommodate Single Subject candidates?

## Single Subject Candidates?

| | |
|---|---|
| No | 46.2 |
| Yes | 53.8 |

(Horizontal axis: 42, 44, 46, 48, 50, 52, 54, 56)

Single Subject Offered:

## Single Subjects

| | |
|---|---|
| Science (Bio, Chem, Physics, Environ, | 75 |
| Social Science | 68.8 |
| English | 68.8 |
| Mathematics | 68.8 |
| Art | 56.3 |
| Music | 56.3 |
| Language | 56.3 |
| Other | 37.5 |

(Horizontal axis: 0, 10, 20, 30, 40, 50, 60, 70, 80)
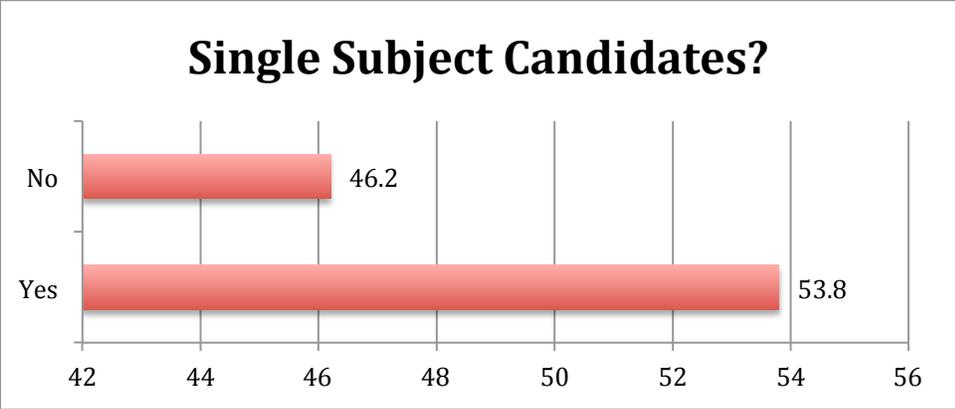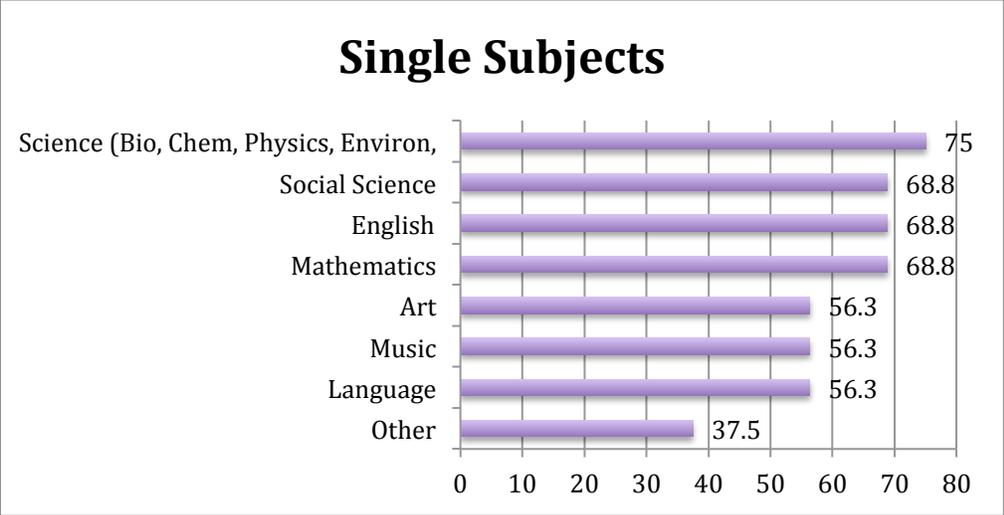
8. Does your program offer an option for students to earn a credential in Special Education?

## Special Education Credential Available?

| | |
|---|---|
| Yes | 60 |
| No | 24 |
| Other | 16 |

(Horizontal axis: 0, 10, 20, 30, 40, 50, 60, 70)
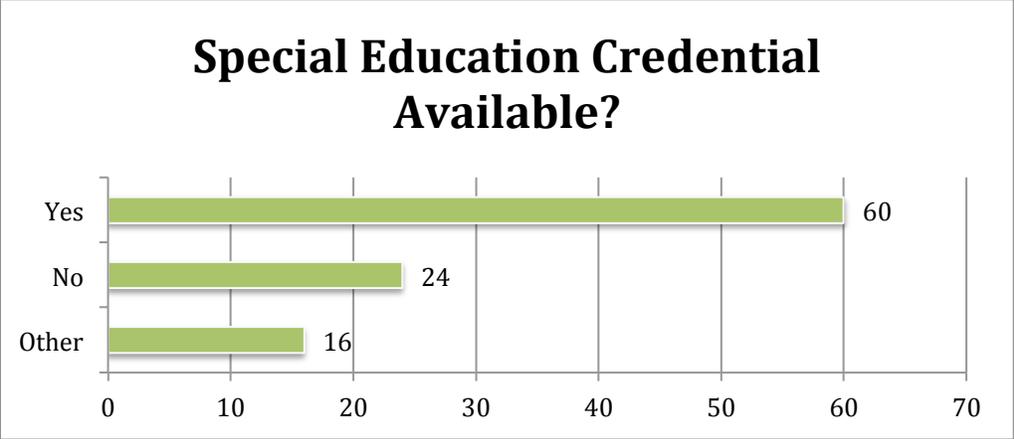
Other:

1. In process at the undergraduate level.
   Yes, at the graduate level in conjunction with a masters degree

2. Through the integrated program, the students may pursue the special education credential in their senior year. All other students pursue their credential in the fifth year.

3. We will be offering this credential in the fall of 2013

4. Students can get an emphasis in Child Development and then apply to the MA in Special Education

9. When do typical (non-transfer) participants of your undergraduate teacher preparation program begin taking teacher education (graduate level) classes?

**Begin Graduate Level Classes**

7.7
11.5
34.6
38.5

- Freshman
- Sophomore
- Junior
- Senior
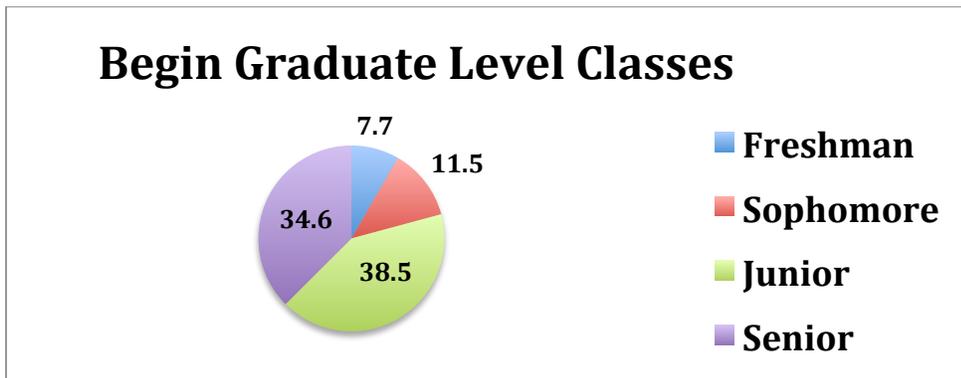
10. Does your program provide academic advising for your participating students?

**Provide Advising?**

No    0

Yes   100

0    20    40    60    80    100    120
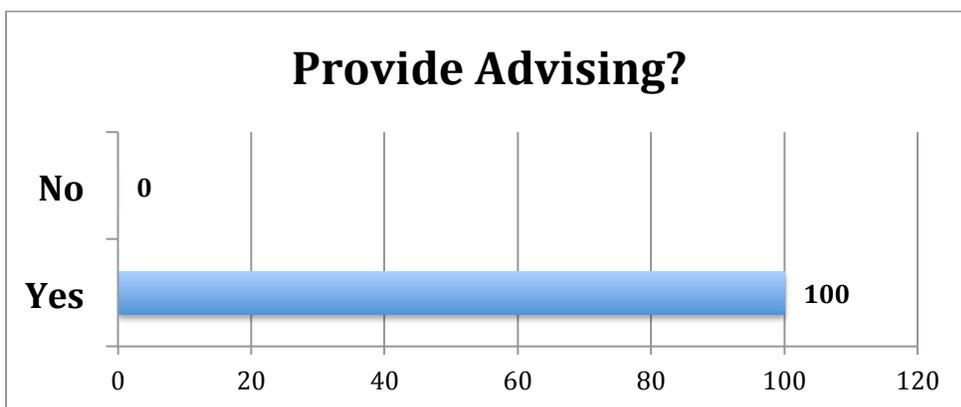
11. What is your GPA requirement, if any, for participants?

## GPA Requirement

| GPA | Count |
|-----|-------|
| 3.0 > | 24 |
| 2.75 > | 28 |
| 2.5 > | 8 |
| No Requirement | 8 |
| Other | 32 |
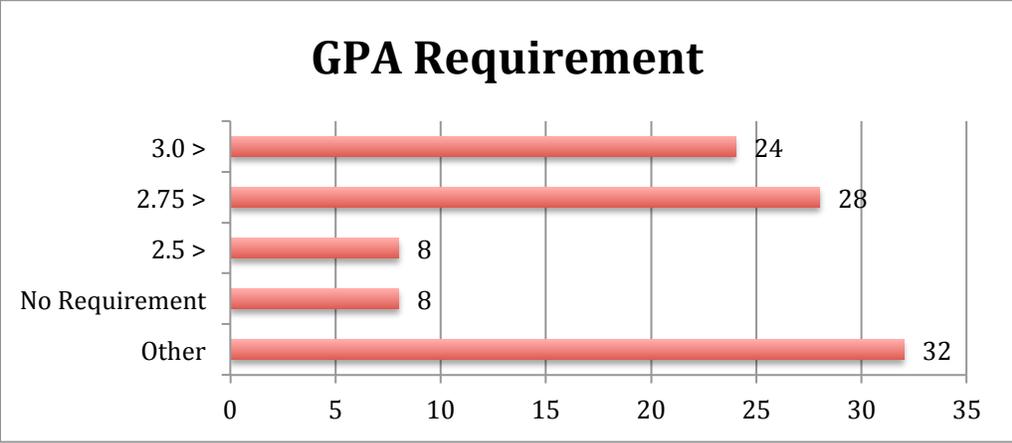
Other:

1. 2.75 is min. GPA for acceptance into the Credential program.

2. 2.5 for the academic coursework (general studies, major courses)
   3.0 for the courses required for the credential

3. 2.67 to continue into the integrated pathway
   2.00 and higher to continue at the university

4. 2.8 undergrad GPA for entering SOE and 3.0 or higher for the 4 prerequisite courses for SOE.

5. Cum. GPA of 2.67 and above

6. 2.7

12. Does your program offer your students the opportunity to participate in a Bilingual Authorization program?

## Bilingual Authorization Available

| | Count |
|-----|-------|
| Yes | 56 |
| No | 44 |
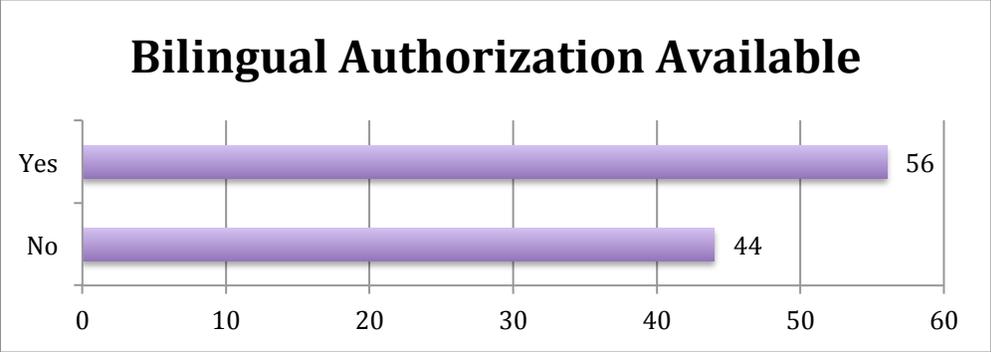
13. Are your students able to take advantage of Study Abroad opportunities while participating in your program without adding additional time for completion?

## Study Abroad Possible

| | Count |
|---|---|
| Yes | 68 |
| No | 20 |
| Other | 12 |
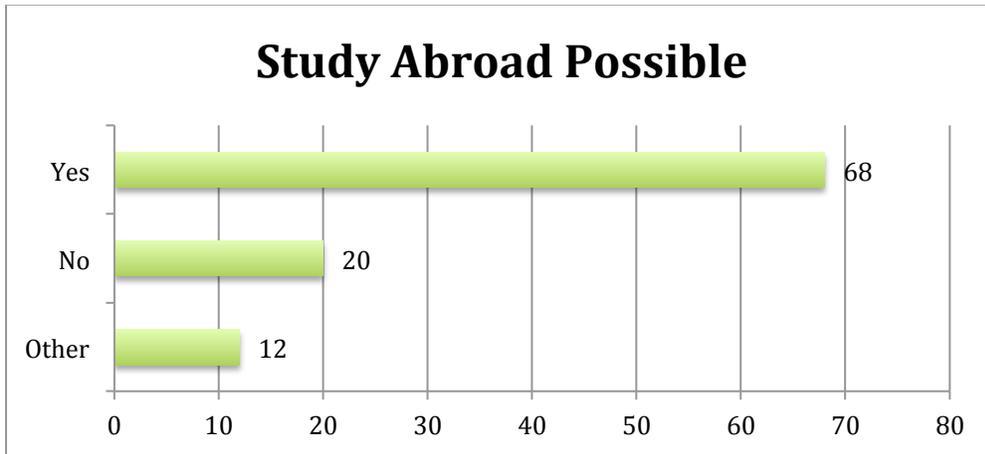
Other:

1. Yes providing SA occurs during the summer.

2. Varies by program

3. Now required.

14. Are your students able to participate in other special academic programs at your university while participating in your program (i.e., minors, great books programs, honors programs, living-learning communities, etc.)?

## Participation in Special Programs Possible

| | Count |
|---|---|
| Yes | 92 |
| No | 8 |
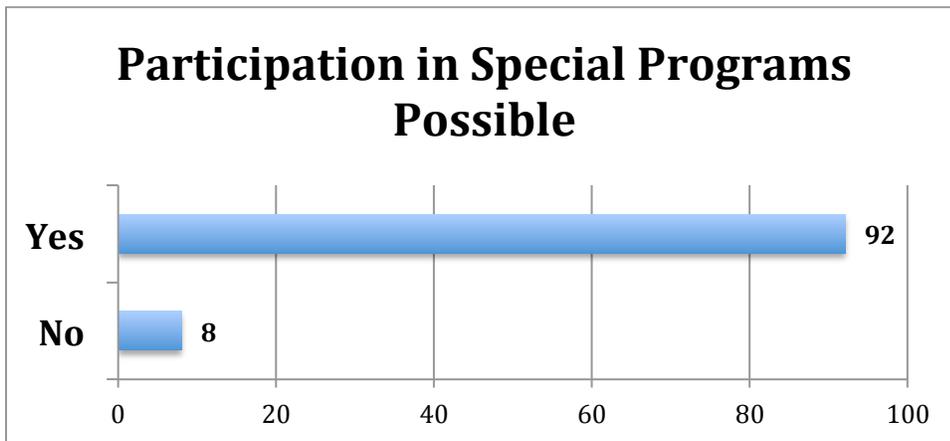
Specifics of some programs:

1. Yes, there are a few majors who declare a minor in areas such as Leadership Studies. Other students participate in the Southeast San Diego Tutoring Program for 1-3 units each semester.

2. SII (Great Books)

Honors
Martin Baro Scholars
Erasmus Community

3. Hutchins Lower Division General Education program.

4. Minor

5. All of the above: Great Books, Social Action and Justice (SAAJ), etc.

6. Smittcamp Honors College, Learning Communities

7. Living-learning communities, called "Community Classroom"

8. Honors, but it is challenging.
   Summer reading program.

15. Do undergraduate students participating in your program take teacher education classes with graduate students?

## UG and GR Sections

- Never, UG's and GR's are never in the same classes
- Sometimes, but only if UG and GR numbers do not support separate sections
- Almost always, unless there are enough for UG only section
- Yes, UG's and GR's attend same classes

28
4
12
52
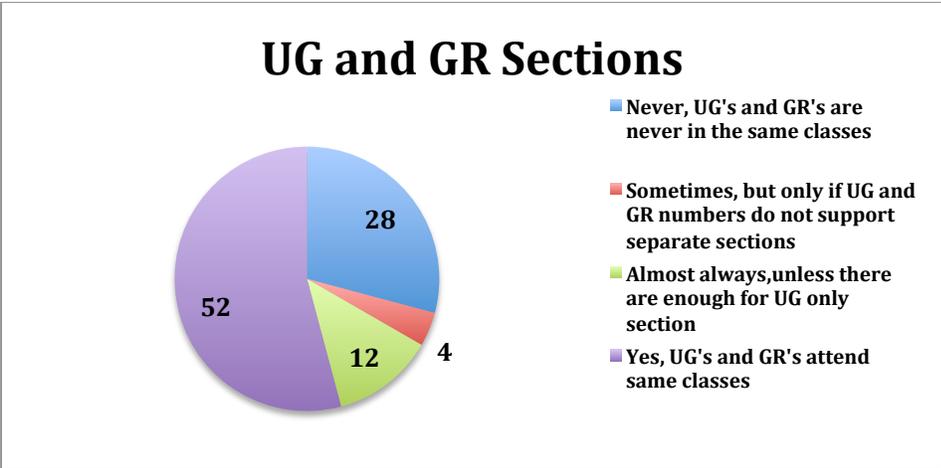
16. The teacher education courses in your program are offered:

## Teacher Education Classes

| | |
|---|---|
| Within SOE (graduate) | 76 |
| Within UG Colleges | 8 |
| Other | 16 |

0  10  20  30  40  50  60  70  80
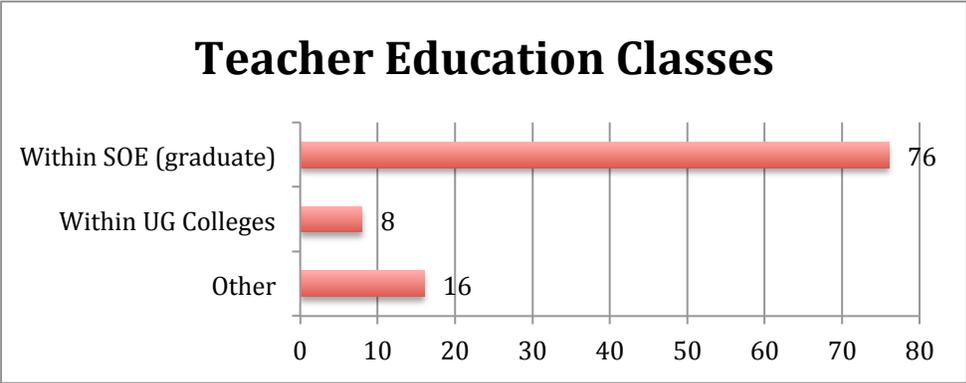
Other:

| | |
|---|---|
| **1.** | The Liberal Studies & Credentialing Department is in the Humanities & Arts Division |
| **2.** | Liberal Studies is housed in the College of Arts and Letters |
| **3.** | Both - the academic departments and the school of education share the courses geared toward teaching in the classroom. The school of education offers the actual credential courses, of course. |
| **4.** | The answer is both. |

17. Do the same professors teach the undergraduate students, as well as, the graduate students?

**Who Teaches the UG and GR TP Students?**

Same professors teach GR and UG TP students — 72.7

Professors who teach UG's don't teach GR 's — 27.3

(scale: 0 10 20 30 40 50 60 70 80)
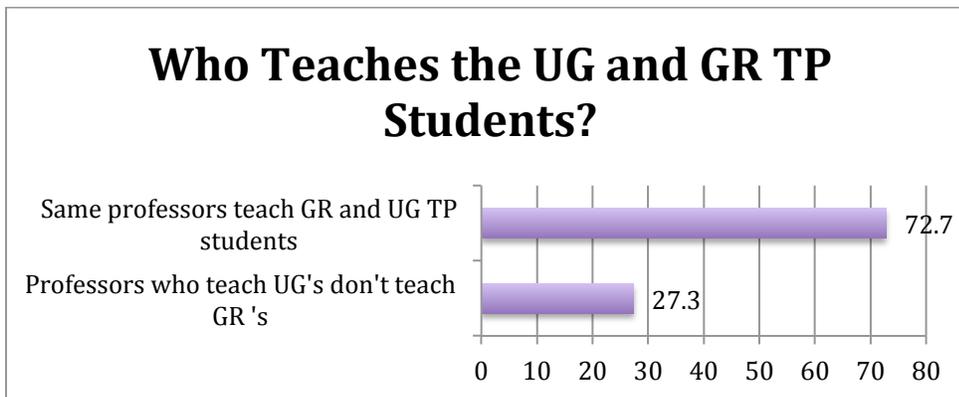
Institutions participating in the survey:

California State University, Long Beach
University of San Diego
University of San Francisco
Sonoma State University
William Jessup University
Mount St. Mary's College
California State University, Monterey Bay
Pepperdine University
California State University, San Bernardino
California State University, Los Angeles
Loyola Marymount University
California State University, Fresno
Dominican University

California State University, Northridge
Concordia University
University of the Pacific
Point Loma Nazarene University
California Lutheran University
California State University, San Marcos
Simpson University
San Diego State University
Biola University
California State University, Stanislaus
Cal Poly-San Luis Obispo
And, four unnamed institutions

**Appendix K**

Summary of Results: M³ Consulting's Survey
of DDTP Fieldwork Program

One hundred and ninety individuals, all previous participants of the DDTP Fieldwork Program, were invited to complete a survey about the program in October 2012. While participating in the Fieldwork Program, these individuals served in the roles of mentor or intern. One hundred and eleven individuals submitted responses. Below is a summary of the results (all results reported as percentages, unless otherwise indicated).

1. How would you rate the level of preparedness of the USF DDTP FW intern(s)?

**Level of Preparedness of DDTP Fieldwork Interns**

| Category | Percentage |
|---|---|
| Low | 0 |
| Somewhat Low | 2.9 |
| Average | 12.6 |
| Above Average | 46.6 |
| High | 37.9 |
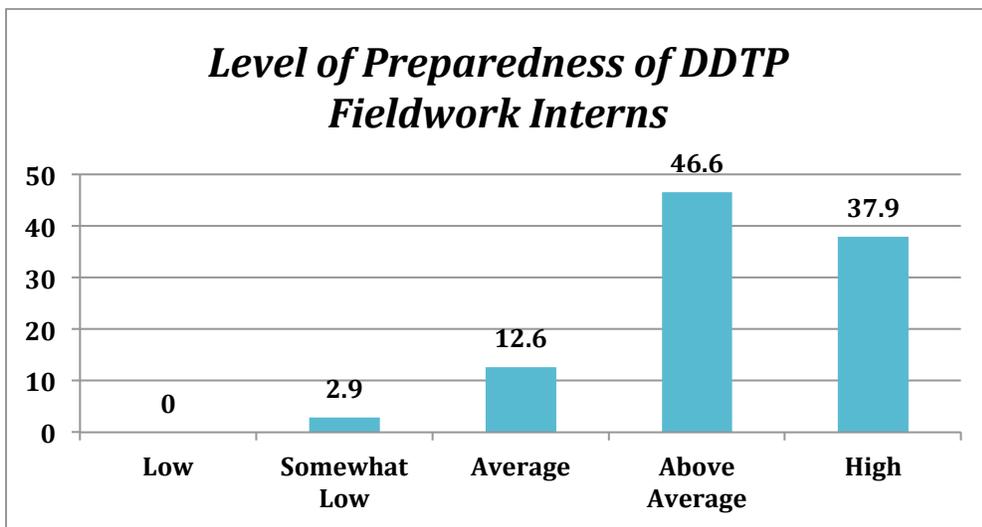
2. How would you rate the level of professionalism of the FW intern(s), with regard to:

**Level of Professionalism**
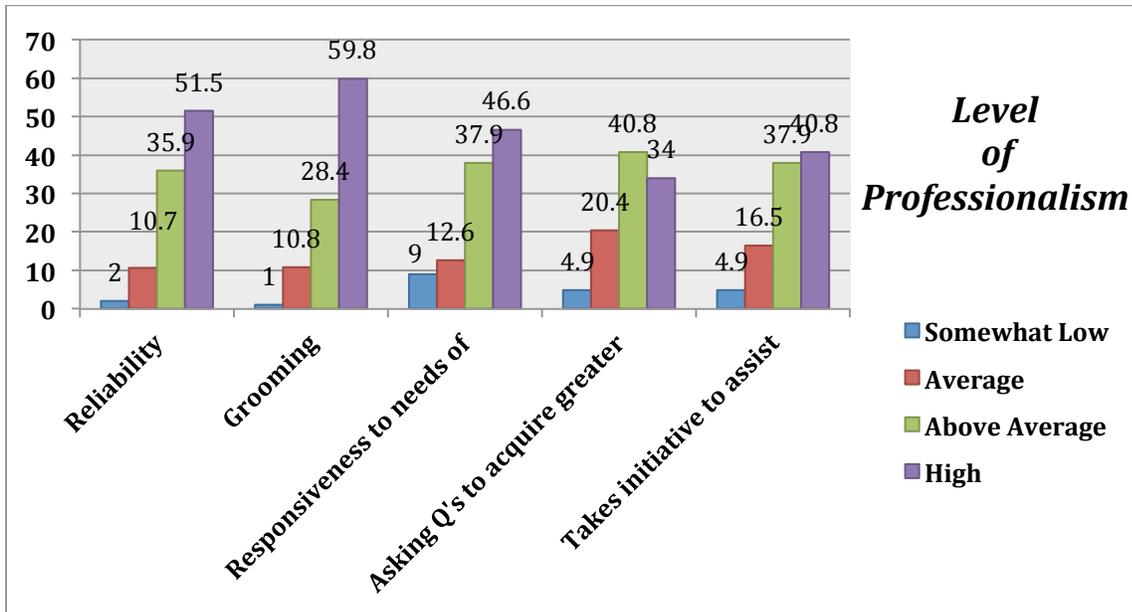
3. How would you rate the usefulness of the USF DDTP FW Guide and Related Forms document (handbook)?



**Usefulness of Guide (handbook)**

- Unnecessary — 5.8
- Somewhat necessary — 21.2
- Helpful — 45.2
- Quite helpful — 2.2
- Essential — 7.7
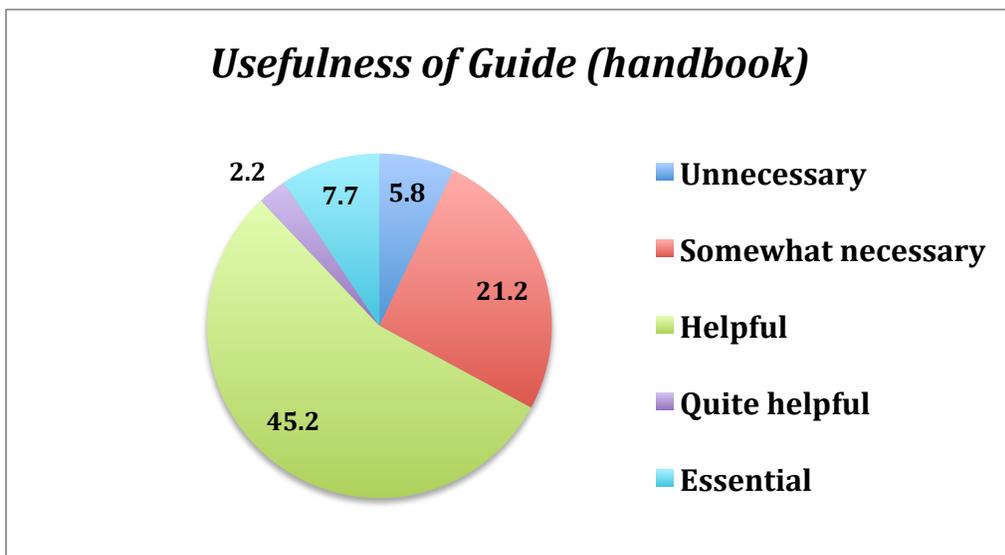
4. During any FW experience, have you referred to the guide at any time, other than during the initial introductory meeting?

**Reference to Guide During Fieldwork Experience**

| | |
|---|---|
| Yes | 35.2 |
| No | 64.8 |

(bar chart, x-axis: 0 10 20 30 40 50 60 70)
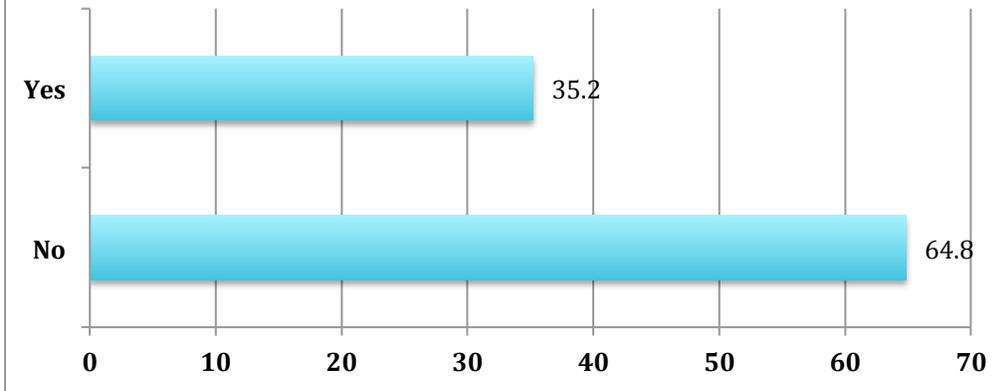
5. How would you rate the usefulness of the initial introductory meeting, which includes the FW mentor, the FW intern and the FW coordinator?

**Usefulness of Initial Meeting**

- 2.8 Unnecessary
- 3.7 Somewhat necessary
- 30.8 Helpful
- 22.4 Quite helpful
- 40.2 Essential
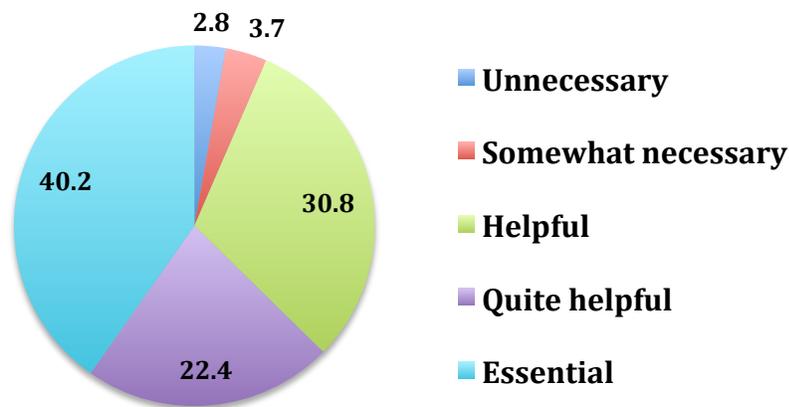
6. How would you rate the usefulness of the email check-ins with the FW coordinator?

## Usefulness of E-mail Check-ins



Pie chart values:
- 0
- 11.5
- 17.3
- 23.1
- 48.1

Legend:
- Unnecessary
- Somewhat helpful
- Helpful
- Quite helpful
- Essential
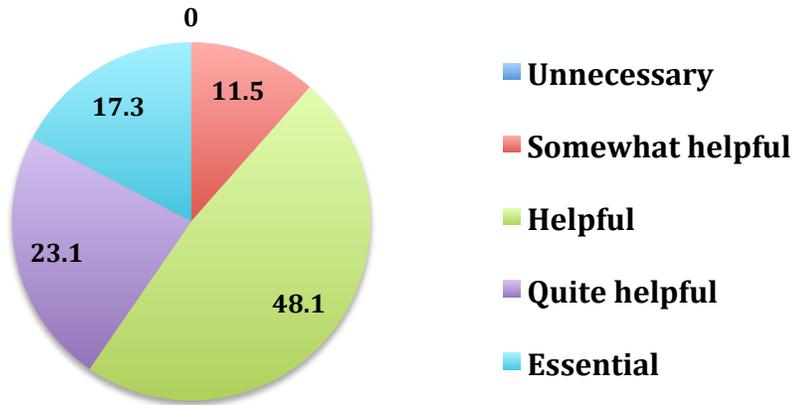
7. Once again, with regard to the email check-ins, how would you rate their frequency?

## Rating of Frequency of E-mails Check-ins



| Category | Value |
|---|---|
| Too Often | 2 |
| Quite often | 11.8 |
| Adequate | 74.5 |
| Somewhat often enough | 5.9 |
| Not too often | 5.9 |
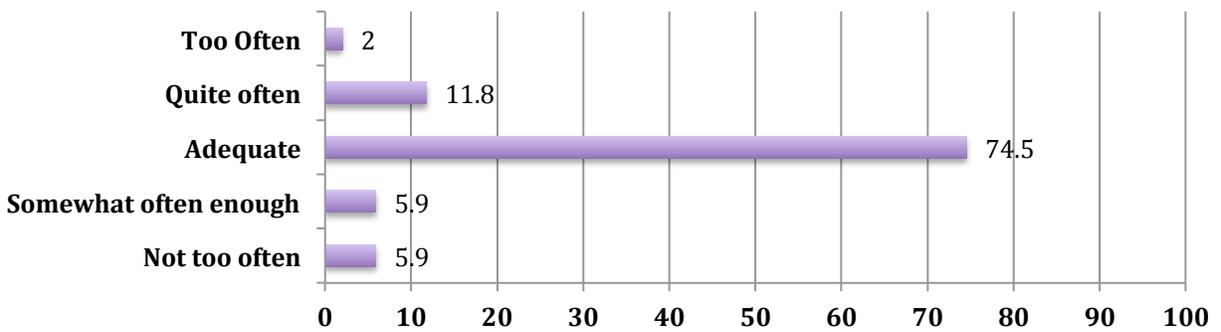
8. Regarding the mid-term evaluation of the FW interns, how would you rate its effectiveness as an indicator of whether or not the placement is progressing well, or not?

**Effectiveness of Mid-Term Evaluation**

- Not Effective
- Somewhat effective
- Effective
- Quite effective
- Very Effective
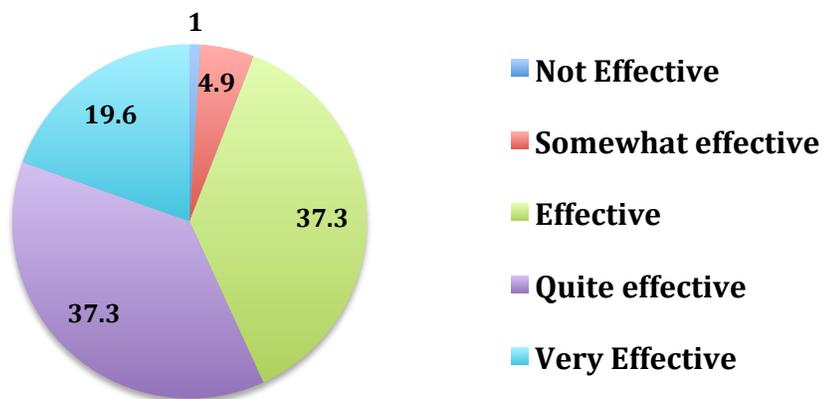
9. With regard to the final FW intern evaluation, how would you rate its effectiveness in assessing the FW intern's performance in the placement?



**Effectiveness of Final Evaluation**

- Not Effective
- Somewhat effective
- Effective
- Quite effective
- Very Effective
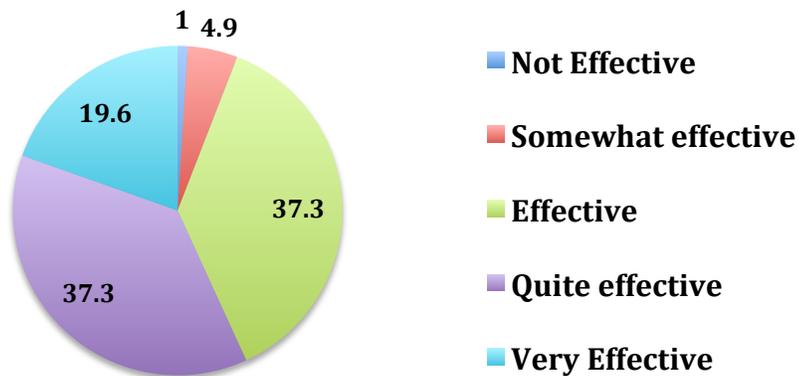
10. How do you rate the value of having both parties present for this evaluation?

**Value of Both Parties Being Present for Evaluation**

| | |
|---|---|
| Essential | 34.3 |
| Quite valuable | 33.3 |
| Valuable | 22.2 |
| Little value | 10.1 |
| No value | 1 |

(bar chart, x-axis: 0 10 20 30 40 50 60 70 80 90 100)
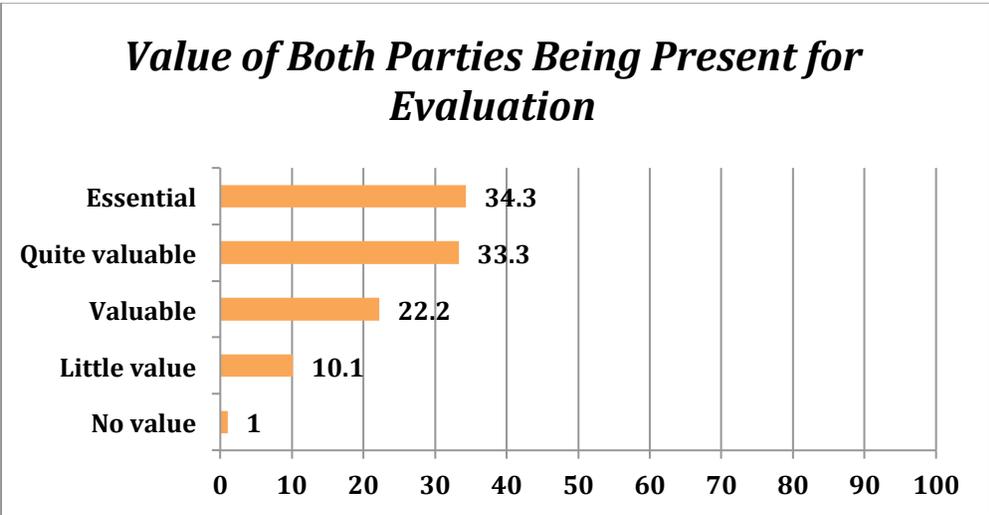
11. With regard to the actual placement, how would you rate its value as a learning experience for the FW interns?

**Value as a Learning Experience for Fieldwork Interns**

Pie chart:
- Little value: 1
- Valuable: 17.6
- Quite valuable: 17.6
- Essential: 63.7
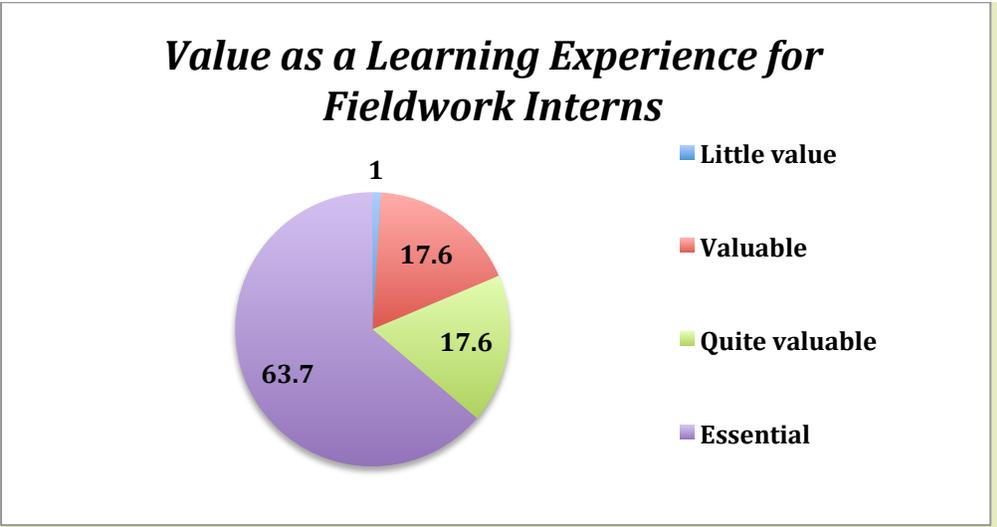
12. With regard to the weekly FW course, how would you rate its importance as part of the DDTP FW program?

### How Important is the Weekly Fieldwork Course?

| | |
|---|---|
| 3.1 | ■ Not Important |
| 8.2 | ■ Somewhat Important |
| 36.1 | ■ Important |
| 32 | ■ Quite Important |
| 20.6 | ■ Extremely Important |
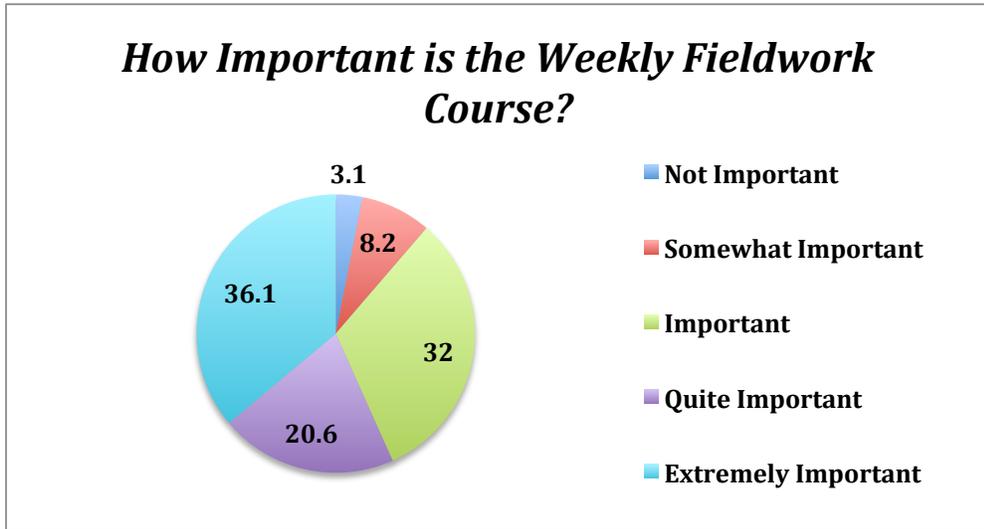
13. Again, with regard to the FW course, how would you rate its relevance to the actual FW placement?

### How Relevant is the Weekly Fieldwork Course?

| Not Relevant | Somewhat Relevant | Relevant | Quite Relevant | Very Relevant |
|---|---|---|---|---|
| 7.2 | 11.3 | 29.9 | 24.7 | 26.8 |
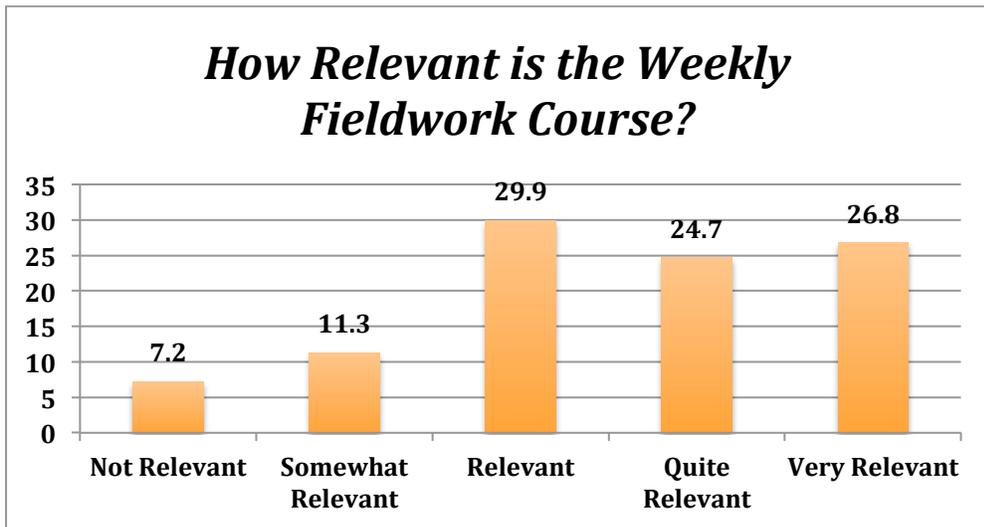
14. How would you rate the coordination between the FW coordinator and the mentors?

## Rating of Coordination between Fieldwork Coordinator and Mentors

**3.1  4.1**

**7.2**

**12.4**

**73.2**

- Non-Existent
- Somewhat Sufficient
- Sufficient
- Quite Sufficient
- Excessive
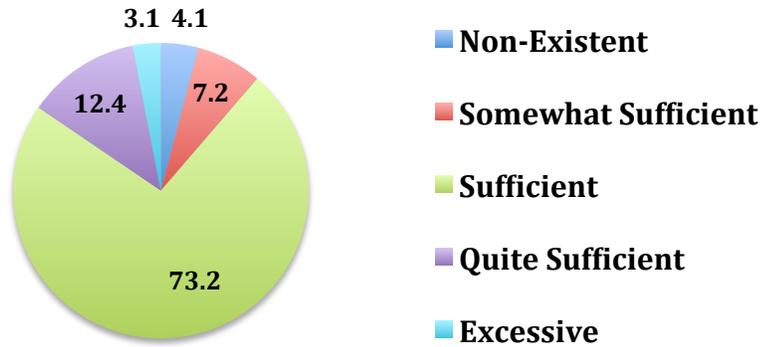
15. From what you have observed through your participation in the FW program, how would you rate the coordination between the FW coordinator and the FW instructors?

## Rating of Coordination between Fieldwork Coordinator and Fieldwork Course Instructors

**2.3**

**6.8**

**15.9**

**11.4**

**63.6**

- Non-Existent
- Somewhat Sufficient
- Sufficient
- Quite Sufficient
- Excessive
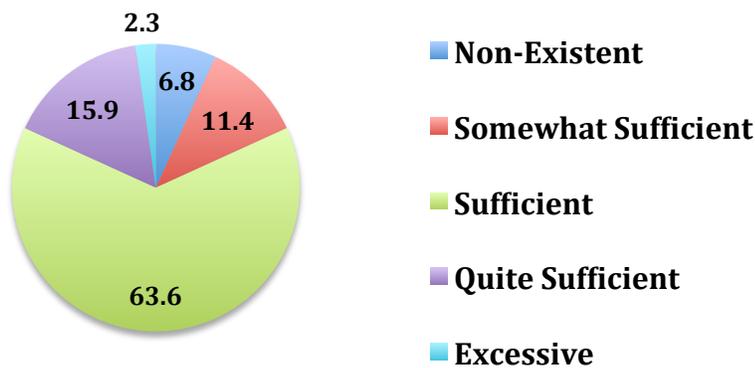
16. From what you have observed, how would you rate the coordination between the FW instructors and the FW mentors?

## Rating of Coordination between Fieldwork Course Instructors and Mentors



Pie chart values: 1.1, 9.6, 21.3, 8.5, 59.6

Legend:
- ■ Non-Existent
- ■ Somewhat Sufficient
- ■ Sufficient
- ■ Quite Sufficient
- ■ Excessive
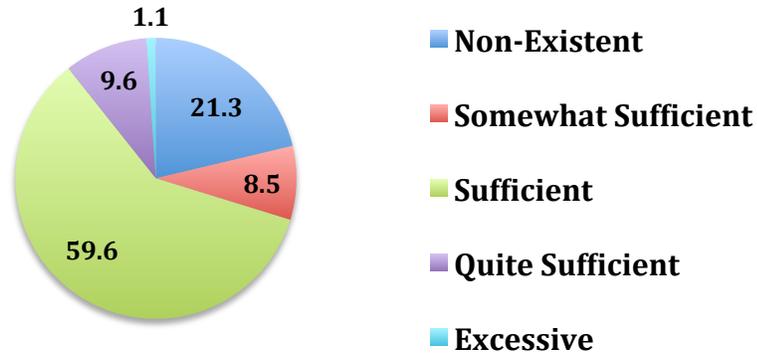
17. Please rank these elements of the USF DDTP FW program in order of importance, with 1 being most important to 6 being least.

**Ranking of Importance- Elements of DDTP Fieldwork Program**

Chart data by ranking (1–6):

Ranking 6:
- Email Check-ins: 26.6
- Weekly Course: 14.7
- Final Eval: 6.3
- Mid-term Eval: 5.3
- Guide: 44.2
- Initial Meeting: 2.1

Ranking 5:
- Email Check-ins: 24.5
- Weekly Course: 23.2
- Final Eval: 7.4
- Mid-term Eval: 13.7
- Guide: 18.9
- Initial Meeting: 12.6

Ranking 4:
- Email Check-ins: 18.1
- Weekly Course: 15.8
- Final Eval: 27.4
- Mid-term Eval: 22.1
- Guide: 8.4
- Initial Meeting: 8.4

Ranking 3:
- Email Check-ins: 7.4
- Weekly Course: 11.6
- Final Eval: 25.3
- Mid-term Eval: 35.8
- Guide: 9.5
- Initial Meeting: 10.5

Ranking 2:
- Email Check-ins: 11.7
- Weekly Course: 11.6
- Final Eval: 17.9
- Mid-term Eval: 15.8
- Guide: 13.7
- Initial Meeting: 29.5

Ranking 1:
- Email Check-ins: 11.7
- Weekly Course: 23.2
- Final Eval: 15.8
- Mid-term Eval: 7.4
- Guide: 5.3
- Initial Meeting: 36.8

Legend:
- Email Check-ins
- Weekly Course
- Final Eval
- Mid-term Eval
- Guide
- Initial Meeting

18. Please indicate your level of support for these possible changes to the USF DDTP FW program.

## Indication of Support for Changes

**Legend:**
- Increase communication between Course Instructors and Mentors
- Determine specific time for communication between intern and mentor
- Inclusion of activities in handbook
- Increase time spent by Interns in classrooms
- Mid-semester classroom visit
- Move initial meeting online
- Name change

**Fully support this change**
- 23.1
- 22.9
- 49
- 46.8
- 22.9
- 6.3
- 23.2

**Would accept this change, if made**
- 51.6
- 51
- 42.7
- 31.9
- 47.9
- 27.1
- 61.1

**Prefer the current state**
- 23.1
- 24
- 8.3
- 17
- 25
- 34.4
- 12.6

**Do not support this change**
- 2.2
- 2.1
- 0
- 4.3
- 4.2
- 32.3
- 3.2

(x-axis: 0 10 20 30 40 50 60 70)

19. I participate(d) as a...

## Participant Category

- Fieldwork Intern: 49.5
- Fieldwork Mentor: 50

(x-axis: 0 5 10 15 20 25 30 35 40 45 50 55 60)

| Area for Improvement | M³ Consulting Input | Proposal | Implementation Method |
|---|---|---|---|
| | Recommendations for DDTP Fieldwork Program at USF | Action to be taken | Timeframe |
| Handbook or Guide | Add sample activities | Solicit activities from current and former mentors to include in handbook | Immediate: Spring 2013 |
| Name of the Program | Name change to reflect that this is an EARLY field experience | Proposed name: DDTP Early Field Experience Program | Immediate: Spring 2013 |
| Time spent by interns in field placements | Increase 42 hour per semester requirement | Assess the feasibility of increasing the time spent. Review DDTP participants overall academic plan for this possible additional time commitment. | Short-term: Fall 2013 |
| Communication between course instructors and mentors | Initiate a means for increased communication between course instructors and mentors | Shift responsibility for two email communications from Fieldwork coordinator to course instructors | Short-term: Fall 2013 |
| Communication between interns and mentors | Determine a system for regularizing communications between interns and mentors | Collaborate with mentors to develop a system for regular communication between them and their interns | Short-term: Fall 2013 |
| Mid-semester classroom visit by Fieldwork coordinator | Schedule one visit by Fieldwork coordinator per semester | Shift some of the responsibilities for administration of the mid-term and final evaluations to the DDTP Program Coordinator, enabling time for mid-semester classroom visits | Short-term: Fall 2013 |
| Initial meetings | Determine a method for simplifying the initial meeting process | Forgo initial meeting for experienced mentors and interns in their second field placements | Immediate: Spring 2013 |

**Appendix L**

**DDTP Faculty**

The DDTP has three adjunct faculty members, delivering the introductory course, as well as the Early Field Experience courses:

**Jennifer Howard-Santos** teaches Early Field Experience I (INTD 385), Introduction to the Teaching Profession (INTD 110), and occasionally other courses for the School of Education's Teacher Education Department. Jennifer is also a current kindergarten teacher in the San Francisco Unified School District. Additional information provided on CV. See Appendix.

**Darren Kawaii** teaches Early Field Experience I (INTD 385) and III (or Single Subject) (INTD 387), and Introduction to the Teaching Profession (INTD 110). Darren is also a current Middle School teacher in the San Francisco Unified School District. Additional information provided on CV. See Appendix.

**Michael Sova** teaches Early Field Experience II (INTD 386). Michael is also a current second grade teacher in the San Francisco Unified School District. Additional information provided on CV. See Appendix.

**Demographics**

Male - 2
Female - 1
Caucasian - 2
African American/Pacific Islander - 1

Course description for the *Early Field Experience* courses:

This course is designed to offer students the opportunity to experience, in a practical environment, the application of methodological principles and teaching practices, as well as theories and principles of learning, motivation, social behavior, human development and individual differences acquired in their Teacher Education courses. They will be involved in classroom observation, one-to-one assistance, small group work and delivery of a whole class activity. Each student will work with a specific mentor in a specific classroom for the length of the semester. The field placement requires observation and/or participation 3 hours per week  in elementary classrooms (K-2 or 3-5 grade level) for MS candidates and middle or high school classrooms for SS candidates. Field placement is arranged by the DDTP Field Placement Coordinator. A weekly on-campus seminar is included. Readings, class discussions and guest speakers will enable the students to incorporate their learning in the field with the content presented in their Teacher Education course work.

Course description for *Introduction to the Teaching Profession*:

This course is designed to introduce students to the field of education. Readings, class discussions, and speakers will engage current developments in primary and secondary education, seeking to both inspire and inform. By participating in this course students will have an opportunity to become part of a community of future educators and also become more fully engaged in student life, in addition to developing personal and professional skills with peers who share similar interests. Exploring need for strong teacher training to produce strong teachers, this course will also prepare students for participation in USF's Dual Degree in Teacher Preparation Program.

Service and Research accomplishments can be found in the adjunct CVs, see Appendix M.


**Affiliated Faculty**

The DDTP works with many departments in the College of Arts and Sciences to bring courses to our students that will support their development as future teachers, as well as help prepare them for specific content areas on the CSET exams. There are three courses that exclusively serve DDTP students:

**Ken Harrington** - Math for Educators (MATH 105)

Prof Harrington is currently working with two of our USF graduates, both of whom now work at Stuart Hall HS.  They are developing websites, and essentially writing 100's of cool math problems at a variety of levels to help the 4-school community.

Prof Harrington won the 2012 College Service Award. He was honored by the Dean in front of the entire full-time community.

Course description for ***Math for Educators:***

This course provides the requisite mathematics preparation for Multiple Subject Teaching Credential Candidates. The curriculum satisfies the California Subject Examination for Teachers (CSET) content domain categories: number sense; algebra and functions, measurement and geometry; statistics; data analysis and probability.

**Christopher O'Sullivan** - European/US History (HIST 115)

Course description for ***European/US History:***

This course will prepare prospective elementary-school teachers in the fields of European and United States history, as required by the public school standards of the State of California. It will cover European history from the ancient civilizations of the Near East up through the Enlightenment and United States history from the colonial era up through the industrial revolution. Open only to students in the Dual Degree program.

**Sabine Thompson** - Arts for Educators (ART 215)

Prof Thompson's current goal is to expand her art teaching to K-12 online students and small groups of students who are home-schooled.

In order to teach through the public school system online and charter schools, Prof Thompson is required to have a Crosscultural, Language, and Academic Development (CLAD) certificate. She is enrolled in the California Teacher of English Learners (CTEL) program at Brandman University to fulfill the requirements for the CLAD certificate.

In the Kindergarten through Eighth grade art classes she teaches, Prof Thompson has seen firsthand how engaged students are when learning with technology. She is researching resources and methods available for an online art course at the elementary and middle school level.

Additionally, she is keeping up with the emerging 21st Century Skills Framework (http://www.p21.org/), Common Core Language Arts and Math Standards (http://www.corestandards.org/), and the National Coalition for Core Arts Standards (NCCAS) development of new standards for arts, http://www.arteducators.org/research/nccas) which will include Media Arts for the first time.

Course description for ***Arts for Educators:***

Arts for Educators is an interdisciplinary course for future elementary classroom teachers and students desiring an overview of the visual and performing arts. This course will offer students critical perspectives on arts education and hands-on experience in music, theater, dance/movement and visual art, with the goal of preparing them for reflective, culturally inclusive integration of the arts into the academic curriculum. The guiding framework for students' examination of arts education theory and practice originates from the California Visual and Performing Arts (CA VAPA) Content Standards and the professor's experience in the education and arts disciplines. The CA VAPA Standards include: 1) artistic perception, 2) creative expression, 3) understanding the cultural and historical origins of the arts, 4) pursuing meaning in the arts, and 5) making informed judgments about the arts. The course will culminate in student presentations of integrated arts units.

**Demographics**

Male - 2
Female - 1
Caucasian - 3

**Appendix M**

## Darren Anthony Kawaii

Professional Educator
darrenkawaii@gmail.com
917-319-9835 Cell
630 Grand View Avenue #305
San Francisco, CA 94114

## About Me:

I am now completing my 14th year in education, the first 5 starting in San Francisco before moving to New York in 2002. As an teacher of both modern & ancient civilizations, I take great pride in having traveled throughout East Asia, concentrating on China, Japan & Korea. Coming from a multi-racial household and because of my school experiences, I've grown a curiosity with urban identity, particularly as it pertains to cultural collision and diffusion.

## Current Teaching Positions:

Social Studies Teacher - 7th & 8th grade
Medieval World and U.S. History
Rooftop Alternative School K-8
San Francisco, CA

## Education:

New York University, Master of Arts- 5/09
Secondary Education Social Studies Professional

My Henry Street classroom was chosen as the face of "Not Teaching to the Test"

San Francisco State University - 9/97 to 5/99
Secondary Education- Social Studies Teaching License

University of California, Berkeley, Bachelor of Arts- 5/95, Ethnic Studies
leaders, just working along side so many bright, talented, young people was immensely motivational. I see myself as an educational motivator for the next generation.

## Professional Development/Presentations:

-Invited to present to Indiana State Department of Education- 11/2007
-National School Reform Faculty (NSRF) Critical Friends Group Facilitator 6/2007
-Teacher's College Readers and Writers' Workshop Spring 2006
-Received the MetLife fellowship for teacher research through the Teachers Network Leadership Institute-2006-08

## Darren Anthony Kawaii

## Teaching Experience:

8/2000 – 6/2002  & 8/2009 to present
Rooftop School k-8  San Francisco, CA
World and United States History

6/2007 - 5/2009         New York University
Adjunct Professor- Inquiries into Education
Department of Teaching and Learning
Steinhardt School of Culture, Education and
Human Development

9/2004- 6/2009         Henry Street School
District 1, Region 9 (Manhattan)
Social Studies/Model U.N. Teacher
6th thru 12th grade

9/2002- 6/2004         P.S./I.S. 51 Elias Howe
District 2, Region 9 (Manhattan)
Humanities Teacher
7th grade and 8th grade
US History and Language Arts

6/1999 - 6/2000         Burbank Middle School
San Francisco, CA
8th Grade U.S. History Teacher

8/1998 - 6/1999         Lawton School k-8
San Francisco, CA
Peer Resource Coordinator/Computer Lab Teacher
Student conflict manager and trainer; included
mediation and facilitated youth based programs.

6/1997 - 6/1998         Gloria Davis Middle School
San Francisco, CA
Math and Science Teacher 6th grade



"The least of learning is in classrooms"

Rooftop is nearly an educational Shangri-La. Every subject was taught with interdisciplinary techniques in mind. Many students spent weeks per year doing outdoor education. This ranged from camping and mountain biking to international exploration in China, western Europe and South America. In the March of 2002 I initiated the first teacher-parent-student journey to China. All students were supported with a diversity of arts programs.



U.N. Secretary General Kofi Annan recognizes Henry Street's dedication to Human Rights.

## Why I teach international studies.

The desire to study cultures and languages began in earnest with a wise decision by my family. In 1984, with the encouragement of my older brother and parents, I applied to the International Studies Academy (ISA), a small, internationally themed urban school. A school with both an international focus and local diversity spurred future aspirations. During the 1988 political campaign, I worked as a youth volunteer coordinator on Jesse Jackson historic run for Presidency. Later, I had the opportunity to meet the Civil Rights icon when I was chosen as a youth delegate at the National Black Mayors conference. In addition to seeing the power of dynamic African-American political activists, this event also spoke of the Universal Declaration of Human Rights and spurred my commitment to them.

# Michael Sova

**15 Naylor Street**    **(415) 515-6141**
San Francisco, CA  94112    michaelsova@gmail.com

**sites.google.com/site/mrsovaroom208**

## Credentials & Education

| | | |
|---|---|---|
| Multiple Subject CLAD Credential | University of California, Berkeley | May 2002 |
| M.A., Education | University of California, Berkeley | May 2002 |
| B.A., English Literature; Psychology Minor | University of Illinois, Urbana | May 1990 |

## Highlights of Professional Qualifications

1.  Engaging in **leadership roles** including School Site Committees and site Leader ship Teams
2.  **Designing and presenting District-wide professional development** on topics including vocabulary instruction, Writing Workshop, and classroom management skills
3.  **Mentoring** USF and SFSU student teachers as a **SFUSD Master Teacher**
4.  **Coaching** SFUSD new teachers as a **BTSA Coach**
5.  Serving as a **Board member of edMatch**, a new nonprofit program that will raise funds to supplement budget shortfalls at SFUSD schools
6.  **Writing grants and personally raising funds** to benefit the school and my students

## Professional Teaching Experience

| | | |
|---|---|---|
| **Dianne Feinstein ES**, San Francisco | Grades 1 & 2 (ELD) | August 2006 - Present |
| **Paul Revere ES**, San Francisco | Grade 1 (ELD) | August 2002 – June 2006 |

7.  Using an **anti-bias pedagogy** to foster student pride and achievement in an ethnically, socio-economically, academically and behaviorally **diverse classroom**
8.  Implementing **balanced literacy curriculum,** using Reading and Writing workshops, guided reading, self-selected reading for pleasure, and a dynamic classroom library

9. Implementing research-based **math instruction**; incorporating logic and reasoning, calculation skills, and manipulatives
10. Maintaining constant **student assessment** through State assessments, running records, weekly and monthly skills evaluation, student portfolios and ongoing informal observation
11. Fostering a **caring classroom community** through community circles, class meetings, cross-age Buddies, and positive, preventative models of management
12. Fundraising to create a **classroom computer lab** for student writing and research
13. Maintaining **positive, communicative relationships with families** through classroom website, regular phone calls and conferences

➡️

## Professional Leadership Roles
Advisory Board Member, edMatch
SF Mayor's Teacher of the Month Selection
Committee
Prop A SFUSD Master Teacher
SFUSD Social Studies Leadership Team                    Dianne Feinstein AND Paul Revere ES
Designer/presenter of professional development
    (site based and District wide)                    Dianne Feinstein AND Paul Revere ES
School Site Council Member                              Dianne Feinstein AND Paul Revere ES
Site Leadership Team Member                             Dianne Feinstein ES
Master Teacher for SFSU                                 Dianne Feinstein ES
Master Teacher for USF                                  Paul Revere ES
Site Volunteer Coordinator                              Paul Revere ES
SFUSD Reading First writing curriculum committee        Paul Revere ES
Site Coordinator for SFUSD report card redesign         Paul Revere ES
Site Coordinator for adult ESL classes

## Related Professional Experience

**Training Coordinator**
    California Association Of Human Relations Organizations (CAHRO), San Francisco

Worked with leaders from California's diverse communities to develop a statewide intergroup conflict and civil rights consortium. Assisted with grantwriting.

February 1996 - September 2000

## Awards and Honors
Fund for Teachers grant Recipient                      March 2010
SF Mayor's Teacher of the Month Award                  October 2003
Governor's Teaching Fellowship Recipient               April 2001
Flanders Fellowship Recipient                          September 2001

## Skills and Interests

- Spanish - intermediate level of fluency
- Fundraising and grant writing (5 years' experience)
- Expertise in several software and internet applications (Mac & PC)
- Residency abroad, and travel within over 25 countries around the world, including many cultures represented in San Francisco Bay Area schools
- Avid reader, "musichead" and collector of trivia
- Building relationships and connecting people!

# Jennifer Santos

517 Corbett Avenue • San Francisco, Ca 94114 • Phone: 415-420-5464 • E-Mail: jennifersantos75@me.com

## Experience

### Miraloma Elementary School, San Francisco Unified School District
### August 2001-present

- Kindergarten teacher for a classroom of 20 students
- Served on the School Site Council for 7 years; 2 years as Vice-President
- Served on the Science Committee for 5 years planning Family Science Nights, staff development in science, and Science Fairs
- Master Teacher for five student teachers
- BTSA Mentor
- Created, implemented and managed "Families" program; each student is in a family with cross-grade level peers promoting inclusion
- Implemented and carried out Home Visits with the students of my classes for the past seven years
- Taught a series of iPad workshops for teachers at my school site

### University of San Francisco                    September 2008-Present

- School of Education: plan and teach a seminar on Curriculum and Instruction in Social Studies, taught Curriculum and Instruction in Math and Science, and Student Teaching seminar
- Dual Degree in Teacher Preparation:  plan and teach a variety of courses including Early Field Experience, Introduction to the Teaching Profession, and Advanced Fieldwork
- School of Education:  score California Teacher Performance Assessments submit by credential candidates.

University of California, San Francisco                    December 2006-August 2008

- City Science Instructor:  Animals 2x2.  Planned a series of lessons with a scientist, taught those lesson to kindergarteners, planned a week-long course, and taught a class of 20 kindergarten teachers
- City Science Instructor:  Wood and Paper.  Planned a series of lessons with a scientist, taught those lesson to kindergarteners, planned a week-long course, and taught two classes of 20 kindergarten teachers

California Teacher Advisory Council                    January 2011-May 2013

- Served on a state-wide council with 7 other K-Community College educators to advise lawmakers about science, technology, engineering and math education
- Helped to plan and lead two summits on digital education with industry leaders, politicians, university leaders, and school district leaders with a focus on preparing students and teachers for creating 21st century classrooms

## Education

## University of San Francisco, CLAD Credential    September 1999-December 2000

I hold a California Multiple Subjects Teaching Credential with a focus on teaching English Language Learners

## University of San Francisco, B.A.    September 1994-May 1998

Bachelor of Arts in History.  Emphasis on European History.  As an undergraduate I was the Vice President of the Associated Students of the University of San Francisco for two years.

University of California, Davis Extension—Understanding Autism Spectrum Disorders    June-September 2012
This three unit course was an overview of Autism Spectrum Disorders and focused on recognizing and teaching children with ASD

Mathematics Professional Development Institute at MSRI on UC Berkeley Campus        July 2007
This two-week institute focused on number sense background knowledge for teachers.  Dr. Wu lectured about topics from whole numbers to division of fractions.  Participants had nightly homework and teaching practice.

University of California, San Francisco—Chemistry of Life Course              July 2006
This weeklong course focused on building background knowledge and skills in chemistry. Teachers had the opportunity to conduct investigations and develop teaching ideas.

Bay Area Math Project Summer Institute                                              June 2005
This three-week institute was led by Dr. Wu from Berkeley and was focused on building teachers' background knowledge in the subject of Geometry.  Participants were asked to complete nightly homework and had a chance to practice teaching the concepts in the afternoons.

University of California, San Francisco—Architecture of Life Course                    June 2002
This week-long course focused on building background knowledge in biology, working with lab equipment, and conducting hands-on investigations.

## Skills

Classroom Technology:  ProScope Digital Microscope, ELMO Document Camera, SMART interactive whiteboard, iPad tablet computers for students, AppleTV to integrate interactive whiteboard and tablets, DropBox, StarPlanIt (digital plan book), Notebook Software, various educational apps and websites

Teaching with Animals:  in order to support naturalist learners, engage all students, and build compassion I bring many live animals into the classroom.  I also raised sheep and chickens on the small farm where I grew up.  Animals in my classroom have included:  ants, mealworms, caterpillars, silkworms, praying mantises, snails, aquatic snails, tubifex worms, fish, hamsters, guinea pigs, and red-eared slider turtles, and chickens (hatched from eggs incubated in the classroom).

Tribes:  I have been trained through two week-long sessions in the use of the Tribes TLC curriculum and have used the program extensively from kindergarten-college.

# KEN HARRINGTON

6927 California St
San Francisco, CA  94121
415-830-2683
harringtonk@usfca.edu

## EDUCATION

SAN FRANCISCO STATE UNIVERSITY

2002            18 units completed of MA program Mathematics, 4.0 GPA
1999            California State Teaching Credential, Single Subject in Math

1997            B.A. Mathematics;  *summa cum laude*, 3.97 GPA

## WORK EXPERIENCE

August 2005 to
Present

Stuart Hall High School, San Francisco, California

**Math Teacher (department chair)**

August 1999
to Present

UNIVERSITY OF SAN FRANCISCO, San Francisco, California

**Math Lecturer**

August 1997
to June 1999

THURGOOD MARSHALL ACADEMIC HIGH SCHOOL
San Francisco, California

**Math Teacher**

June 1987
to September 1997

LINCOLN PARK GOLF COURSE, San Francisco, California

**Assistant Pro**
Worked as a sales professional; taught golf extensively.

June 1985
to May 2002

HARRINGTON'S BAR, San Francisco, California
***Waiter,*** *Part-time*

January 1981
to June 1985

GOLDEN BRANDS BOTTLING CO., San Francisco, California

**Delivery person and warehouseman**

February 1979
to December 1981

BANK OF AMERICA, San Francisco, California

**Reconciler**

# VOLUNTEER WORK

1988 to Present        Azure Acres and Campobello recovery centers

**Spiritual Workshops**

TUTOR

**Math**
All ages; 16 years experience

Golf, rowing, and spiritual centeredness

# INTERESTS

## Honors

Sergio Martins Award for academic excellence (1995 -- S.F. State)

## Service to USF

- In 2012 I was the recipient of the "College Service Award."

- In 2006 I was the recipient of the "Distinguished Lecturer Award."

- Have worked aggressively for seven years with the Learning and Writing center to maintain and further implement the current SI (Supplemental Instruction) program.

- In Spring 2002 I took Professor John Stillwell's Mathematics History class. During that semester my uncle Leo Harrington(UC Berkeley) came to USF and gave a talk on Ramsey's Theorem and the Paris-Harrington Theorem. (My uncle is mentioned in Professor Stillwell's book)  I worked in concert with Professor's Stillwell and Harrington to implement this talk and worked diligently with my classmates to help them understand the substance of the talk.

- On several occasions from 2000 to 2004 I met with Paul Zeitz and Millie Lehman to discuss curricular ideas for their ongoing Quantitative Methods book.

- In Fall 2002 I worked with Paul Zeitz and John Blackwell to form a more suitable curriculum for Professor Blackwell's Sports Management statistics class.

- In Fall 2005/Spring 2006 I worked with Peter Pacheco to create a new curriculum for Math 104.  The new format catered itself to better serving the Nursing program.

- In Fall 2006 I worked diligently in creating a viable Math 105 curriculum for Jeff Buckwalter's dual degree program (see syllabus).

- I created a TV-Jeopardy style game using 6ft by 5ft foam boards.  There are 12 of these boards in all. This project took about 40 hours to create. I have also done the same using Powerpoint. These games have been a big hit in the classroom.

- During my 11 years at USF, I have freely tutored no less than 100 students outside of my regular office hours.

**Christopher Dion O'Sullivan**
Department of History, University of San Francisco
2130 Fulton Street, San Francisco, CA 94117-1080
cell phone: 707-535-6017; email: osullivanc@usfca.edu

**EDUCATION**:
-- Ph.D. International History, 1999, University of London, London School of Economics
       Dissertation: *Sumner Welles, Postwar Planning, and the Quest for a New World Order*
       (Awarded the Gutenberg-e Dissertation Prize, American Historical Association, 2003)
-- MA International History, with Distinction, 1993, University of London
       Thesis: *Kennedy and Macmillan at Nassau: the 1962 Polaris Controversy*
-- BA American History, 1990, University of California at Berkeley

**TEACHING**:
-- University of San Francisco
       Adjunct Professor, Department of History, 2002-2012
-- Sonoma State University
       Adjunct Professor, Bernard Osher Program, 2006-2012
-- University of Jordan, Amman
       Fulbright Visiting Professor, 2004-2005
-- Santa Rosa Junior College, Santa Rosa, California
       Adjunct Instructor, 1999-2002
-- Fiorello H. La Guardia Community College, City University of New York
       Adjunct Lecturer, 1997

**TEACHING: COURSES, SEMINARS, LECTURE SERIES:**
The United States to 1877
The United States Since 1877
The United States Since 1945
United States Survey
US Foreign Relations
World History Since 1945
United States Diplomatic History
The United States in the Middle East
The Cold War
American Popular Culture
History of the United Nations
History of California
History of Ireland
The Great Depression and World War II
World Geography
The United States and Iraq

**RESEARCH INTERESTS:**
U.S. Foreign Policy and Diplomacy
Imperialism, Colonialism, and Decolonization

The United Nations
The United States in the Middle East
The Roosevelt Era and World War II

**PUBLICATIONS**:

**Books:**

*Frank Knox: Rough Rider in FDR's War Cabinet* (in progress)

*Harry Hopkins: FDR's Envoy to Churchill and Stalin*
     Rowman & Littlefield Publishers, anticipated publication 2014

*FDR and the End of Empire: The Rise of American Power in the Middle East*
     Palgrave-Macmillan, 2012

*Colin Powell: A Political Biography* (Revised Edition). Rowman & Littlefield Publishers, 2010.

*Sumner Welles, Postwar Planning, and the Quest for a New World Order, 1937-1943*
     New York: Columbia University Press, 2009. **[Revised Print Edition]**
     Winner of the American Historical Association's Gutenberg-e Prize
     Humanities Book Selection, American Council of Learned Societies

*Colin Powell: American Power and Intervention From Vietnam to Iraq*
     Rowman & Littlefield Publishers, Biographies in American Foreign Policy Series, 2009

*The United Nations: A Concise History*.
     Anvil Series, Krieger Publishing Company, 2005

*Sumner Welles, Postwar Planning, and the Quest for a New World Order, 1937-1943*.
**[Electronic Edition]**.
     New York: Columbia University Press, 2005. [www.gutenberg-e.org/osc01].
     Selected as an American Council of Learned Societies Humanities E-Book.
     Winner of the American Historical Association's Gutenberg-e Prize

**Articles (refereed):**

-- "The Origins of American Power in Iraq, 1932-1945." *Peace and Change: A Journal of Peace Research*. Vol. 34, No. 3. July 2009. Wiley Periodicals, 238-259.

-- "Iraq Between Two Occupations: Observations on Iraq and the Great Powers." [Written with Iraqi diplomat M.K. Abdullah Said]. *International Relations and Security*, Center for Security Studies, Geneva, 2007, pp. 1-16.

-- "The United Nations, Decolonization, and Self-Determination in Cold War Africa, 1960-1994." *Journal of Third World Studies*, Volume XXII, Number 2: Fall 2005, pp. 103-120.

-- "United Nations in Iraq." *Connections Quarterly Journal*, Volume III, No. 4, December 2004, pp. 83-91.

-- "The UN Security Council and Iraq: Why it Succeeded in 1990; Why it Didn't in 2003; and Why the US Should Redeem It." *American Diplomacy*, March 2004. [Written in collaboration with former U.S. Representative to the United Nations, Ambassador M. James Wilkinson].


**Contributions to Books:**

"Colonialism." *The Blackwell Companion to the Second World War*. Thomas W. Zeiler, ed. London: Blackwell Publishers, forthcoming, 2013, pp. 212-241.

"Roosevelt's Policy: Was the United States Truly Neutral in the Spanish Civil War?" *History in Dispute: The Spanish Civil War*. Kenneth Estes, Daniel Kowalsky, eds. London: St. James Press, 2007, pp. 208-213.

"American Strategies in the Persian Gulf, 1941-2005." *Regional Security and Co-operation in World Politics*. M. Aahrani, ed. Teheran: Institute for Political and International Studies, 2006, pp. 395-417.

"The U.S. News Media and Global Conflict." *Facing the Past; Facing the Future: Confronting Ethnicity and Conflict in Bosnia and Former Yugoslavia*. Carsten Wieland, Florian Bieber, eds. Bologna: University of Bologna Press, Centre for East European and Balkan Studies, 2005.

Research Assistant. *Nixon and Kennedy: The Rivalry That Shaped Postwar America*, by Christopher Matthews. New York: Simon and Schuster, 1997.


**Articles (non-refereed):**


-- "UN Profile: Ambassador Susan Rice: The Voice of the Obama Administration at the UN." *The Courier: The Voice of the United Nations Association*, Spring 2009.

-- "Six Decades of the United Nations." [Written in collaboration with former UN Deputy Secretary General Gustave Feissel]. *History News Network*, October 24, 2008.

-- "Why San Francisco? Why was San Francisco Selected as the Host City for the Founding Conference of the United Nations in 1945?" *The Courier: The Voice of the United Nations Association*, Spring 2007.

-- "U.S. Policies in the Persian Gulf, 1941-2005: From the Atlantic Charter to the 'Axis of Evil' and Beyond." *Columbia International Affairs Online*, March 2005.

-- "Iraq War Special Section: The War and the Wider World." *Columbia International Affairs Online,*
Columbia University Press, December 2004. [Written in collaboration with former U.S. Representative to the United Nations, Ambassador M. James Wilkinson].

-- "The United Nations, the Cold War, and After: A Lost Opportunity?" *Columbia International Affairs Online*, Columbia University Press, March 2004.

-- "The News Media and Global Conflicts." *Global Review of Ethnopolitics*, Volume 1, Issue 2, December 2002, 54-66.


**Contributions to Encyclopedias:**

*The Encyclopedia of Global Religion.* Sage Publications. 2011.
   "The United Nations"


*The Encyclopedia of International Security.* Washington DC: CQ Press, 2012.
   Contributing Editor for American Foreign Policy and the Middle East.


*The Encyclopedia of International Security*. Washington DC: CQ Press, 2012.
   "Al Qaeda"
   "Colonialism, Decolonization, Neocolonialism"
   "Neoconservatism"
   "Realism"
   "The United Nations"
   "United States Foreign Policy in the Middle East"


*Colonialism: An International, Social, Cultural, and Political Encyclopedia*. Oxford: ABC-CLIO, 2004.
   "Algeria"
   "Ataturk"
   "Iraq"
   "Palestine"
   "Iran"
   "The Kurds"
   "Nasser"
   "Saudi Arabia"
   "The Sykes-Picot Agreement"
   "Tito"

&ldquo;Yugoslavia.&rdquo;
&ldquo;Zionism&rdquo;


*American National Biography*. Oxford: Oxford University Press, 1999.
&ldquo;George Dern&rdquo;
&ldquo;Sheridan Downey&rdquo;
&ldquo;Walter Heller.&rdquo;


**Book Reviews (refereed journals):**

*Post-War Planning on the Periphery: Anglo-American Economic Diplomacy in South America, 1939-1945*.  By Thomas C. Mills. *American Historical Review*. 2013.

*National Security and Core Values in American History*. By William O. Walker III. *American Historical Review*. Volume 115. No. 5. December 2010. Pp. 1497-1498.

*Muqtada: Muqtada al-Sadr, the Shia Revival, and the Struggle for Iraq*. By Patrick Cockburn. *Peace and Change: A Journal of Peace Studies*. Volume 34. No. 4. October 2009. Pp. 583-588

*The Occupation: War and Resistance in Iraq*. By Patrick Cockburn. *Peace and Change: A Journal of Peace Studies*. Volume 34. No. 4. October 2009. Pp. 588-591.

*Franklin Roosevelt's Foreign Policy and the Welles Mission*. By J. Simon Rofe. *The Register of the Kentucky Historical Society*. Volume 105, No. 3. Summer 2008. Pp. 545-547.

*The Lavender Scare: The Cold War Persecution of Gays and Lesbians in the Federal Government*. By David K. Johnson. *The Journal of the History of Sexuality*. Winter 2007.

**Book Reviews (non-refereed):**

*Chasing the Flame: Sergio Vieira de Mello and the Fight to Save the World*. By Samantha Power. *The Courier: The Voice of the United Nations Association*. Spring 2008.

*Our Last Best Hope: Why the United Nations Stumbles and What the United States Should Do About It*. By M. James Wilkinson and Alison Broinowski. *The Courier: The Voice of the United Nations Association*. Spring 2008.

*The Parliament of Man: The Past, Present, and Future of the United Nations*. By Paul Kennedy. *The Courier: The Voice of the United Nations Association*. Spring 2008.

*Kofi Annan: A Man of Peace in a World of War*. By Stanley Meisler. *The Courier: The Voice of the United Nations Association*. Spring 2008.

*The Best Intentions: Kofi Annan and the UN in the Era of American Power.* By James Traub. *The Courier: The Voice of the United Nations Association*. Spring 2008.

*Surrender is Not an Option: Defending America at the United Nations and Abroad.* By John Bolton. *The Courier: The Voice of the United Nations Association*. Winter 2008.

*The WMD Mirage: America's False Premise for War*. Craig Whitney, ed. *On Point Magazine*. Fall 2006.

*The Assassins' Gate: America in Iraq*. By George Packer. *On Point Magazine*. Fall 2005.

*Waging Modern War: Bosnia, Kosovo, and the Future of Conflict and Winning Modern Wars: Iraq, Terrorism, and the American Empire*. By General Wesley Clark. *Air Power History. Air Force Historical Foundation*. Fall 2005.

*The End of Poverty: Economic Possibilities for Our Time*. By Jeffrey D. Sachs. *The United Nations Association Newsletter*. Fall 2005.

*The Pentagon and the Presidency: Civil-Military Relations from FDR to George W. Bush*. By Dale R. Herspring. *On Point Magazine*. Fall 2005.

**CONFERENCE PAPERS, PUBLIC LECTURES, MEDIA: (partial list)**
--"FDR and the End of Empire." FDR Presidential Library. July 2013.
--"FDR and the End of Empire." UC Berkeley, June 2013.
--"FDR at War." Osher Lecture Series. Sonoma State. September 2012.
-- "Keynote Address: Conference on American Priorities." Marin Academy, June 2012.
-- "The Tennessee Valley Authority." Marin Academy, June 2012.
-- "The US and the UN." United Nations Association Annual Meeting. January 2012.
-- "FDR, the Great Depression, and the New Deal." Osher Lecture Series. Sonoma State. October 2011.
-- "Keynote Address: Conference on American Priorities." Marin Academy, June 2011
-- "Lessons Learned in the Northern Ireland Conflict." USF International Studies Forum, April 2011.
-- "FDR and the Origins of the United Nations." United Nations Association Annual Meeting. October 2010.
-- "The United States and the United Nations." UC Berkeley. June 2010.
-- "United Nations, Divided World." Visiting Scholar Lecture Series. Marin Academy. June 2010.
-- "Politics of the UN." Brizendine Visiting Scholar Lecture Series. Marin Academy. June 2010.
-- "Obama and the UN." Panel Discussion with Jim Wilkinson and Gustave Feissel. United Nations
        Association. March 2010.
-- "America and Afghanistan." Brizendine Visiting Scholar Lecture Series. Marin Academy. February 2010.
-- "A New History of the Cold War." Osher Lecture Series. Sonoma State University. Fall 2009.

-- "*Sumner Welles, Postwar Planning and the Quest for a New World Order*." Henry Wallace Center.
        Franklin D. Roosevelt Presidential Library. Hyde Park, New York. July 2009.
-- "FDR, Postwar Planning, and the Origins of the Cold War." Henry Wallace Center. FDR Library. July 2009.
-- "Sumner Welles, FDR, and Decolonization." Henry Wallace Center. FDR Presidential Library. July 2009.
-- "*The United Nations*." United Nations University Library Lecture. Tokyo. July 2009.
-- "The Powell Doctrine and American Diplomacy." London School of Economics. July 2009.
-- "Book Talk: *Colin Powell*." The John Rothmann Show. KGO-ABC radio. San Francisco. June 2009.
-- "Powell, Bush, and Rumsfeld: A Tale of Three Doctrines." UC Berkeley. June 2009.
-- "Obama and the United Nations." United Nations Association of San Francisco. June 2009.
-- "The Rise and Fall of the Powell Doctrine." World Affairs Council of Sonoma County. June 2009.
-- ""*Colin Powell.*" American Association of University Women, June 2009.
-- "The U.S. and Decolonization in the Middle East." Osher Lecture Series. Sonoma State. Spring 2009.
-- "FDR's Hundred Days." Democratic and Progressive Club of Sonoma County. April 2009.
-- "New World Disorder: America Abroad in the Age of Obama." Teaching American History Lecture
        Series. Hutchins School of Liberal Arts. Sonoma State University. April 2009.
-- "The United States in the Middle East." Oakmont Sunday Symposium Lecture Series. March 2009.
-- "*Colin Powell: American Power and Intervention From Iraq to Vietnam.*" Ohio University. March 2009.
-- "The Obama Administration and the UN." United Nations Association of Sonoma. January 2009.
-- "*Sumner Welles* as an e-Book." American Historical Association Annual Meeting. New York. January 2009.
-- "Foreign Policy and the US Elections." World Affairs Council. Santa Rosa. October 2008.
-- "The Origins of the United Nations." United Nations Day. Stanford University. October 2008.
-- "Facing the Inevitable: The Roadmap to Withdrawal from Iraq." UC Berkeley. June 2008.
-- "The US in the Middle East." Sonoma State University Annual Legacy Luncheon. May 2008.
-- "The World and Campaign 2008." American Association of University Women. May 2008.
-- "Beyond the Sound-bite: US Foreign Policy and Campaign 2008." KRCB Radio. April 2008.
-- "Sumner Welles and the Quest for a New World Order." City College of New York. February 2008.
-- "The UN and Decolonization." American Historical Association Annual Meeting. January 2008.
-- "United Nations Day Annual Lecture." University Club of San Francisco. October 2007.
-- "American Diplomacy After Bush." The Ian Masters Show. KCET Los Angeles. September 2007.
-- "Diplomacy After Bush." Billy Wilder Theater. Armand Hammer Museum. UCLA. September 2007.
-- "US Foreign Policy and the Iraq War." U.C. Berkeley. September 2007.

-- "The United States and Decolonization in Iraq." National History Center Decolonization Seminar.
        Washington, DC. August 2007.
-- "FDR and Decolonization in the Middle East." Library of Congress. Washington, DC. July 2007.
-- "American Diplomacy." Bernard Osher Lecture Series. Sonoma State University. Spring 2007.
-- "The Crisis of American Diplomacy." World Affairs Council. Santa Rosa. February 2007.
-- "The United Nations and the Quest for Peace." Stanford University. October 2006.
-- "Vietnam and Iraq: The Historical Debate." Sonoma State University. November 2006
-- "The Vietnam War." Osher Lecture Series. Sonoma State University. September-November 2006.
-- "The UN and Decolonization." African Studies Association. UC Berkeley. May 2006.
-- "History of the United Nations." Osher Lecture Series. Sonoma State University. April-May 2006.
-- "The United Nations." The John Rothmann Show. KGO-ABC radio. San Francisco. November 2005.
-- "Reforming the United Nations." Faculty Club Luncheon. U.C. Berkeley. October 2005.
-- "*The United Nations: A Concise History*." Tavis Smiley Show. Public Radio International. October 2005.
-- "*Sumner Welles, Postwar Planning, and the Quest for a New World Order*." Columbia University Press
        Electronic Publishing Conference. Columbia University. New York. September 2005.
-- "American Diplomacy and the UN." Forum Lecture Series. UNLV. Las Vegas. September 2005.
-- "The United States and the UN." Department of State International Visitors Program. August 2005.
-- "Keynote Address: The Origins of the UN." United Nations 60th Anniversary. San Francisco. June 2005.
-- "The US in the Persian Gulf, 1941-2005." Institute for International Study. Teheran, Iran. March 2005.
-- "The Origins of American Power in Iraq, 1941-1945." University of Jordan Conference. March 2005.
-- "What Role for the UN in Iraq?" Conference on the Iraq War. University of Jordan. January 2005.
-- "The UN, Decolonization, and Self-Determination in Africa." University of London. June 2004.
-- "The US and the Bosnia Conflict." Conference on Multiethnic Societies. Konjic, Bosnia. June 2004.
-- "The United Nations and Iraq." Commonwealth Club of California. March 2004.
-- "The US and the Northern Ireland Conflict." University of Ulster. Northern Ireland. July 2003.
-- "US Diplomacy and the War in Bosnia." Conference on Multiethnic Societies. Konjic, Bosnia. June 2003.
-- "New Perspectives on Roosevelt's Designs for World Order." Society for Historians of American Foreign
        Relations. George Washington University. June 2003.

-- "Diplomacy for a New Century." Iraq War Conference. University of Wisconsin. Madison. April 2003.
-- "The UN and Bosnia." Conference on Multiethnic Societies. Konjic, Bosnia. June 2002.
-- "US and the Baltic States in World War II." Association of Baltic Studies. Johns Hopkins. June 2002.
-- "FDR, Decolonization, and the End of Empires." Sienna College. New York. June 2002.
-- "Roosevelt's Envoy: Sumner Welles and the Quest for a New World Order." Society for Historians of
        American Foreign Relations. American University. June 2002.
-- "The US and the Northern Ireland Conflict." Magee College. Northern Ireland. July 2001.
-- "Researching *Nixon and Kennedy*." The Tuesday Club. London School of Economics. June 2001.

**HONORS, AWARDS, GRANTS:**
-- Innovations In Teaching Award, University of San Francisco, 2013.
-- Distinguished Teaching Award, University of San Francisco, 2011.
-- Brizendine Visiting Scholar. Marin Academy. 2010.
-- Teaching American History Federal Grantee, Hutchins School of Liberal Arts, Sonoma State, 2009.
-- National History Center. Decolonization Summer Research Seminar Grantee. Washington, D.C. 2007.
-- Andrew Mellon Foundation Research Grant. Washington, D.C. 2007.
-- Visiting Research Fellow, Centre for International Studies. University of London. 2006-2008.
-- Fulbright Lecturing and Research Award, University of Jordan, Amman. 2004-2005.
-- Lubin-Winant Research Fellowship. Roosevelt Institute. Hyde Park, NY. 2003.
-- Andrew Mellon Foundation Research Grant. 2003.
-- American Historical Association Research Grant. 2003.
-- Postdoctoral Fellowship, Centre for International Studies. University of London. 2002-2005.
-- Gutenberg-e Prize, American Historical Association. 2003.

**BOARD MEMBERSHIPS:**
Sojourn to the Past: Civil Rights Education Project, Scholar Adviser to the Board of Directors, 2008-2013
Sojourn to the Past: Civil Rights Education Project, Member National Board of Directors, 2008-2012
Curriculum Committee, Bernard Osher Program, Sonoma State University, 2009-
United Nations Association, Board of Directors, San Francisco Chapter, 2005-2009.
United Nations Association, Board of Directors, Sonoma County Chapter, 2002-

Sabine Thompson • 2862 Wright Avenue • Pinole, CA 94564
510-223-6542 • s.e.thompson@att.net • www.sethompson.net

**Goal**  To collaborate with a team, creating curriculum that engages students to become active learners and acquire critical thinking and creative problem-solving skills.

**Education**

| | |
|---|---|
| San Francisco State University, MFA Printmaking | 1990 |
| Academy of Art College, San Francisco, BFA Printmaking | 1987 |
| Grand Valley State University, Michigan, BS Arts & Media | 1984 |
| University of London, Slade School of Fine Art, six-week summer course | 1982 |

**Relevant Experience**

*St. Joseph School*, Pinole, CA                                          2001 – Current
Art teacher, Kindergarten – 8th grade
- Developed and implemented site-specific art program integrating art with curriculum
- Lessons include art history, aesthetic valuing, visual literacy, and cultural connections
- Projects include drawing, painting, printmaking, sculpture, animation

*University of San Francisco,* San Francisco, CA                          2011 – Current
Adjunct Professor, "Arts for Educators," 4 unit undergraduate course
- Developed arts-integration course based on research, theory, and classroom experience
- Incorporate best practices to assist pre-service teachers in understanding how arts integration enhances a child's learning
- Teach basic visual arts concepts, use of art materials and techniques
- Assess student performance, give feedback, revise curriculum as needed

*Brandman University*, Walnut Creek, CA                                   2006 – Current
Adjunct Instructor, "Teaching the Visual Arts," 3 unit online undergraduate course
- Utilize best practices for online instruction to deliver course content to students

*Summer Institute for the Gifted*, UC Berkeley campus                         2011
Instructor, "Two and Three-D Media: Drawing and Sculpting," 3 week course
- Developed curriculum to meet specific goals of individual gifted students

*WCCUSD Adult Education,* Richmond, CA                                 2008 – 2010
Instructor for drawing, watercolor, and acrylic painting classes
- Developed curriculum to meet the individual goals of adult learners

*St. Paul School,* San Pablo, CA                                       2006 – 2008
Art teacher, First – Eighth grades
- Developed & implemented site-specific art program to work effectively with students

*St. Joseph School*, Pinole, CA                                        1999 – 2006
Technology Coordinator
- Developed and implemented technology program integrating classroom curriculum
- Researched and analyzed educational multimedia to meet curriculum goals
- Provided professional development to staff on software and hardware use
- Collaborated with teachers to use best practices with students in computer lab

*University of California, Office of the President*, Oakland, CA              1992 – 1999
Publications Coordinator
- Project management, desktop publishing, proofreading, print and fulfillment coordination

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### Teaching Assistantships

| | |
|---|---|
| San Francisco State University, "Figure Drawing & Painting" | 1989 |
| Academy of Art College, "Papermaking" | 1987 |

### Continuing Education

Brandman University courses for CLAD certification:

| | |
|---|---|
| "Content-Based Instruction for Linguistic Minority Students" (currently enrolled) | 2013 |
| "Voice, Diversity, Equity and Social Justice" 3 units | 2013 |
| "Writing Skills Workshop" UC Berkeley Extension, 3 units | 2012 |
| "Curriculum & Instruction in Secondary Art Education" SF State University, 3 units | 2010 |
| "Introduction to Online Teaching & Learning" CSU East Bay, 4.5 units | 2010 |
| University of San Diego clear credential courses, each 3 units | 2008 |

"Mainstreaming: Teaching Individuals With Special Needs in the Regular Classroom"
"Health Education: Health Care Perspectives For Teachers"
"Computers for Educators Level II"

| | |
|---|---|
| "Language and Literacy in the K-8 Classroom" Brandman University, 3 units | 2005 |

### Professional Development

| | |
|---|---|
| University of San Francisco Service-Learning Faculty Seminar | 2011 |
| Summer Institute for the Gifted Instructor Certification program | 2011 |
| Attended the National Art Education Association Annual Conference, Seattle, WA | 2011 |
| "Discipline With Purpose" workshop, Antioch, CA | 2008 |
| "Holistic Approaches to Art Education" workshop, John F. Kennedy University | 2007 |
| Multiple Subject Teaching Credential approved, Supplementary Authorization in Art | 2005 |
| TRIBES Learning Community 24 hour basic course | 2005 |
| "Strategies for Differentiating Classroom Instruction," Bureau of Education & Research | 2004 |
| "Six Trait Writing" workshop, Staff Development for Educators | 2004 |
| "Leading Schools That Learn" weeklong conference, USF School of Education | 2004 |
| "Coaching and Mentoring" extended education course, CSU Hayward | 2003 |
| "A Seminar on Student Management" CA Private School Committee, K-12 | 2001 |
| "Setting Students up for Success" workshop, CA Private School Committee K-12 | 2000 |

### Service

| | |
|---|---|
| WASC visiting team to St. Paul School, Pinole, CA | 2013 |
| WASC visiting team to St. Cornelius School, Richmond, CA | 2012 |
| WASC team member, St. Joseph School, Pinole, CA | 2010 |
| WASC team member, St. Paul School, San Pablo, CA | 2007 |
| WASC visiting team to St. David School, Richmond, CA | 2006 |
| WASC leadership team, St. Joseph School, Pinole, CA | 2004 |

### Awards and Honors

| | |
|---|---|
| Faculty Development Fund Award, University of San Francisco | 2011 |
| Diocese of Oakland, Lillian Black Art Award for St. Joseph School | 2002 |
| San Francisco Academy of Art College, Merit Award in Printmaking | 1985 |
| San Francisco Academy of Art College, Tuition Scholarship | 1984 |
| Grand Valley State University, Merit Award in Visual Art | 1983 |

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**Memberships**
National Art Education Association
California Art Education Association

**Artist Statement**
My current artwork is an inquiry into using plastics, glues and tissue paper, including recycled and found objects. These materials have generated several courses of interest. Some outcomes refer to modernist art and others evoke a narrative of underwater life. These outcomes are leading me to investigate the point at which an artwork begins to elicit a narrative from the viewer.

**Selected Exhibitions**

| | |
|---|---|
| "Art of A Community," Group Show, Benicia, CA | 2012 |
| Pine St. Gallery, Group Show, Martinez, CA | 2012 |
| Crowne Gallery, Group Show, Concord, CA | 2011 |
| "Focus on Flowers," Solo Exhibition, YWCA, Berkeley, CA | 2009 |
| "50/50" Juried Exhibition, Sanchez Art Center, Pacifica, CA | 2009 |
| "Earth Art, " Juried Exhibition, Plaza Arts Center, Healdsburg, CA | 2009 |
| Open Studios, Arts Benicia, Benicia, CA | 2009 |
| Richmond Art Center Members Exhibition, Richmond, CA | 2009 |
| "Art of a Community," Member Exhibition, Arts Benicia, Benicia, CA | 2009 |
| "Symbology," Solo Exhibition, Hercules Library, Hercules, CA | 2008 |
| "Multiple Choices" Group Exhibition, Sebastopol Center for the Arts , CA | 2007 |
| Member Exhibition, Richmond Art Center, Richmond, CA | 2006 |
| "Transitions" Group Exhibition, Plaza Arts Center, Healdsburg, CA | 2006 |
| Member Exhibition, Richmond Art Center, Richmond, CA | 2005 |
| MFA Exhibition, San Francisco State University, San Francisco, CA | 1990 |
| Group Exhibition, Artifacts Gallery, Mill Valley, CA | 1989 |
| Solo Exhibition, Marina Just Desserts Café, San Francisco, CA | 1988 |
| Group Exhibition, Graphic Arts Workshop, San Francisco, CA | 1988 |
| Group Exhibition, San Francisco State University, San Francisco, CA | 1988 |
| Group Exhibition, Graphic Arts Workshop, San Francisco, CA | 1987 |
| BFA Graduation Exhibition, Academy of Art College, San Francisco, CA | 1985 |
| Group Exhibition, Grand Valley State University Alumni Artists Exhibition, Allendale, MI | 1985 |
| Group Exhibition, Academy of Art College Spring Show, San Francisco, CA | 1985 |
| Group Exhibition, College of the Redwoods, Eureka, CA | 1985 |
| Group Exhibition, City Art Gallery, Grand Rapids, MI | 1983 |
| Group Exhibition, pARTners Gallery, Okemos, MI | 1982 |
| Group Exhibition, Grand Valley State University, Allendale, MI | 1981 |

**Appendix N**

## DDTP Program Probation Chart

Name _____ GPA Cum: _____ Mjr: _____

| Yellow | Orange | Red | Suspension | Dismissal |
|--------|--------|-----|------------|-----------|
| Three semesters from suspension | Two semesters from suspension | One semester from suspension | No longer allowed to take TED courses, and will not be recommended for admission to the SOE while on suspension | No longer a member of the DDTP program, and no longer has priority registration privileges |
| Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | Required meeting with DDTP Director and Associate Director | |
| Student responsible for following recommendations developed in meeting | Student required to adhere to specific directives developed in meeting | Student required to adhere to specific directives developed in meeting | Student required to adhere to specific directives developed in meeting | |
| Student is still an active member of the DDTP program | Student is still an active member of the DDTP program | Student is still an active member of the DDTP program | Student is still required to attend DDTP events, advising sessions | |
| Removed from probation if requirements are met OR elevated to Orange level | Removed from probation if requirements are met OR elevated to Red level | Removed from probation if requirements are met OR suspended OR if significant progress demonstrated, extra time may be allowed | Placed back on Red level probation if requirements are met | |

*Probation is based on previous semester performance. Placement of students in various levels, and amount of time in each level, is at discretion of DDTP staff.

**Probation Meeting Notes:**

_____ _____ _____
Signature of Student                    Signature of Advisor                    Date
Version 7/13/10                                                          Probation_Chart.xls

**Appendix O**

# MICHAEL A. ROZENDAL

Assistant Professor, Rhetoric and Language Department
Academic Director, Dual Degree in Teacher Preparation Program
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117
(415) 422-5431
marozendal@usfca.edu

## Education:

Ph.D. English, University at Buffalo, May 2006
M.A. English, Stanford University, June 1997
B.A. English, University of California, Berkeley, May 1996

## Areas of Specialization

Rhetoric and composition, Twentieth-century American literature, digital humanities, teacher training, modernist studies, print culture, working-class literature, postmodernism, materialist theory, regionalism, public speaking,.

## Fellowships, Honors, and Grants:

National Endowment for the Humanities, "Making Modernism: Literature and Culture in Twentieth-Century Chicago, 1893-1955" Summer Seminar Fellow, Newberry Library, Chicago, June-July 2013

College of Arts and Sciences Faculty Service Award 2012-13

Faculty Development Funding, USF Spring & Fall 2010; Fall 2011; Spring, Summer & Fall 2012

College of Arts and Sciences Writing Retreat. Fall 2009 & Spring 2011.

National Endowment for the Humanities, "Magazine Modernism" Summer Seminar Fellow, University of Tulsa, July-August 2010

Fulbright Visiting Professor, American Studies, Universität Regensburg & Universität Passau 2008-2009

Teaching Development Fund for Part-Time Faculty, USF, Spring & Fall 2006, Fall 2007, Spring 2008

Writing Residency. Stone Lake Farms. Humboldt, California. May 2008.

Excellence in Teaching Award, University at Buffalo, 2003

Presidential Fellowship, University at Buffalo, 1998–2003

**DISSERTATION:**

"On the Line:  A Reconsideration of 1930s Modernist and Proletarian Radicalism."
Professors Joseph Conte (Director), James Holstun, and Stacy Hubbard.

## Academic Publications:

"An Engaged Mass Audience? The Provocations of a Popular Front Slick, *Direction* (1937-1945)." *The Journal of Modern Periodical Studies* 3.2 (2012). 198-213.

"Rebel Poets and Critics: *The Rebel Poet* (1931-2); *The Anvil* (1933-5); *Dynamo* (1934-5); and *Partisan Review* (1934-2003)." *The Oxford Critical and Cultural History of Modernist Magazines: Volume Two:  North America, 1880-1960.* Ed. Peter Brooker and Andrew Thacker. Oxford, Oxford University Press, 2012. 903-921.

"'rusting america  you reunite': *The Left* and Thirties Limits on Aesthetic Coalition." *Revues Modernistes, Revues Engagées 1900-1939*. Eds. Hélène Aji, Céline Mansanti, Benoît Tadié. Rennes, France: Presses Universitaires de Rennes, 2011. 357-369.

"Remapping Postmodern Exchanges: Theory *Avant la Lettre*, a Travelogue." *Landscapes of Postmodernity: Concepts and Paradigms of Critical Theory*. Eds. Petra Eckhard, Michael Fuchs, Walter W. Hölbling. Vienna, Austria: Lit Verlag, 2010. 9-20.

"Forms of Need: William Carlos Williams in the Radical Thirties Little Journals." *The William Carlos Williams Review* 27.2 (Fall 2007). 137-155.

"Carl Rakosi," and, with Tim Shaner, "Robert Grenier." *The Facts on File Companion to 20th-Century American Poetry*. New York: Facts on File, 2005.

"Building a Sustainable Graduate Union; or, The Epic Importance of the Mundane." With Laurie Ousley. *Workplace: A Journal for Academic Labor* 4.1 (June 2001). *http://www.louisville.edu/journal/workplace/issue7/issue7frontpage.html*

## Invited Talks and Lectures

"From Radical Ink to Federal Culture: Tracing a Thirties Modernism through Print Communities" USF Faculty Salon, Rare Book Room, April 2013.

Invited respondent and teacher. Environmental Design 101A & 101B: Design with Language, Professor Raymond Lifchez, University of California, Berkeley. November 2010; January, March, April, and November 2011; September 2012.

"'A Litany for Survival': Culture and Images from Civil Rights to Black Power." Environmental Design 170: The Social Art of Architecture, Professor Raymond Lifchez, University of California, Berkeley. April 2010.

"Thirties Photography as Social Art: From Radical to Representative Figures." Environmental Design 170: The Social Art of Architecture, Professor Raymond Lifchez, University of California, Berkeley. March 2010.

"Thirties Poetry, 21st Century Politics: From Langston Hughes to John Kerry and Barack Obama." Universität Rostock, Germany. July 2009.

"Transforming American Images, Sustaining American Myths: 1930s Photography." Universität Regensburg, Germany. June 2009.

"'Imagination Joined to Common Purpose:' Transforming American Myths in John Steinbeck's *The Grapes of Wrath*." Universität Leipzig, Germany. May 2009.

"Radical Ink from Dickinson to Zines: Print Culture and Postmodernism." Universität Münster, Germany. May 2009.

"Thirties Poetry, 21st Century Politics: From Langston Hughes to John Kerry and Barack Obama." Universität Passau, Germany. April 2009.

"Constructing America in Poetry: Langston Hughes, Claude McKay, and Carl Sandburg." University of Athens, Greece. April 2009.

"Radical Ink: From Late Modernist to Postmodern Print Communities." Université de Le Mans, France. March 2009.

"American Little Magazines, *The Left*, and Thirties Limits on Aesthetic Coalition." Université de Rennes, France. March 2009.

"'Imagination Joined to Common Purpose:' Transforming American Myths in John Steinbeck's *The Grapes of Wrath*." University of Fribourg, Switzerland; Université de Strasbourg, France; and Université de Haute-Alsace, France. February 2009.

"Reconsidering the Film: *Grapes of Wrath*." American Embassy in Bern, Switzerland. February 2009.

Keynote speaker. "Postmodernism and Print Culture: Openings for Engaging American Literature." Austrian Young Americanists Retreat. "Landscapes of Postmodernity: Concepts and Paradigms of Critical Theory." Graz, Austria. September 2008.


## Conference Presentations:

"*Material Gathered*: Old Left Mimeo Dreaming of a New West." Modernist Magazines in the Americas: Points of Departure. Rothermere American Institute, University of Oxford, December 2012.

"Imagining a *Pagus*: *Pagany* and Thirties Transformation of America." William Carlos Williams Society Panel, Modern Language Association Conference. Seattle, January 2012.

"Forced Obsolescence: The IWO, Langston Hughes, *A New Song*." Modernist Studies Association Conference: Structures of Innovation. Buffalo, October, 2011.

"An Engaged Mass Audience? The Provocation of a Popular Front Slick, *Direction* (1937-1945)." Mediamorphosis: Print Culture and Transatlantic Public Sphere(s), 1880-1940. University of Delaware. September, 2011.

"A Drama of Shared History and Poetry: Langston Hughes' *Don't You Want to Be Free?*" American Literature Association Conference. San Francisco, California. May 2010.

"The *Left*: Aesthetic Coalition, Constraining Internationalism." Modernism, Cultural Exchange, and Transnationality: The Second Conference of the AHRC Modernist Magazines Project. Sussex, England. July 2009.

"Making it Traditional to Spread the Tune: The Left Populism of Langston Hughes' *A New Song*" Collegium in African American Research (CAAR) Conference. Bremen, Germany. March 2009.

"Consolidating or Exhausting the Revolutionary Thirties Mags? From *Anvil* to *Partisan Review*" Colloque international « Revues modernistes et politique dans les années 1900 à 1939 » / International Conference on "Modernist and Political Magazine from 1900 to 1939". Le Mans, France. June 2008.

"Thirties Performance Revising Harlem Renaissance Poetry: Langston Hughes' *Don't You Want to Be Free?*" Northeast Modern Language Association Annual Convention. Buffalo, New York. April 2008.

"A Left Turn in Albuquerque? Southwest Internationalist Modernism in Norman Macleod's *Front* (1930-31)" Modernist Studies Association Annual Conference. Long Beach, California. November 2007.

"A Politicized Openness: *Paterson*'s Embrace of the Little Journal." "'Dividing and waning': Openness and Incompleteness in the Poetic life of William Carlos Williams", International Conference of the William Carlos Williams Society. Frankfurt, Germany. June 2007.

"*Coup D'État* of the Word: Muriel Rukeyser's Productive Treason in *Dynamo*." Modernist Studies Association Annual Conference. Tulsa, Oklahoma. October 2006.

"Political Execution, Poetic Coalition: Sacco and Vanzetti in the Early Thirties." Poetry and Politics Conference. Stirling, Scotland, U.K. July 2006.

"Calling for a Poetry of Totality: William Carlos Williams Addressing the Thirties in *Contact*." William Carlos Williams Society. American Literature Association Conference, San Francisco, California. May 2006.

"Proletarian Narratives, Poetics of Social Necessity: William Carlos Williams' Radical Short Fiction." International Conference on Narrative, Ottawa, Canada. April 2006.

"Problematics of the 1930s Proletarian Little Magazines: Intersections of Regionalism, Modernism, and Metropolis." Society for Socialist Studies Congress, Canadian Congress of the Social Sciences and Humanities, Toronto, Canada. May 2002.

"Jack Conroy's Little Magazines: Contours of a Radical (Midwestern) Aesthetic." Twentieth-Century Literature Conference, Louisville, Kentucky. February 2001.

"Checks and Balances within a New Union," presentation with Laurie Ousley. Modern Language Association, Washington, D.C. December 2000.

"Old Nature, Virtual Home: Emersonian Tradition vs. Virtual Distribution in Robert Grenier's Visual Poetry." Twentieth-Century Literature Conference, Louisville, Kentucky. February 2000.

**ADDITIONAL CONFERENCE & PROFESSIONAL ACTIVITY:**

Facilitator, Teaching at USF Roundtable, Provost's New Faculty Orientation, August 2012

Organized and Introduced Matt Gold's Dean's Lecture "Debates in the Digital Humanities" February 2013. Lead faculty intersession reading and discussion group of his edited collection *Debates in the Digital Humanities* in January 2013.

Lead initial USF Digital Humanities Exploratory Workgroup convened by Associate Dean of Sciences Christopher Brooks, Fall 2012.

Seminar Participant. "Using Digital Humanities Tools to Consider the Spectacle of Modernist Scholarship." Modernist Studies Association Conference. Las Vegas, Nevada. October 2012.

Participant. "Beyond Accessibility: Textual Studies in the 21st Century" Implementing New Knowledge Environments (INKE) Conference. University of Victoria, Victoria, British Columbia. June 2012

Participant. Intensive Week-Long Workshop. "Digital Pedagogy in the Humanities" lead by Professors Katherine D. Harris, Diane Jakacki, and Jentery Sayers. Tenth annual

Digital Humanities Summer Intensive (DHSI). University of Victoria, Victoria, British Columbia. June 2012.

Session Convener with Lindsay Whitacre (Librarian, Boston Colloge). "Digital Humanities: Physical, Intellectual, and Professional Spaces—How to get People Fired Up?" DHSI Unconference. University of Victoria, Victoria, British Columbia. June 2012.

Faculty Peer Consultant Workshop and Training. Center for Teaching Excellence Spring 2012.

Participant. "Reinventing Rigor" Center for Teaching Excellence Workshop. January 2012.

Seminar Participant. "Getting Started in the Digital Humanities: Pedagogy & Omeka." DH Commons Launch. Modern Language Association (MLA) Conference, Seattle, Washington. January 2012.

Seminar Participant. "Modernist Digital Networks." Modernist Studies Association Conference. Victoria, British Columbia. November 2010.

Participant. National Academic Advising Association Conference, University of San Francisco. March 2010.

Organizer for "Locating Modernist Periodicals I & II." Session Chair for "Locating Modernist Periodicals I." Modernist Studies Annual Conference. Long Beach, California. November 2007.

Session Chair for "Places of Rhetorical Preservation." Western States Rhetoric and Literacy Conference, San Francisco, California. October 2005.


**TEACHING EXPERIENCE:**

Writing San Francisco: Bohemia, Counterculture, Subcultures. Rhetoric First Year Seminar for incoming Freshmen. University of San Francisco, each Fall 2011-13.

Written Communication. University of San Francisco, Fall 2013.

Written and Oral Communication (two semester course). University of San Francisco, Fall 2005–Spring 2008, Fall 2009–Spring 2013.

San Francisco Literature: Bohemia, Counterculture, Subcultures. English First Year Seminar for incoming Freshmen (Fall) and Transfer students (Spring). University of San Francisco, Fall 2010—Spring 2011.

Modernist Little Journals: Avant Garde Ink and Rebel Magazines. Universität Regensburg & Universität Passau, Summer 2009.

Postmodern American Literature: Playing in the Desert of the Real. Universität Regensburg, Hauptseminar, Winter 2008-2009. Universität Passau, Proseminar, Summer 2009.

Radical Imaginations: 1930's American Literature and Culture. Universität Regensburg & Universität Passau, Winter 2008-2009.

Major American Novelists/Multicultural American Novels. University of San Francisco, Fall 2006–Spring 2008.

Writing, Foreword Summer Bridge Program, a two week intensive preparation for first-generation and traditionally underrepresented college students. University of San Francisco, Fall 2007.

Lyric Poetry in English. University at Buffalo, Spring 2002.

Introduction to Composition. Advanced Composition and Research. Composition and the Humanities. University at Buffalo, Fall 1998–Fall 2001 & Spring–Summer 2003.

**OTHER PUBLICATIONS AND READINGS:**

"a fraction, a fortieth, an iota." Poem. *The Great and Small Gazette* vol 7 no 3, August 2013. Melbourne, Australia.

"are." Poem. *The Great and Small Gazette* vol 7 no 1, February 2013. Melbourne, Australia.

"for k." Poem. *The Great and Small Gazette* vol 6 no 4, November 2012. Melbourne, Australia.

"Wading in the Tuolumne River." Poem. *The Great and Small Gazette* vol 6 no 3, August 2012. Melbourne, Australia.

"Shadow Lake." Poem. *The Great and Small Gazette* vol 5 no 3, August 2011. Melbourne, Australia.

"About Face." Poem. *The Great and Small Gazette* vol 5 no 1, February 2011. Melbourne, Australia.

"the three line novel." Text and images with Kathryn Kenworth. *The Great and Small Gazette* vol 4 no 4, November 2010. Melbourne, Australia.

"Reading Catherine Keyser's *Playing Smart*: The Limits of Irony?" *Magazine Modernisms: Dedicated to Modern Periodical Studies*. Blog. November 22, 2010.

"Epigrams for the air." Poem. *The Great and Small Gazette* vol 4 no 3, August 2010. Melbourne, Australia.

"What light what aphorism then?" Poem. *The Great and Small Gazette* vol 4 no 1, February 2010. Melbourne, Australia.

"word equals distance over time: a travelogue." Poem. *The Great and Small Gazette* vol 3 no 3, August 2009. Melbourne, Australia.

"Hydra Footed." Poem. *The Great and Small Gazette* vol 3, no 2, May 2009. Melbourne, Australia.

"No Longer Fall" and "Tundra." Poems and Photo. *The Great and Small Gazette* vol 3, no 1, February 2009. Melbourne, Australia.

"Beasts." Drawings. *The Great and Small Gazette* vol 2, no 4, November 2008. Melbourne, Australia.

"the Perfect List would have to include," "Emerging from Corsica into a list," and "a catalogue." Poems. *The Great and Small Gazette* 2, 3, September 2008. Melbourne, Australia.

"December then." Poems and image in collaboration with Kathryn Kenworth. *The Great and Small Gazette* 2, November 2007. Melbourne, Australia.

"Balkan homesteads or *Dobar dan*." Poem. *The Great and Small Gazette* 1, August 2007. Melbourne, Australia.

Poetry reading. Collingwood Book Festival, Collingwood, New Jersey, October 2003.

With Tim Shaner, "The 'New' is the 'Old' Made Known: An Introduction to A Festschrift for Robert Grenier." *Verdure* 3-4, 2000-2001. 47-8. Buffalo, New York.

"Old Nature, Virtual Home: Thoughts on Robert Grenier's Visual Poetry." Excerpt in "Reflections on Louisville." Ed. Robert Zamsky. *Verdure* 2, March-April 2000. 29-30. Buffalo, New York.

Poetry reading. "Last Friday" Series, Buffalo, New York, February 2000.

"Poetry: Circling a (New?) World." *Verdure* 1, October 1999. 6-7. Buffalo, New York.

"Western Washington" & "Eastern Washington and the Cascades." *The Berkeley Guides: The Pacific Northwest and Alaska: On the Loose, On the Cheap, Off the Beaten Track*. 3rd ed. New York: Fodor's 1996.

"The North Coast" & "Palm Springs and the Desert." *The Berkeley Guides: California 1996: On the Loose, On the Cheap, Off the Beaten Track*. New York: Fodor's 1995.

## PROFESSIONAL SERVICE:

Rhetoric Week Organizer, Spring 2013

El Círculo Interdisciplinary Reading Group 2011-present
    2011-12 Walter Benjamin's *Arcades Project*, 2012-13 Lacan/Zizek.

Center for Teaching Excellence Peer Consultant, Spring 2012-present.

Director, Dual Degree in Teacher Preparation Program. Fall 2011-present.

*Writing for a Real World* Committee Member Fall 2010-present.

Mentor for Undeclared Students, University Honors Program. Fall 2011-Spring 2013.

Advisor for Undeclared Arts Students: Fall 2010-present.

Rhetoric and Language Department Minor, Major, and Masters Development Committee, Chair Fall 2010-Spring 2013. Member Spring 2013-present.

Webtrack Summer Advising: Summers 2010-2012.

"Demystifying the Research Paper". A Student Success Workshop with Carol Spector from Gleeson Library. Fall 2011-Fall 2013.

USF School of Nursing Faculty Writing Retreat, Marconi Center, Co-facilitator Spring 2011.

USF Reading Committee Member & Essay Contest Judge, Fall 2010-2011.

*Magazine Modernisms: Dedicated to Modern Periodical Studies*. Blog founding member (Fall 2010) and ongoing contributor.

*Writing for a Real World* Reader Spring 2010.

Dean's Medal Committee, USF College of Arts and Sciences, Spring 2010 & 2011.

Developed, Proposed, and Taught English First Year Seminar, "San Francisco Literature: Bohemia, Counterculture, and Subcultures", Spring 2010-Fall 2010.

USF Reading Project Committee Member, Spring 2010. [when was the Rebecca Solnit stuff? Is it reflected above?]

Editor, *Tabula Rasa*, Department of Rhetoric and Language Newsletter, Fall 2009-Spring 2011.

USF Week on Writing Organizer, a local celebration of the National Week on Writing, Fall 2009.

German Fulbright Student Fellowships, Selection Interviewer. Berlin, October 2008.

Faculty Service Learning Seminar, University of San Francisco, Fall 2007.

Writing Center Consultant, University of San Francisco, Fall 2005-Spring 2008.

Assistant to Chair and Undergraduate Advisor, Dept. of Media Study, University at Buffalo, 2002.

Graduate Review Committee, Department of English, University at Buffalo, 2000–2001.

Voting Member, Department of English, University at Buffalo, 1998–2001.

## EDITORIAL EXPERIENCE:

Associate Editor, *School of Engineering and Applied Sciences Newsletter*, University at Buffalo, 2003–2004.

Guest Editor, with Tim Shaner, "WORD : LETTER : WORLD: A Festschrift for Robert Grenier." *Verdure* 3-4, 2000–2001.

Reader, *Kiosk*, Department of English, University at Buffalo, 1998–2000.

**PROFESSIONAL AFFILIATIONS:**

Modern Language Association
Modernist Studies Association

**Appendix P**

<div align="center">

**MARY LABIAK COEN 1217 ALICANTE DRIVE, PACIFICA, CA. 94044**
**(650) 784-9178  mlcoen@usfca.edu**

</div>

**EDUCATION**  ==========================================================
Master of Science in Organization Development, University of San Francisco, S.F., CA.
Bachelor of Science in Education, The College of Mount Saint Vincent, Riverdale, New York

**PROFESSIONAL EXPERIENCE**  =============================================
**University of San Francisco**                                                                      **June 2013-Present**
    **Administrative Director, Dual Degree in Teacher Preparation**

- Design, implement, and assess strategy for continuing development of the DDTP program.
- Conduct needs analyses (surveys, interviews, conferences) to identify students' needs and interests, as well as program strengths and areas for improvement.
- Collaborate with School of Education, College of Arts and Sciences staff and faculty on tasks, course offerings, and programs related to teacher preparation.
- Create and implement opportunities for self-study regarding major components of the DDTP.
- Manage all aspects of Early Field Experience program, including: recruitment of mentors, training of interns, determination of placement locations, supervision throughout placement, maintenance of on-going communication with all involved parties, and distribution and collection of evaluations.
- Meet with DDTP students to discuss and plan course schedules that will fulfill DDTP requirements, as well as maximize students' overall educational goals.
- Provide general academic coaching and referral to new, transfer, and continuing students employing a developmental and culturally appropriate framework and methodology.
- Provide guidance to students placed on DDTP Probation through regular meetings and monitoring.
- Collaborate with other offices on campus to help students meet their academic goals.
- Work with major advisors to help students with advising and related problems.
- Schedule/attend meetings with the Teacher Education Department, SFUSD, local community colleges and peer institutions.
- Collaborate with, and facilitate ongoing relationships with, administrators of similar undergraduate teacher preparation programs in California.
- Create and develop new office work procedures and forms to increase efficiency and improve office workflow.
- Participate in interview and selection processes for hiring of adjunct faculty for DDTP interdisciplinary courses and new DDTP staff.
- Supervise day-to-day operation of the DDTP program.

**University of San Francisco**                                                                      **Feb 2008-May 2013**
    **Associate Director, Dual Degree in Teacher Preparation**
- Academic advising of undergraduate students
- Facilitation of program growth for a 300% increase
- Facilitation of high student retention rate of 87%
- Coordination of capacious Fieldwork program, a collaboration between USF and  San Francisco schools

- Collaboration with School of Education administration
- Administration of academic probation system for students
- Recruitment of new students
- Coordination of New Student Orientation
- Coordination and presentation of student seminars
- Development of marketing materials and strategies
- Service on strategic advisory committee
- Collaboration with local community colleges
- Service on search committees

**University of San Francisco**                         **June 2007-Jan 2008**
    **Program Assistant, Dual Degree in Teacher Preparation**
- Manage Dual Degree in Teacher Preparation Program under general guidance of Director and Associate Director
- Maintain student records database
- Communicate with students in a consistent manner
- Create warm, welcoming environment within the Department office
- Act as a resource person/liaison between and among faculty, students, staff and other visitors
- Handle confidential, sensitive materials relating to faculty, students, and the University community, as well as the general public
- Coordinate Department events, e.g. Seminars, Retreat, Advising Sessions
- Contribute to Alumni Newsletter development
- Create and develop new office procedures
- Provide administrative support to Director and Associate Director
- Develop and create new Marketing tools and strategy
- Participate in special events representing the Department
- Participate in development of surveys to identify needs, interests and strengths of the program, as well as areas for improvement
- Contribute to enhancement of Program website
- Collaborate with the School of Education staff, scheduling and facilitating meetings

**Belmont-Redwood Shores School District**              **August 2005-June 2007**
    **Special Education Professional**
- Co-teach students with special learning needs to reinforce and follow-up learning and training activities
- Perform a wide variety of clerical and support duties in the classroom; maintain accurate records and student files
- Participate in parent and staff meetings
- Assist in shaping of appropriate social behaviors
- Assist with activities to develop small muscle and eye-hand coordination
- Assist in development of communication skills
- Assist with the preparation and presentation of learning materials and instructional exercises
- Implement lessons and other classroom activities

**USAirways**                                                   **October 1996-April 2005**
      **Manager, USAirways Club**
- Increase employee productivity while reducing employment costs by reorganizing and managing staff scheduling and inventory controls
- Manage, direct and monitor club personnel to ensure the highest level of customer service
- Develop employees to their fullest potential providing frequent feedback
- Motivate personnel to achieve corporate and departmental goals
- Manage, direct and monitor club operations to ensure consistency and quality of club product while operating within budgetary guidelines
- Produce weekly and monthly reports regarding usage and member activity
- Purchase and monitor all club supplies and equipment
- Reconcile and approve vendor invoices
- Participate in club representative selection
- Keep personnel informed of policy and procedure changes
- Train new employees in all aspects of Club Representative position

**Diana Tang Duffy, MD & Sonja Huie, MD**                      **1991-1996**
      **Office Manager**
- Manage all aspects of two-physician pediatric medical practice
- Supervise all staff members
- Handle personnel functions, payroll completion, attendance, hiring and firing, completion of performance reviews and training
- Maintain inventory and all supplies, development of budget, management of accounts receivable to target goals
- Monitor practice financial accounts
- Supervise patient care related to administration
- Maintain computer records of all patients
- Implement marketing plans
- Complete office correspondence regarding all non-medical subjects
- Resolve insurance issues relating to billing and payment
- Serve as liaison to insurance companies, medical supply vendors, pharmaceutical company representatives

**AWARDS/HONORS/AFFILIATIONS   =======================================**

2010 Mentor of the Year Award-University of San Francisco
National Association of College Advisors (NACADA) Member
2010 NACADA Conference Presentation-Undergraduate Teacher Prep, 4+1 Model
San Francisco Unified School District Institutions of Higher Education (IHE) Committee Member
California Council on Teacher Education (CCTE) Member

**Appendix Q**

# Melissa L. Hope

737 20<sup>th</sup> Ave. Apt. A                                                                                      (360) 201-6503
San Francisco, CA 94121                                                          hope527@hotmail.com

## Education

Anticipated: August 2015  – **Master of Arts** (Organization and Leadership), University of San Francisco, San Francisco, CA

June 2000 – **Bachelor of Arts** (Psychology), Western Washington University, Bellingham, WA

## Employment

June 2012–Present – **Program Coordinator, Dual Degree in Teacher Preparation program, University of San Francisco,** San Francisco, CA
- Administration of complex blended undergraduate/graduate teacher preparation program
- Provide academic advising and planning for 50+ students
- Provide academic advising support for 155+ students
- Meet with all prospective students, assess readiness for program
- Determine students for DDTP probation each semester
- Coordinate School of Education application process for DDTP students
- Collaborate with over 25 different academic departments, and faculty/staff from two colleges
- Assist in development of new course offerings, seminar topics and course scheduling
- Event planning
- Coordinate Immersion trips (Belize) and work with administrators and students abroad

August 2008–June 2012 – **Program Assistant, Dual Degree in Teacher Preparation program, University of San Francisco,** San Francisco, CA
- Administrative services for complex blended undergraduate/graduate teacher preparation program
- Provided academic planning services to 155+ students
- Collaborated with over 25 different academic departments, and staff from 2 colleges
- Assisted in development of new course offerings, seminar topics and course scheduling
- Event planning
- Coordinate Immersion trips (Korea, Belize) and work with administrators and students abroad

September 2005–July 2008 – **Program Assistant, Whatcom County Children's Advocacy Center** (located in **Brigid Collins Family Support Center**), Bellingham, WA
- Worked collaboratively with Child Protective Services, Law Enforcement, and the Prosecuting Attorney's Office to provide services to victims of child abuse in Whatcom County
- Coordinated medical exams and forensic interviews
- Operated complex recording equipment
- Maintained client files and database

- Created and updated policies and procedures
- Reported to funding sources
- Worked within a budget to provide group and individual therapy to clients
- Coordinated group therapy sessions twice yearly
- Served on Children's Advocacy Center Steering Committee and Case Review Team
- Participated on team preparing the Children's Advocacy Center for national accreditation


May 2003–September 2005 – **Administrative Assistant/Children's Program Coordinator**,
**Brigid Collins Family Support Center**, Bellingham, WA
- Provided customer service
- Coordinated agency volunteers
- Organized major fundraising events, including the Phonathon and the Annual Benefit Auction
- Created and maintained brochures, forms and agency records
- Oversaw community facility use
- Oversaw all children's programs including programs for foster children, infants born to mothers in recovery, and children with siblings in therapy groups.


January 1999–December 2003 – **Administrator & Immersion Trip Leader, Institute for Village Studies**, Friday Harbor, WA
- Reviewed student applications
- Conducted student interviews and made admissions decisions
- Created and maintained student files and promotional materials
- Managed relationships with university faculty and administration
- Provided promotional presentations
- Directed students' connection to resources relevant to academic and service projects while traveling throughout Asia as well as Central America
- Counseled students experiencing cultural challenges of the program
- Taught special needs children, and worked as a teacher's assistant in the preschool in two small villages

**Appendix R**

# Future Teacher Seminars

**Fall Freshman Year:** Volunteer Opportunities
Volunteer opportunities are presented, including openings with Sprout Up, campus groups, tutoring organizations, and SFUSD.

**Spring Freshman Year:** Course Previews
Instructors teaching DDTP courses and representatives of minors or special programs present brief intros of their course/program and answer student questions.
Courses/Programs included are: Math for Educators, Arts for Educators, US/Euro History, How English Works, Computing, Mobile Apps and the Web, Child & Youth Studies minor, Honors in Humanities.

**Fall Sophomore Year:** CSETs and Credential Requirements
The School of Education Credential Analyst and the TPA Coordinator present information on CSETs, credential options, and Teacher Performance Assessment (TPA) requirements.

**Fall Junior Year:** MA Options
Representatives from Master's programs in the School of Education present information about their programs, and discuss how DDTP students can choose to participate instead of completing the traditional MAT route.
MA Programs include:
TESOL - Teaching English to Speakers of Other Languages
DML - Digital Media and Learning
MATR - MA in Teaching Reading
SFTR - San Francisco Teacher Residency

**Spring Junior Year:** Special Education in the Gen Ed Classroom
Dr. Kevin Oh from the School of Education Special Ed Dept presents on special education issues for the general education teacher.

**Fall Senior Year:** Introduction to the School of Education for DDTP Seniors
The Teacher Education Dept Chair presents information about making the transition to the 5th year.

Optional Seminars:
**Spring Senior Year:** Financial Aid for the 5th Year
Director of Financial Aid presents on the various ways to fund the graduate portion of the program.

**Appendix S**

Dual Degree in Teacher Preparation program statistics S2013

| Class | MS | SS | Total |
|---|---|---|---|
| Freshmen | 24 | 13 | **37** |
| Sophomores | 29 | 14 | **43** |
| Juniors | 31 | 8 | **39** |
| Seniors | 29 | 5 | **34** |
| **Total Students** | 113 | 40 | **153** |

*Students by Major*

| Major | MS | SS | Total |
|---|---|---|---|
| History | 14 | 13 | **27** |
| English | 9 | 12 | **21** |
| Math | 2 | 1 | **3** |
| Sciences | 0 | 3 | **3** |
| Environ Studies | 2 | 0 | **2** |
| Art/Design | 7 | 1 | **8** |
| PASJ | 5 | 0 | **5** |
| Psychology | 19 | 0 | **19** |
| Sociology | 23 | 2 | **25** |
| Communications | 12 | 0 | **12** |
| International Studies | 4 | 2 | **6** |
| Theology | 5 | 0 | **5** |
| Politics | 1 | 2 | **3** |
| Philosophy | 2 | 0 | **2** |
| Languages | 2 | 0 | **2** |
| Business | 1 | 0 | **1** |
| Architecture | 1 | 0 | **1** |
| Media Studies | 1 | 1 | **2** |
| Computer Science | 0 | 1 | **1** |
| Comparative Lit & Cult | 1 | 0 | **1** |
| Undeclared | 3 | 2 | **5** |

**73 DDTP students have at least one minor**
**14 students have the CYS minor**

*Students by ethnicity*

| Ethnicity | # | % |
|---|---|---|
| Asian/Pacific Islander | 31 | 20% |
| African American | 10 | 7% |
| Hispanic/Latino | 40 | 26% |
| Caucasian | 70 | 48% |
| East Indian/Middle Eastern | 3 | 2% |
| American Indian | 2 | 1% |

*Students by gender*

| Gender | # | % |
|---|---|---|
| Male | 33 | 22% |
| Female | 120 | 78% |

*DDTP Fieldwork numbers*

| Semester | # of Students | # of Schools |
|---|---|---|
| Fall 2012 | 24 | 11 |
| Spring 2013 | 44 | 18 |
| **Total** | **68** | **22** |

# Dual Degree in Teacher Preparation program statistics F2011

| Class | MS | SS | Total |
|---|---|---|---|
| Freshmen | 26 | 9 | **35** |
| Sophomores | 23 | 8 | **31** |
| Juniors | 25 | 7 | **32** |
| Seniors | 40 | 5 | **45** |
| Graduating in Dec | 8 | 1 | **9** |
| **Total Students** | 122 | 30 | **152** |

*Students by Major*

| Major | MS | SS | Total |
|---|---|---|---|
| History | 14 | 8 | **22** |
| English | 7 | 7 | **14** |
| Math | 2 | 6 | **8** |
| Sciences | 3 | 3 | **6** |
| Environ Studies | 6 | | **6** |
| Art/Design | 12 | | **12** |
| PASJ | 5 | | **5** |
| Psychology | 29 | | **29** |
| Sociology | 10 | | **10** |
| Communications | 10 | | **10** |
| International Studies | 5 | 3 | **8** |
| Theology | 3 | 1 | **4** |
| Politics | | 2 | **2** |
| Economics | 1 | | **1** |
| Philosophy | 2 | | **2** |
| Languages | 5 | | **5** |
| Lat Amer Studies | 2 | | **2** |
| Business | 1 | | **1** |
| Architecture | 1 | | **1** |
| Media Studies | 1 | | **1** |
| Undeclared | 3 | | **3** |

*Students by ethnicity*

| Ethnicity | # | % |
|---|---|---|
| Asian/Pacific Islander | 32 | 21% |
| African American | 7 | 5% |
| Hispanic/Latino | 22 | 14% |
| Caucasian | 87 | 57% |
| Middle Eastern | 3 | 2% |
| Not Reported | 1 | |

*Students by gender*

| Gender | # | % |
|---|---|---|
| Male | 32 | 21% |
| Female | 120 | 79% |

*DDTP Fieldwork numbers*

| Semester | # of Students | # of Schools |
|---|---|---|
| Spring 2011 | 28 | 12 |
| Fall 2011 | 39 | 15 |
| Spring 2012 est. | 52 | 17-20 |

**64 DDTP students have at least one minor (some have two minors)**

| Minor | # students | Minor | # students |
|---|---|---|---|
| Child & Youth Studies | 15 | African Studies | 1 |
| History | 8 | Asian Studies | 1 |
| Math | 5 | Film | 1 |
| Music | 4 | Japanese | 1 |
| Philippine Studies | 3 | German | 1 |
| Spanish | 3 | Fine Art | 1 |
| Dance | 2 | Art History | 1 |
| Latin American Studies | 2 | Theology | 1 |
| Classical Studies | 2 | Philosophy | 1 |
| Psychology | 1 | Legal Studies | 1 |
| Sociology | 1 | Politics | 1 |
| Computer Science | 1 | Communication | 1 |
| Gender Studies | 1 | Environmental Studies | 1 |

**Appendix T**

Fall 2013 Syllabus

INTD 110-01
Introduction to Teaching as a Profession

Instructor: Darren Kawaii
Email: dakawaii@usfca.edu
Phone: 917-319-9835
Course Location: LM 244B   Day/Time: T 4:45PM - 6:25PM

Description of Course:

INTD 110 is a 1-unit undergraduate course designed to introduce the students to the field of education. Readings, class discussions, guest speakers, and activities will engage current issues and developments in primary and secondary education, seeking to inspire as well as inform. By participating in this course students will have the opportunity to become a part of a community of future educators and become fully engaged in student life. In addition, participants will develop personal and professional skills with peers who share similar interests. Exploring the need for strong teacher training to produce strong teachers, this course will also prepare students for participation in USF's Dual Degree in Teacher Preparation Program.

Learning Outcomes:

By the end of the semester, students who obtain a passing grade in this course will:
1. understand career options and roles of a teacher.
2. understand the similarities and differences between the various possible teaching environments/educational models and systems.
3. be familiar with current issues, controversies and recent changes in teaching and teacher training.
4. have an increased understanding of their career goals and the steps they must take in order to achieve those goals.

These outcomes will be measured by performance on written assignments, response papers, and by level of participation in class exercises and discussions.

Course Texts and Readings:

Readings will be made available on Blackboard (blackboard.usfca.edu)

In general, reading will take the form of three categories- **Required, Recommended and Referenced**. All required reading must be completed before the class assignment (posted on blackboard) due date. Recommended readings often help to understand or contextualize issues discussed in class. Referenced articles in class are listed simply as a way to keep current on topical issues of the day. This may be op-ed pieces written on education policy for example.

## Course and Classroom Expectations: Participation and Citizenship

Participate actively in your own education by being in class with your assignements not only done, but done with curiosity, passion and interest. Be fully present when reading for class. Enter into a conversation with the text. Write in the margins. In class participate fully and meaningfully. Make a positive contribution to the experience of your peers. Listen actively to others and respond in ways that reflect what you've heard. Ask questions. Challenge our thinking. challenge your own. If you tend to talk a lot in class, use the opportunity to listen and observe more. If you tend to be quiet in class, we can help you.

Reading is a hands-on activity so bring your books and other reading materials with you in hard copy. Know the day's reading so well that you could talk about it on your own for at least five minutes. Know specific details from the text as well as the big ideas. Know what you like or don't like about the reading, and notice your own responses to it. And then go beyond. Know what you think about it too.

Act in accord with the values of honesty, integrity and excellence. Conduct yourself in ways that lead your peers to respect and count on you.

## Attendance:

Absences may affect your final grade. Students who miss more than one week of classes will have their grade lowered and those whose more than two weeks of class may be asked to withdraw from the course; if they do not do so, they may be given a failing grade.

Exception: When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete coursework for classes, laboratories, and/or examinations missed.

## Academic Honesty and Integrity:

As a Jesuit institution committed to cura personalis- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at www.usfca.edu/fogcutter.

## USF Student Honor Pledge

As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good.

**Course Requirements and Evaluation:**
1. Written Assignments - in class activities (30%)
2. Brief Response Papers- to assigned readings on Blackboard (40%)
   - Write five (5) responses to readings/videos
   - 2-3 pages per reading posted on day of assignment discussed
3. Class Participation- being fully present and actively participating (30%)

**Required Text:**
1.Why School?- Rose, Mike
2. Other readings posted on Blackboard

**Students with Disabilities:**
ADA—Pursuant to the Americans with Disabilities Act and Section 504 the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services 415-422-2613 (v/tdd) within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services 415-422-6876.

**Course Calendar: The course meets every other Tuesday**
*August 27 st to October 8th*

August 27st- Session 1
> Intro to the Course, Intro to the Cohort, Pictures, First reading assignments- An Overview of the Field of Teaching,
> *Read Mike Rose's *Why School?* (Post introduction letter on Blackboard)

September 3rd- Session 2
> Ken Robinson's *Changing Education Paradigms* (Post a reflection on blackboard)
> *Finish Mike Rose's *Why School?*

September 10th- Session 3
> Current school reform models : Public vs. Private education, charter etc..
> Video- Waiting for Superman (Post a reflection on blackboard)

September 17th- Session 4
> *Read Paolo Freire "The Banking Concept of Education" vs. E.D. Hirsch (Post a reflection on blackboard)

September 24th- Session 5
> *Read Diane Ravitch's *Death and Life of the Great American School System*
> Fair Test's Report on ten years of NCLB(Post a reflection on blackboard)

October 1st- Session 6
> What does this mean for the historically disenfranchised?
> *Read Delpit's *Skin We Speak*

October 8th- Session 7
> The Power and Responsibility of Teaching -*Interactive slide lesson*
> Course Evaluation

University of San Francisco
Dual Degree in Teacher Preparation
Fall 2012

# Fieldwork I

| | | | |
|---|---|---|---|
| **Instructor** | Jennifer Howard-Santos | **Course Number** | INTD 385-01 |
| **Email** | Jdhoward@usfca.edu | **Day and Time** | M 4:45p-6:25p |
| **Phone** | 415-420-5464 | **Location** | LM 241A |

**Course Catalog Description:**
This course helps students to integrate their fieldwork with the pedagogical approaches/methods that can address the needs of culturally diverse students in California classrooms.

**Course Overview:**
The course is designed to be a hands-on introductory course to teaching, in general. The class will help the student gain insight into the art of teaching from field observations and class discussions. The course will include study of effective planning techniques and assessment tools based on academic content standards. Students will examine pedagogical practices and reflect on their personal and career development through observation, analysis and discussion.

**Course Objectives:**
This course will help the student to:
• become familiar with CA Content and Performance Standards;
• observe, identify, and reflect upon effective teaching strategies including the use of differentiated instruction, increased student engagement through the understanding of learning styles and culturally responsive teaching, adaptations and learning modifications that address student needs in elementary or secondary school classrooms;
• work in collaboration with other students to develop and teach a lesson plan;
• become familiar with issues that influence teaching including learning styles, classroom management, the Achievement Gap, and gender differences in learning.

**Course Requirements:**

*Attendance and Participation*---**S**tudents are expected to attend each class meeting and missing class will affect your final grade. You must be on time, prepared, and participating to receive full credit. If you miss a class it is **your** responsibility to get notes, assignments, and information from a classmate or via Blackboard if applicable. **If you miss three or more classes you will have a significant impact on your grade. Additionally, three late arrivals constitute an absence.**

*ADA*—Pursuant to the Americans with Disabilities Act and Section 504 the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services 415-422-2613 (v/tdd) within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services 415-422-6876.

*Guidelines for Submitting Assignments*—When possible please submit assignments electronically to [jdhoward@usfca.edu](mailto:jdhoward@usfca.edu) or on Blackboard. All assignments must be typed, include the student's name, assignment title, and date. Late assignments will only be accepted if you contact me prior to the due date/time. Revisions to major assignments will be allowed and must be resubmitted one week after receiving the graded assignment.

*Academic Honesty*—Please read the complete policy related to academic honest at [http://www.usfca.edu/fogcutter](http://www.usfca.edu/fogcutter).

**Assignments**

*Fieldwork Intern Performance Evaluation*—Your fieldwork experience is the main focus of this course therefore, the evaluation submitted by your Fieldwork Mentor will count for half of your grade in the course.
(200 pts.)

*Fieldwork Reflections*—Five reflections and a letter thanking your mentor teacher will be due this semester. Each reflection should be 1 page double-spaced.
(10 pts. each x 6=60 pts.)

*Active Class Participation*—credit will be given to students who actively engage in class discussions, group work, and discussion of assigned reading.
(5pts. per class x 13 class meetings=65 pts.)

*Standards Based Lesson Plan*—the sections of the lesson plan will be scored as they are turned in. Each of the sections listed below will be worth 10 points and each may be revised. Once completed you will be expected to teach the lesson at your fieldwork placement.
Objectives, Anticipatory Set, Modeling, Guided Practice, Independent Practice & Closure (50 pts.)
Lesson plan feedback form completed by mentor teacher (20 pts.)

**Grading**

Grading will be based on a percentage of the total number of points earned in the course. No grade will be given until the instructor has confirmation of completed Fieldwork hours.

# Fieldwork I: Lesson Plan Feedback Form

In order to best support the Dual Degree student working in your class you are asked to complete this form and discuss your observations with the student. They will turn in a copy of this form for credit in their course. *Thank you for your time and attention.*

| **Anticipatory Set**<br>Did the anticipatory set engage students, activate prior knowledge, and communicate the academic learning goals of the lesson? | |
|---|---|
| **What Worked?** | **What could be improved?** |
| | |

| **Modeling**<br>How well was the skill or concept taught? Was the assignment explained clearly? | |
|---|---|
| **What Worked?** | **What could be improved?** |
| | |

| **Guided Practice**<br>Was there a check for understanding? Did guided practice involve students in the lesson? Did guided practice provide adequate scaffolding for the students? | |
|---|---|
| **What Worked?** | **What could be improved?** |

|  |  |
|---|---|
|  |  |

**Independent Practice**
Did independent practice deepen the students' understanding of the skill or concept taught in the lesson?

| What Worked? | What could be improved? |
|---|---|
|  |  |

**Closure**
Was there a clear closure activity?  Did closure help students to organize new information into a meaningful context?

| What Worked? | What could be improved? |
|---|---|
|  |  |

**Classroom Management**
Keeping in mind that you are observing a beginning teacher, how well were they able to manage the students of the class?  Were they able to use positive reinforcement?  Were students treated equally?

| What Worked? | What could be improved? |
|---|---|

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_____    _____    _____

**Signature of Mentor**           **Signature of Student**          **Date**

**Class Schedule:**

| | |
|---|---|
| **Class 1**<br>**August 27**[th] | Community Building<br>Fieldwork Questions/Concerns<br>**Focus—Relationship Building & Observing a Classroom**<br>*Assignment—Complete Reflection 1. Reflect on the organization of the classroom. Include comments about the physical arrangement, routines, and transitions. Create a communication schedule with your Mentor.* |
| **September 3**[rd] | LABOR DAY—NO CLASS |
| **Class 2**<br>**September 10**[th] | Community Building<br>Fieldwork Questions/Concerns<br>**Focus—Behaviors and How to Respond to Them**<br>*Assignment—read California Content Standards and Common Core Standards for the class you are observing.* |

| | |
|---|---|
| **Class 3**<br>**September 17th** | Community Building<br>Fieldwork Questions/Concerns<br>**Focus—CA Content Standards and Common Core Standards**<br>*Assignment—Complete Reflection 2.  Think about a behavioral challenge and reflect on your response to it.  What were the antecedent, the behavior, and the consequence?* |
| **Class 4**<br>**September 24th** | Community Building<br>Fieldwork Questions/Concerns<br>**Focus—Learning Styles**<br>*Assignment—Complete Reflection 3.  Does your mentor teacher use different types of instruction to meet the needs of the students?  Do you notice particular strengths in any of the students?  How might you structure lessons to accommodate different learning styles?* |
| **Class 5**<br>**October 1st** | Community Building<br>Fieldwork Questions/Comments<br>**Focus—Learning Goals and Lesson Objectives**<br>*Assignment—Write objectives and identify standards for a lesson that you will teach in the classroom you are observing.  Schedule teaching of this lesson plan during the week of April 23rd  or April 30th with your Mentor teacher.* |
| **October 8th** | FALL BREAK—NO CLASS |
| **Class 6**<br>**October 15th** | Community Building<br>Fieldwork Questions/Concerns<br>**Focus—The Anticipatory Set**<br>*Assignment—Add the anticipatory set to your lesson plan.  Complete Midterm Evaluation (link will be emailed to you)* |
| **Class 7**<br>**October 22nd** | This class meeting will take place at<br>Miraloma Elementary School<br>175 Omar Way<br>San Francisco, CA  94127<br><br>**Focus—Technology in the Classroom**<br>*Assignment—Complete Reflection 4.  What has your experience been with technology in the classroom?  How could you incorporate* |

*technology in the lesson you are planning?*

**Class 8**
**October 29**th

Community Building
Fieldwork Questions/Concerns
**Focus—Modeling**
*Assignment—Add modeling to your lesson plan.*

**Class 9**
**November 5**th

Community Building
Fieldwork Questions/Concerns
**Focus—Guided Practice**
*Assignment—Add guided practice to your lesson plan.*

**Class 10**
**November 12**th

Community Building
Fieldwork Questions/Concerns
**Focus—Independent Practice and Closure**
*Assignment— Add independent practice and closure to your lesson plan.*
**Lesson Plans Due April 23**rd*.*

**Class 11**
**November 19**th

Fieldwork Questions/Concerns
**Focus—Differentiated Instruction**
*Assignment—Complete Reflection 5 after teaching your lesson plan. What worked?  What would you do differently next time?   How do you feel about yourself as a teacher?*

**Class 12**
**November 26**th

Fieldwork Questions/Concerns
**Focus—Strategies for English Language Learners**
*Assignment—Write a Thank you letter or card to your mentor teacher and show me the letter or a copy.*

**Class 13**
**December 3**rd

Fieldwork Questions/Concerns
***Focus—Celebration and Teaching Future***
*Assignment—Enjoy Winter Break!*

# DDTP Fieldwork Pedagogy II

| | | | |
|---|---|---|---|
| **Instructor** | Michael Sova | **Course Number** | INTD 385 - 02 |
| **Email** | mrsova@usfca.edu | **Day and Time** | M 4:45pm – 6:25pm |
| **Phone** | 415-515-6141 (cell) | **Location** | Lone Mountain 241B |

## Course Catalog Description

NOTE: This course has a prerequisite of DDTP Fieldwork I.   The course is related to Fieldwork I in content, but includes different topics.

This one or two semester unit course is designed to help you observe and reflect upon teaching practices in elementary school classrooms as you gain early field experience required to enter a credential program. Class discussions and written reflections will revolve around specific aspects of teaching in a multiple subject classroom, as well as broader topics in education.  This course will also help you develop the ability to recognize and create engaging and successful classroom activities and lessons.

## Course Overview

The course is designed to be a hands-on introductory course to the teaching of elementary multiple subjects.   The sessions will help students gain insight into the art and science of teaching elementary multiple subjects, setting up a classroom, and building classroom community from fieldwork observations, and lectures and discussions during sessions. The course will include study of effective planning techniques and assessment tools based on academic content standards. Students will examine pedagogical practices and reflect on their personal and career development through observation, reflection, analysis, and discussion.

### *Course Objectives*

*   Observe, identify, and reflect upon effective teaching strategies, authentic student assessment, differentiation and learning modifications, increased student engagement, and addressing the specific needs of English Language Learners (ELLs)
*   Develop and present one (1) hypothetical graphic organizer (HGO) lesson, and one (1) other lesson that will be taught in your fieldwork classroom
*   Develop a plan for a "mock" field trip for your fieldwork students
*   Reflect on your role and ability to foster the creative and critical thinking development of your future students

## Required Texts and Videos

In this course you will be given electronic and/or paper articles, websites, and online videos as your required readings. See course sessions schedule for more details.

## Course Requirements

*Attendance and Participation* – Students are expected to attend each class meeting and missing class will affect your final grade. You must be on time, prepared, and participating to receive full credit. If you miss a class it is your responsibility to notify me via email (mrsova@usfca.edu) beforehand, if possible, and get notes, assignments, and information from a classmate. You will also not receive the participation points (see below) for the class you missed. **Three absences will drop your final grade by one letter grade. Four absences will drop your final grade by two letter grades. Five absences will drop your final grade by three letter grades. Six or more absences will drop your final grade to an "F." Additionally, three late arrivals constitute an absence.**

*ADA* – Pursuant to the Americans with Disabilities Act and Section 504 the Rehabilitation Act, students with disabilities who will need reasonable accommodations for this course should contact Disability Related Services 415-422-2613 (v/tdd) within the first two weeks of this course. Students with Learning Disabilities may contact Learning Disability Services 415-422-6876.

*Guidelines for Submitting Assignments* – When possible please submit assignments electronically to mrsova@usfca.edu. All assignments must be typed unless otherwise discussed with the instructor, including the student's name, assignment title, and date. **Assignments are due before the beginning of the following class, unless otherwise specified by the instructor.** Late assignments will only be accepted if you arrange it with the instructor prior to the due date/time. **A late assignment NOT pre-arranged with the instructor will have 50% of the points deducted from its score**. Revisions to assignments will be allowed, at the instructor's discretion, and must be resubmitted within one week after receiving the graded assignment.

*Academic Honesty* – Please read the complete policy related to academic honest at http://www.usfca.edu/fogcutter.

## Course Assignments

*Active Class Participation* (5 points x 13 classes = 65 points total): Be prepared to discuss the readings, your observations, and your written reflections and insights in class. Your valuable contribution includes asking important, thoughtful, and relevant questions, as well as sharing pertinent observations from your field experiences. Please hand in assignments on the date due, and be open to others' opinions and to working with your colleagues. **Encourage the participation of your peers.** You will be given opportunities to share in partnerships, small groups, and whole class.

*Fieldwork Reflections* (5 points x 8 reflections = 40 points): You will write eight (8) two-page reflections (1.5 spacing) on your fieldwork observations. The purpose of these reflections is to help you identify aspects of classroom teaching and learning. The focus for each observation reflection will be introduced during the previous week's session, and you will be responsible for

completing the related observation and reflections by the following session.  Most of the reflections will revolve around specific content from our sessions, however I encourage you to also reflect on your fieldwork in more general terms, in addition to the more specific reflection directions.  You may also wish to write a more informed reflection on a former topic.  Revisions will have a one week turn around due date.

*Field Trip Plan* (10 points):  Using a special planning template provided by the instructor, you will research and plan a "mock" field trip that is age- and grade level-appropriate for your fieldwork students. Revisions will have a one week turn around due date.

*Small Group HGO Lesson Design* (15 points):  You will work in small groups or partnerships to design a lesson using hypothetical graphic organizers (HGOs) to teach English Language Development (ELD) using content from any curricular area as a vehicle. On the due date, you will present your HGO lesson to the class, complete with any relevant realia, manipulatives, games, etc.  You and your partner(s) will use a lesson-planning template to create the lesson, which will be turned in.  Each person in the group will receive the same number of points (maximum 15).  Revisions will have a one week turn around due date. (We will discuss this in much more detail closer to the due date; see sessions schedule.)

*Individual Lesson Design, Implementation, and Reflection* (35 points):  After discussing it with your Mentor Teacher, you will design a lesson from a curricular area of your choice that you will teach to your fieldwork students.  (We will discuss this in much more detail closer to the due date; see sessions schedule.)  You will use a lesson-planning template to create the lesson (maximum 10 points), and you will seek feedback from your Mentor Teacher before teaching it to your fieldwork students.  The lesson plan will also be turned in for my feedback prior to its delivery, with enough time for the group to revise, if necessary.  Using a rubric, you will assess your delivery of the lesson and its effectiveness (maximum 10 points).  On the due date, you team will deliver a Powerpoint or similar presentation of the lesson, and lessons learned, to the class (maximum 10 points). You will also write a reflection of the lesson study experience that follows the guidelines of other written reflections (maximum 5 points). Revisions have a one week turn around due date.

*Fieldwork Intern Performance Evaluation* (**165 points**):  Using the "Fieldwork Intern Performance Evaluation" form, your fieldwork Master Teacher will complete a written evaluation of your contributions and carrying out your responsibilities while in their classroom.  **Please use this form as a guide for your responsibilities and duties in your fieldwork classroom.**

## Grading

297 – 330 points = A
264 – 296 points = B
231 – 263 points = C
198 – 230 points = D
    < 198 points = F

# SESSIONS SCHEDULE

(Schedule serves as a general outline. Changes may be made at the instructor's discretion.)

| Date | Focus | Session Highlights | Assignment* (Due Next Session) |
|---|---|---|---|
| **August 27** | Building Classroom Community | • TRIBES activities<br>• community norms<br>• syllabus overview & assessment<br>• community expectations<br>• fieldwork expectations | • watch Sir Ken Robinson's talks on changing education paradigms (websites to be given in class)<br>• reflect on your own educational experience through the lens of his talks - include reactions, and discussion ideas & questions for next session (reflection #1)<br>• email Mentor Teacher's email address to Michael |
| **September 3** | **Labor Day – NO SESSION** | | |
| **September 10** | Being advocates for creativity & critical thinking | • discussion of Ken Robinson videos<br>• art project – math integration<br>• Visual Thinking Strategies (VTS) | • "interview" your Master Teacher (MT) about, and reflect on, how they build community (reflection #2) |
| **September 17** | Setting up your classroom community | (session at DFES)<br><br>• Fieldwork (FW) check in<br>• setting up your classroom<br>• building classroom community (Appreciation Spies, Warm Fuzzies…) | • reflection #3 on how your MT set up their classroom |
| **September 24** | Communication strategies & Classroom management | • communicating with MT and colleagues: different scenarios<br>• ==extrinsic vs. intrinsic motivation==<br>• preemptive management: relationship building, meditation, and more! | • reflection #4 on your MT's classroom management system(s) |

| Date | Focus | Session Highlights | Assignment* (Due Next Session) |
|---|---|---|---|
| **October 1** | Classroom management (CONT) | • developmentally (and age) appropriate management systems – what have YOU seen? <br>• conflict resolution (peace path, class meetings, etc.) <br>• Restorative Practices | • reflection #5 on your current impressions of your FW: your relationship with your MT, how the students are being served, what you feel they are lacking, how you currently feel about being a teacher… |
| **October 8** | | Fall Break – NO SESSION | |
| **October 15** | Planning a field trip | • FW check in <br>• jigsaw teaching: field trips <br>• nuts and bolts of field trip planning <br>• VTS | • Using a template, plan a grade-appropriate field trip for your FW students |
| **October 22** | English Language Development (ELD) strategy - HGOs | • sentence frames, Structured Language Practice (SLP) and differentiation <br>• Hypothetical graphic organizers (HGOs) for vocabulary building – real examples <br>• HGO projects: an introduction <br>• collaboration: benefits and pitfalls <br>• HGO project work session? | • work with partners to finish HGO <br>• talk with MT about lesson taught in FW classroom (due 4/30) |
| **October 29** | Integrating art into other subjects | • FW check in - WHIPAROUND <br>• Art project – integration with math | • work with partners to finish HGO <br>• talk with MT about lesson taught in FW classroom (due 4/30) |
| **November 5** | HGO group project presentations | • HGO presentations – with positive feedback & questions | • reflection #6 on HGO presentation AND your FW <br>• talk with MT about lesson taught in FW classroom (due 4/30) |
| **November 12** | Individual lesson planning | • FW check in <br>• benefits of explicit lesson planning <br>• introduce lesson planning templates <br>• lesson planning work session? | • meet with MT to finalize content for lesson study lesson (due 4/30) <br>• finish lesson plan (due 4/30) |
| **November 19** | Lesson planning | • classroom management during your lesson <br>• VTS <br>• lesson planning work session | • finish lesson plan (due 4/30) <br>• reflection #7 on your lesson plan <br>• lesson plan self-evaluation |

| Date | Focus | Session Highlights | Assignment* (Due Next Session) |
|---|---|---|---|
| **November 26** | Individual lesson presentations | • lesson study presentations: 5-10 min each | • write thank you letter/card to MT (reflection #8) |
| **December 3** | Individual lesson presentations | • FW check in - WHIPAROUND<br>• lesson study presentations: 5-10 min each<br>• course evaluation: successes and challenges | • **HAVE A GREAT WINTER BREAK!** |

*Note:  All reflections are to be typed and submitted electronically or in person.  For FW reflection assignments, your primary responsibility is to reflect and write about the specific reflection directions.  However, I encourage you to also reflect more generally on your FW, or write a more informed reflection on a former topic.

**Appendix U**



## DDTP Students

GPA History [Print] [E-Mail]

Emails   MS √   SS √   Core √   [Template]   ☰
GPA   Local Address   Permanent Address    [Notes]

| Full Name | | | Cohort 2015 | Status Active | | Year 4/10/ |
|---|---|---|---|---|---|---|

**Freshman Fall**
| Status | | Year | | Sem | | |
|---|---|---|---|---|---|---|
| GPA Cum | | GPA Maj | | GPA Sem | | |
| Probation | | Type | | | | |

**Freshman Spring**
| Status | Active | Year | 2011 | Sem | 20 | |
|---|---|---|---|---|---|---|
| GPA Cum | 2.87 | GPA Maj | 2.70 | GPA Sem | | |
| Probation | | Type | | | | |

**Sophomore Fall**
| Status | Active | Year | 2011 | Sem | 40 | |
|---|---|---|---|---|---|---|
| GPA Cum | 2.91 | GPA Maj | 3.00 | GPA Sem | | |
| Probation | Yellow | Type | Major | | | |

**Sophomore Spring**
| Status | Active | Year | 2012 | Sem | 20 | |
|---|---|---|---|---|---|---|
| GPA Cum | 2.69 | GPA Maj | 2.90 | GPA Sem | | |
| Probation | | Type | | | | Off probation |

**Junior Fall**
| Status | Active | Year | 2012 | Sem | 40 | |
|---|---|---|---|---|---|---|
| GPA Cum | 2.77 | GPA Maj | 2.78 | GPA Sem | | |
| Probation | Orange | Type | Both | | | |

**Junior Spring**
| Status | | Year | 2013 | Sem | 20 | |
|---|---|---|---|---|---|---|
| GPA Cum | | GPA Maj | | GPA Sem | | |
| Probation | Red | Type | | | | |

**Senior Fall**
| Status | | Year | | Sem | | |
|---|---|---|---|---|---|---|
| GPA Cum | | GPA Maj | | GPA Sem | | |
| Probation | | Type | | | | |

**Senior Spring**
| Status | | Year | | Sem | | |
|---|---|---|---|---|---|---|
| GPA Cum | | GPA Maj | | GPA Sem | | |
| Probation | | Type | | | | |

**Other Semester**
| Status | | Year | | GPA Sem | |
|---|---|---|---|---|---|

**Appendix V**

STEM Education Minor Proposal Overview 3/19/13

**Rationale:** This minor will prepare prospective undergraduate primary and secondary teachers with strong foundations in science, technology, computer science, and math. These areas are critical areas for education in the urban schools—public, private, and Catholic—served by USF.

We feel that USF can create a model program to address quality Science, Technology, Engineering, and Math (STEM) training for prospective educators that reaches beyond the bare CORE requirements. We see this minor as a small part of the University's aligning of its new construction with the needs of the city and its communities.

**USF Student Benefits:** For those students pursuing a STEM minor, it will offer them a grounding in the content of the sciences, technology and math coupled with a pedagogical framework to effectively communicate these subjects. This should offer professional rewards for prospective teachers both in strengthening their teaching and in distinguishing USF teachers from others in a competitive market.

**Bridging Graduate and Undergraduate Education:** Through this minor, USF will be able to catalyze several local developments to create an exemplary program. In particular the San Francisco Teacher Residency, a collaborative teacher-training project between the School of Education, the San Francisco Unified School District, and Stanford University, has been recognized by the Carnegie Endowment as part of the 100,000 in 10 project, a national endeavor to train a new generation of STEM educators. With this minor, USF will be creating a pipeline for our students in STEM education bridging from undergraduate to graduate to community.

**Opening to Community and Shifting Standards:** The STEM education minor complements the SF Unified School District's recent investments in STEM education, including hiring a STEM Director. Even more, we hope that this program will build upon the momentum from the upcoming completion of the Center for Science and Innovation.

With the ongoing implementation of the new Common Core Standards not only in California but also across the nation, this is an excellent moment to develop a curriculum that responds to the shifting educational landscape.

**Minor Framework:** Our primary proposal is for a 24 unit minor, though we also have outlines for a 20 unit minor as well. In brief, the 24 unit minor will consist of five 4-unit classes in the sciences and two new two-unit classes in Science Education, one in the Life Sciences and the other in the Physical Sciences.

The 4-unit courses in the minor would be drawn from existing courses in the Biology, Environmental Science, Physics, Chemistry, Computer Science, and Mathematics departments. Thus no new 4 unit courses would need to be developed.

There would also be breadth, depth, and diversity requirements for the minor. These would ensure exposure to a range of sciences and math/computer science (breadth), at least two courses in a particular discipline (depth), and that those already pursuing a B.S.

will reach beyond their major (diversity). The minor would be housed in the DDTP program.

STEM Education Minor
Proposed Curriculum (option II: 24 credit hours)

Brief Description:
The proposed minor's objective is to train enthusiastic, well-grounded teachers who can inspire students and advocate for science education. Further, with the importance of technology in teaching, active engagement with computer science and math will foster well prepared and professionally distinguished candidates.

Overview:
The STEM Education Minor will encompass 24 credit hours of coursework. This will be comprised of five 4-unit classes in the sciences and two new two-unit courses in Science Education.

The STEM Education Minor is designed to give students who are considering becoming teachers exposure to a range of science and mathematics courses while also developing some depth in one particular subject.

The 4-unit courses in the minor would be drawn from existing courses in the Biology, Environmental Science, Physics, Chemistry, Computer Science, and Mathematics departments. Thus no new 4 unit courses would need to be developed. See Appendix A for a list of courses that would be included in the minor.

The two new tw- unit courses would be specifically designed to highlight topics that could be taught in a K-12 environment, to introduce the students to resources for teaching science and, and to relate coursework to the CSETs (California Subject Examinations for Teachers). One of these courses will be in the life sciences (biology and environmental sciences) while the second will be in the physical sciences (physics and chemistry).

The three requirements on the minor would be breadth, depth, and diversity.

**Breadth requirement**: minimum of 1 course in Biology or Environmental Science, minimum of 1 course in Physics or Chemistry, minimum of 1 course in Mathematics or Computer Science.

**Depth requirement**: At least two courses in a single major.

**Diversity Requirement**: Students pursuing a B.S. in the natural sciences need to take at least three courses outside of their department and outside of the courses required for their major. Students pursuing a B.S. in the quantitative sciences (computer science, mathematics) need to take at least four courses outside of their department, one of which can also fulfill the Core B2 requirement.

The STEM minor advising, advertising, and administration would be handled through the Dual Degree in Teacher Preparation.

## Appendix W

**DUAL DEGREE ASSESSMENT REPORT**

### INTRODUCTION

The Dual Degree Program, a coordinated effort of the School of Education (SOE) and the College of Arts and Sciences (A&S) was first approved as a pilot program by Provost Clark in spring 1996 and enrolled its first students in the fall of 1996. Program development activities had begun in 1993; a formal *Survey of Potential Students* conducted by the Assistant Vice President, Academic Affairs in the fall of 1994 sought to confirm the appeal of such a program. Program approval by the Provost followed earlier SOE and A&S faculty and administration approval as well as approval of the Joint University Curriculum Committee (JUCC).

It is important to note at the outset of this report that although the program enrolled its first students in 1996, there was a second formal approval that occurred in 1998 under the auspice of the "Incentive Proposal" program authorized by Fr.President Schlegel. Budget review was to be handled separately but in fact no single budget for the program was ever formally approved. At this time, allocations for program components sponsored by A&S and SOE, however, were granted in the form of supplemental allocations to the two schools. During the program's initial two years of operation no additional budget support had been allocated to the two schools. Following the Incentive Proposal approval, freshman and sophomore student "admission" limitations were also enforced.

The program has been in continuous operation since the fall of 1996. Since the tracking of enrollment commencing in the fall of 1998, enrollment has increased annually from 9 students in fall of '98; to 20 in the fall of '99; to 54 in the fall of '00;to 102 in the fall of '01 and to 167 in the fall of '02. Current projections, which may be modified, project over 200 students for the fall of 2003.

Knowledge of the historical features of the program is important as the evolutionary nature of the program's development has contributed to many of the program's characteristics and challenges cited later in this report.

The Program, as originally approved featured:

• Initial admission of students to A&S; Conditional admission of students to SOE upon successful completion of their junior year studies and the opportunity for students to complete the program in five years with the awarding of the B.A. and M.A. including the completion of requirements prerequisite for California Commission on Teacher Credentialing (CTC) review.

• Integration of subject matter preparation with skills needed to teach that subject beginning during the undergraduate years of study.

• An intensive experience studying in an international or domestic cultural setting other than that in which students grew up, and

• Student movement through the program as a cohort group with opportunities for working with A&S and SOE faculty throughout the program; Undergraduate experiences would focus primarily on the traditional liberal arts disciplines, graduate experiences would focus primarily on the field of education.

## RATIONALE FOR THE REPORT

This assessment has been carried out at the request of the dean of the College of Arts and Sciences and dean of the School of Education and with the support of the Provost. My first hand familiarity with the evolution of the program in my former capacity as Dean of the School of Education also contributed to the decision to authorize the review. As identified in my memorandum of December 2, 2002, (Appendix A) previously shared with the deans and the provost, the report examines issues of program articulation, program development and administration, and staffing and fiscal support. Need for the immediate review of the items cited stems from internal "growth pains" of the program endemic to the expansion of most programs, and particularly collaborative programs; as well as aggravation of these problems by larger institutional and socio-political and economic factors that could not be foreseen at the time of program design and implementation. The magnitude of the need for addressing the findings of the report has been significantly increased by personnel actions in the two involved schools over the period of the past year. The resignation of the Dual Degree Program director during the past month increases exacerbates this need.

The report seeks to be as concise as possible. Recommendations, accompanied by a brief rationale complement the findings.

Data for the report was gathered through interviews with administrators, program faculty and students as well as review of relevant documents. Documents reviewed included: minutes of meetings, memoranda, notes, draft documents, miscellaneous correspondence, curriculum materials and proposals. Initial review of these materials confirmed the centrality of the issues cited in the memorandum of December 2 to the assessment of the current health of the program. Hence, organizers for the narrative that follows will address articulation issues, program administration and development issues, and staffing and fiscal Issues. In retrospect, initial planning documents outlining the issues to be reviewed, however, did not adequately convey the multitude and urgency of issues facing the program at this particular juncture in its history. Many of them are a direct result of external and internal events of the past year. It is important that the urgency of addressing these issues be identified at the outset of this report as a sense of urgency was conveyed by all parties with whom I spoke; and contributes to the findings and recommendations outlined on the following pages.

Internal factors contributing to the need for program review include:

• Rapid increase in student enrollment; absence of clear program enrollment goals and targets

- Implementation of the College of Arts and Sciences 4 credit course policy

- Staff turnover

- Budget uncertainties

- College of Arts and Sciences and School of Education leadership changes


External factors contributing to the need for review include:

• Changing Commission on Teacher Credentialing requirements

• State/local budget reductions and implications for teacher hiring

• Increased but unclear U.S. Department of Education/legislative influence on teacher requirements

• Fluid state of State of California legislation regarding teacher qualifications

Treatment of these factors will be incorporated into the findings and recommendations that follow. Many of them have developed significantly in importance over just the past one or two years, others have been exacerbated by events of just the past one or two months and aggravate previously identified areas of concern. Virtually all are dynamic and will take a different form from month to month or year to year.

It is felt that appropriate response to the Program Development and Administration findings along with response to the Staffing and Finance findings will provide the basis for addressing the issues and factors previously identified and for responding to specific program and advisement challenges cited in the pages to follow.

**FINDNGS: PROGRAM DEVELOPMENT AND ADMINISTRATION**


**1) Overall program governance has been marked by high turnover and few clear or functioning role definitions.**

Discussion:

The program, initially designed, by a School of Education Faculty member, provided for overall program direction to be provided by an A&S faculty member with a SOE faculty member to assume responsibility for the oversight of the "second culture" or "immersion" experience. An administrative assistant was to assist the director. Initially, all leadership positions called for formal faculty assignments with faculty time assigned to be increase as subsequent cohorts of students were admitted. A formal search was held for a program director or coordinator and for an assistant to the director in 1998(?); a job offer was extended but the Search Committee was unable to attract the individual to USF with the authorized salary. Failing in this effort, an A&S faculty member was asked by the A&S dean to assume the position (treated as a .25 assignment) with the current Administrative Coordinator appointed as a full time assistant to the director. The original director held the position for two years. Upon her resignation and return to

a full time faculty assignment, a second already tenured A&S faculty member was assigned to the position by the dean of Arts and Sciences. She has held the position from summer 2001 (.40 assignment) to the present but has just announced her intention to resign from the position effective the end of the spring term, 2003. In the fall of 2002, an additional staff member in A&S was assigned (.25) to assist with advisement. SOE liaison assignments have ranged from .25 to .50 over the duration of the project with three individuals serving in the capacity of liaison over the period of the past four years. A SOE faculty member

was assigned .25 in the third year of the project to assist coordinate the second culture experience but was subsequently reassigned. The current SOE faculty liaison assignment also carries responsibility for the development of a domestic equivalent for the overseas experience of most students. A Dual Degree faculty program committee meets regularly.

Within the above staffing context, the administrative coordinator has assumed far greater responsibility than originally projected. Students see him as the primary program liaison. He has also been central to the evolution of the second culture experience and has worked closely with the program directors on this task. As the only individual assigned full time to the program, and as the only individual who has been associated with the program since its inception, he provides whatever "center of gravity" there is in the program. Within the context of school/college leadership changes, turnover of directors, changing faculty assignments, and few job descriptions, the program which currently serves more than 150 students is approaching a staffing crisis point – a point at which it will find itself should the administrator coordinator leave the University.


**2) The Dual Degree program can be conceived of almost three discrete programs: An Arts and Sciences or undergraduate liberal arts program, a School of Education Teacher Credentialing program, and an Overseas Program.**

Discussion:

Although there has been some progress in articulating program components over the past two years, the Dual Degree program is seen as a set of fairly discrete programs by students with the administrative coordinator seeking to pull together the pieces. The very manner in which the program has evolved over the years - an initial false start followed by formal approval, high faculty turnover, and cultural/logistical differences between the two schools has contributed to the relative isolation of the individual program components.

Responses to the challenge of isolation over the past two years are worth noting.

In the area of second culture experience:

• Sites for international assignments accrue from A&S initiatives rather than shared initiatives, but links between the experience and preceding and post experience curriculum are being developed

• New and varied relationships are being developed with cooperating institutions; a pilot "domestic equivalent" program for the international experience has been developed.

As regards San Francisco campus program development:

• Efforts to address the inordinate course demands on the dual degree student (currently 148 rather than 128 credits is required to graduate A&S) to meet program requirements have been initiated by the A&S dean's office.

• The Program Curriculum Committee comprised of faculty from the two schools meets regularly; the Director of the program attends Teacher Education Program meetings, and the Associate Dean for Teacher Education and the Dual Degree program director are seeking to address changing CTC requirements.

The magnitude of the excessive credit demands on students in the program is demonstrated by the following statistics for the current academic year: Undergraduate dean's letters and waivers were issued for 44 students carrying 19 credits; letters and waivers were issued for 112 students carrying 17 credits. Significant program adjustments will be required to address the excessive course demands on students.

The challenges created by the several not always compatible internal and external factors contributing to the distance between the programs (A&S and SOE requirements, CTC regulations, 4 credit program, State and Federal mandates) are compounded by the cultural differences between the two schools, and within SOE itself, the assignment of less status and the perception of more work and fewer rewards to faculty assigned to teacher preparation programs. One could conclude that the liberal arts/education status dichotomy is generic to higher education; it is ironic that there is a variation of the same theme in SOE only that the split is between faculty responsible for teacher preparation and those responsible for doctoral student advisement and instruction.

**3) Emerging international program efforts need to better integrated with San Francisco Campus programs; the domestic equivalent program is limited to one setting and is not fully developed**

There has been a significant improvement in curriculum development for the international experience component of the program and in program planning over the past several years. The Program Director as well as the Administrative Coordinator have worked closely with the former A&S Senior Associate Dean to develop summer programs in Tijuana and a summer '03 program in Puebla Mexico in collaboration with Universidad Iberoamericana; a summer program at Ateneo University in Manila, Philippines. An academic term program at University of Budapest, Hungary experienced its first cohort of students, fall '02.

The first domestic "second culture component" was offered fall '02 in collaboration with the Bret Harte School, a public school in San Francisco's Bayview community. The School of Education liaison and the Dual Degree Administrative Coordinator coordinated component development.

Despite advances of the previous several years, there is not evidence of goal for this component of the program and consequently little evidence of program-wide domestic curriculum development to complement the second culture experience. The fact that all sites that house second culture components are the result of initiatives unrelated to the Dual Degree program is illustrative of this feature of program development. Although there has been progress in developing experiences specifically designed for Dual Degree

students, the experiences are greatly influenced by the nature of the site that had been chosen independently of any goals set by the Dual Degree for the program.

Program goal and content deficiencies are complemented by a host of administrative and support areas in need of attention.

• Impact of additional tuition cost on student enrollment

• Second culture program staffing and role development

• Length of the experience and relationship to University program requirements

• Relationships with collaborating institutions or agencies

• Logistical support needs of students

The previously mentioned items are regularly cited as areas of concern but with the exception of the area of staffing, have been handled on an "as need" basis with little evidence of predictability or policy consistency from year-to-year. Although the international study and exposure have been extremely positive, the "getting from here to there" has been confusing for students.

**4) Several Major Program Policy Questions Need be Addressed**

The history of the program itself has contributed to the development of a set of major program issues that need to be addressed. When the program was small, many of the problems cited in the narrative to follow were resolved by accommodations with individual students in the program or by last minute adjustments in the program.

Policies that need to be addressed include:

• Program size - Current enrollment is in excess of 165 students (65 more than projected in the original program proposal)

• Goals and length of second culture experience - summer or academic term, duration, domestic/international, locations

• Students eligibility for admission – All or specified subject areas, highly selective or traditional University criteria  (program currently includes business students, physical education students in addition to multiple subject waiver program (elementary students)

• Federal and State legislation impact - Does program continue with waiver programs or prepare students for substitute examination program?

**5) Relationships with the several offices responsible for the successful maintenance and development of the program are complicated by the manner in which the program interfaces with these offices on campus and dysfunctional University policies and regulations.**

Program strains emanating from legitimate but varying academic or content referent points (CTC, A&S, SOE) are complemented by a variety of strains created by unclear roles or specific policies of different offices of the University. These strains create confusion for students and/or considerable

work for program staff. Primary points of confusion are generated by the Bursar's Office, the Registrar's Office the Registrar and the Office of Admissions. Confusion with the Bursar's and Registrar's offices is created by differential tuition rates for undergraduate and graduate as well as A&S and SOE students or from student course overload payment policies. A&S students taking SOE courses, undergraduates taking a graduate courses during the year of transition, students taking courses above the maximum permitted under University policy all require personal intervention by Dual Degree staff either to assist reconcile differences or provide rationales for exceptions. Recruitment and admissions strains are created by the inability of the Office of Admissions to tailor recruitment for the Dual Degree program as a specific program. Understandably, Admissions staff are not familiar with the intricacies of the program or State Credentialing requirements. In addition, visits of high school juniors or seniors with an interest in teaching, for some of the reasons previously mentioned, are forwarded to Dual Degree staff thereby creating significant time demands on the small Dual Degree staff.

**6) Undergraduate students are admitted as a cohort but don't function as a cohort; individual class cohorts neither systematically relate to the program nor constitute a community within the University.**

Over the years, various reports on teacher preparation have pointed to the value of teachers being prepared as a cohort of students. The mutual support, peer learning opportunities and the sense of identity associated with functioning cohort groups have contributed to both expertise and camaraderie that supports young people as they make the transition from student to professional. Despite an initial orientation program for incoming students and periodic occasions for bringing students together, Dual Degree students with whom I met, despite satisfaction with individual elements of the program, comments conveyed a "disconnectedness" to the program – as a group. Programs are too individualized, socialization to the field of education and SOE is minimal in the early years, the transition to SOE student status is difficult and there are too many program changes from year to year to permit a sense of continuity or predictability prerequisite to student planning. Students, and some faculty, as being reactive rather than proactive, unplanned rather than flexible, see program development.

**7) Student transition to the School of Education is underdeveloped.**

Dual Degree Students exposure to SOE prior to their formal admission into the Teaching Credential and Master's Program is basically limited to the limited number of SOE courses in which they enroll during the four years they are technically students in A&S. There are few opportunities for interaction with SOE faculty or faculty designated as A&S Dual degree faculty and few opportunities for students to come together as a group to discuss issues related to education, schooling, children - or to simply get to know one another. In addition to the negative impact on the establishment of a cohort, this factor has contributed to a feeling on the part of many students that they are ostracized when they enroll in SOE courses or when they enter the graduate component of the program. This perception is fueled by two significant factors: (1) the lack of program articulation between the two schools with the accompanying "course overload" carried by the majority of A&S students, and (2) the previously mentioned "two cultures" of the liberal arts and education. Rather than elaborating on the latter point, suffice it to say that different work schedules of the faculty of the two schools, the

youth of the Dual Degree student compared to the majority of graduate students, and the status pecking order in SOE itself, are major contributors to the sense of isolation felt by many students.

**FINDINGS: STAFFING AND FINANCE**

**1) The role of the Project Coordinator/Program Director has neither been fully developed nor appropriately recognized.**

The Incentive Proposal initially called for a Dual degree Project Coordinator, a Dual Degree Faculty Advisor and a Dual Degree Administrative Assistant as "central" non-teaching administrative personnel. The Project Coordinator's role definition is carried in the proposal and covers a wide range of program responsibilities ranging from student recruitment, to liaison to University program offices, to curriculum development to…coordination with CTC to … (Appendix B). The role is far too broad and originally called for a 1.0 assignment at this stage of student enrollment. As noted earlier, the original University search for an individual to fill this position was unsuccessful with subsequent assignments of University faculty to the position ranging from .25 to .40 of load. Failings in support and an updated role definition, or lack thereof, have lead to high turnover of faculty assigned to the position and to the subsequent passing on of responsibility for many of the functions identified in the original role description, plus many of those linked to the original Administrative Assistant role, to a recent graduate of Arts and Sciences whose title has been modified (Administrative Coordinator) to more appropriately reflect the responsibilities he has assumed.

**2) The failure to appropriately define and acknowledge the role of the Director/Coordinator has been compounded by the fact that the demands of the job create a set of time and professional demands that are significantly different than those associated with the tenure line faculty member.**

The Project Coordinator or Program Director, carrying faculty rank in A&S, carries a set of responsibilities and accompanying time demands tbat are not consistent with those usually sought by a faculty member. Although the first Director, was able to secure tenure after serving in the position for two years, she resigned from the position on securing tenure as it prevented her carrying out her research agenda; the most recent director, who has just resigned after little more than two years has cited similar reasons for her resignation. Although it is imperative that the director carry academic legitimacy with faculty, there is little likelihood of a director being culled from the pool of faculty already employed as faculty: the demands are sufficiently different from those perceived by an individual assuming a teaching position to discourage any extended commitment to the program by an individual who seeks a "professor's life."

**3) There is no "center of gravity" for the program.**

This observation, in many respects, is a logical extension of the previous two findings. It represents a dimension of the problem, however, that is as

qualitative as it is quantitative. There are myriad institutional referent points to which the program must be responsive (College of Arts and Sciences, School of Education, Commission on Teacher Credentialing, California State Department of Education, school departments of Bay Area cities and towns, as well as a variety of University offices). A host of regulations emanate from these units: A&S and SOE academic course requirements, CTC accreditation demands, CTC student reporting requirements, prerequisites for student participation in field assignments, etc. There are also a large number of faculty and administrators in both A&S and
SOE involved with the interpretation of California State regulations, program revisions consistent with changes in federal, state and CTC requirements, and the monitoring of academic programs in which the students are enrolled. In addition, there is also the handful of universities and agencies with which the program must collaborate in the development and management of the second culture experiences.

Without a force or continuity prerequisite for articulating and communicating the host of challenges emanating from the factors just cited, or for providing a "center of gravity," there is a real danger the pieces of the program will break out of orbit. The history of the program, marked by continuing changes in regulations, significant turnover of participating faculty, changing requirements for teacher credentialing, turnover of leadership (with the one exception previously noted) complemented by the current budgetary and credentialing crises confronting Bay Area schools, could lead to this heavily enrolled program being rudderless in the tempest of the upcoming few years.

**4) Communication lines between the College of Arts and Sciences and the School of Education are either not clear or are not appropriately used.**

It is not surprising that a program that indirectly involves so many people, is responsible for so many different sets of tasks and is responsible to so many intra and extra-university units and agencies is marked by the confusion of students and frustration of many faculty. A few examples: Meetings regarding program policy may be held by A&S without SOE participation, Changes in CTC regulations and unilateral changes in SOE programs may not be communicated to A&S faculty, state or city changes in field participation requirements may not be reflected in A&S planning, Dual Degree student assignments may not be cleared with SOE.

 Program Curriculum meetings drawing faculty from both schools just don't seem to get at these issues. There are simply too many different people, responsible to too many different people, for too many different tasks


**5) Budget development procedures and extent of fiscal support is unclear.**


SOE personnel funds originally allocated for program support were transferred to Arts and Sciences ($35,000) in 2001 (?) with the balance of the SOE budget (excepting $10,000) removed by central administration to meet budget short term cost savings in 2002. .50 of one SOE faculty member was assigned to the program for 2002-2003 with funds drawn from the SOE base budget. In 2002-2003, A&S assigned one faculty member (.40) to serve as director or program coordinator, and a program student advisor (.25 assignment of a person already on staff) and the fully supported the salary of the Administrative Coordinator drawn from the earlier SOE transfer and supplemental A&S support.

The bulk of A&S support identified with the original Incentive Proposal was withdrawn to meet earlier budget savings needs of the University. At no time has there been a single formal budget assigned to the program. Funds that have been assigned to the program, with the previously noted exceptions, have been drawn from the reallocation of funds previously assigned to the units. Needs during the early stages of the program, marked by small enrollment, could be met, for the most part, by the internal reallocation of funds. Allocations were marked by private agreements between deans and for the most part, were assigned in response to financial demands as they arose. Although an additional position has been requested for the upcoming year, it is not clear that the request is seen as an integral part of a Dual Degree program budget and those responsible for the day-to-day operation of the program, including the director, have no knowledge of the budget.

**6) The Education component of the program is taught virtually entirely by adjunct faculty**

A series of factors have contributed to the fact that over 90% of SOE faculty teaching in the program are adjunct (part-time) faculty. Although the faculty appear to be fully qualified to teach in the program, the part-time status mitigates against their ability to address the need for the program to be conceived as a mainstream entry of the University and the School. The fact that virtually no full-time faculty teach in the program aggravates the set of concerns identified earlier regarding the absence of a center to the program, the failure to realize the potential of the cohort group and contributes to the flawed lines of communication. Without strong central leadership and the review of program faculty assignment policies, there is little chance that the program will realize the initial set of goals identified in the Incentive Proposal.

**7) The Program does not have a central, visible working location**

In light of the space demands on campus, the decision to locate the Program Director and Administrative Coordinator in new offices deserves credit. Unfortunately, the Lone Mountain location of the offices (a campus building seldom used SOE students, and distant from the core of A&S and SOE faculty) is not conducive to carrying out many functions central to the programs success, not the least of which is its visibility for potential as well as current students. The small offices are folded within the large area devoted to the TESOL program and there is no space for student review of materials central to their participation in field activities, development of State-required Teacher Assessment Profiles, credentialing requirements- or just student and faculty socialization.

<u>RECOMMENDATIONS</u>

The recommendations that follow are keyed to the findings and are designed to serve as a point of departure for discussion. They are the product of my discussions with faculty, staff and students associated with the program. As one familiar with developments in the field of teacher education and as a former dean of the USF School of Education and former dean of the Boston University School of Education that successfully implemented a similar

program while I was dean, I am sure there are elements of bias that have entered into my recommendations.

The recommendations that follow are not listed in priority order. I am of the conviction, however, that unless recommendations one through three are addressed almost immediately that the current and future program will be placed in jeopardy.

1. The role definition of the Program Coordinator should be reworked as Program Director. It should incorporate the administrative and academic components of the role reflecting the scope of responsibilities to be assumed by the Director and should specifically identify the need to incorporate CTC/legislative demands in program development and administration.

2. There should be a search for a full time director to be appointed to a multiple year, eleven-month contract. He/she should carry an administrative assignment and should teach at least two courses in the program – the teaching assignment should be consistent with University collective bargaining guidelines.

3. The Director shall be directly responsible to the deans of the two participating schools. As an alternative, he/she may be directly responsible to an associate provost or the Provost.

4. A report authored by the deans of the two participating schools that addresses the progress in addressing the findings of this report shall be submitted to the Provost no later than February, 2004. Following 2004, the deans shall be responsible for the submittal of an annual program report to the Office of the Provost and the cooperating deans.

5. The Program Director shall be charged with immediate responsibility for working with the appropriate parties, including the Dual Degree Program committee and the deans, to develop a plan specifically designed address the overly isolated program components identified in the body of this report.

6. The Program Director shall assume responsibility for working with the Dual Degree Program Committee and the Associate Provost for Intercultural Programs to fully and formally document and develop the "second culture" component of the program. Attention shall focus specifically on the goals for this program component, the length and intensity of the program, and the integration of this program with A&S core requirements and SOE requirements.

7. Immediate attention shall be directed to the development of the domestic counterpart for the international "second culture" experience. In developing this program component there should be consultation with the University Office for Community Outreach and agencies with which the University already has working relationships.

8. A formal admissions and enrollment plan shall to be developed. The Program Director, in consultation with deans and other appropriate parties should establish program enrollment projections and enrollment

caps. In addition, special criteria for student admission to this program need to be reviewed and more fully communicated to prospective students.

9. A formal plan for the establishment of functioning cohorts of students shall be developed. This plan shall identify specific strategies and staffing necessary to provide appropriate student advisement in the individual schools with particular attention devoted to strategies for assimilating students into SOE

10. SOE staffing shall include the formal assignment of a faculty member as Dual Degree Advisor.  The role definition shall minimally include, student advisement, communication with School staff responsible for field assignments and credential review, organization of State mandated Teaching Assessment Profiles (TAP). The advisor shall be assigned .50 with the balance of load calling for instruction in the Dual Degree Program; the Dual Degree assignment, hence, shall call for full assignment to the program.

11. School of Education full time faculty participation in program shall increase to address the perceived isolation of students, contribute to the establishment of a functioning student cohort and to reflect the centrality of this program to the Teacher Education enrollment projection.

12. Increased full time faculty participation shall be complemented by the adjustment of adjunct faculty roles. The adjustment should require fewer adjunct faculty to participate in the program but should broaden the roles of those who are selected and should provide opportunities for multiple year commitments and expanded assignments.

13. To the extent possible, and with the objective of facilitating a center of gravity for the program, central offices with adequate support to serve students shall be lodged in an area more conducive to faculty and student interaction.

**CONCLUDING COMMENTS**

This report focuses on areas in need of attention. After reading the preceding text, one could jump to the conclusion that the program is not working. Such is not the case. It is clear that the program is attracting students and could attract more.  Students are drawn to the University by virtue of the opportunity to link their liberal arts and teaching credential program and, for the most part, find individual components of the program rewarding. There is also little question that the progress of the program over the years has been made possible by the significant contributions of program coordinators or directors drawn from A&S and the on-going efforts of the Administrative Coordinator, the only individual who has been with the program from its outset. Without his contributions, the program would not be functioning.

 As long as program enrollment numbers were low, as long as small cohorts of students were successively added to the program, adjustments could always be made by administrators that responded to individual student needs and filled in holes, as needed. At this point in time, however, with the turnover of SOE

and A&S leadership, the turnover of the project coordinators/director, leaving no full time person assigned to the Dual Degree Program other than the administrative coordinator the program is extremely vulnerable. This vulnerability is increased by the flux in the larger professional, social and economic environment. Should the administrative coordinator leave, which is always a possibility, and should enrollments in the program even remain constant, the University would be faced with a virtually insurmountable challenge: A program with no leadership, no staff and close to two hundred students.

Immediate attention needs be directed to the recommendations contained in this report. I am sure there may be ways to respond to the needs identified other than those specified in the preceding pages, but I am also sure that the failure to develop a significant response, one that directly addresses the needs identified, one that calls for more than internal adjustments marked by part-time reallocations of responsibility, that the University will lose a significant opportunity to maintain and develop a program that is responsive to the University mission and attracts a significant number of students to the University.

Respectfully Submitted,



Paul B. Warren