Hawaii Teacher Standards Board State Approval of Teacher Education Unit Self Study Report

CHAMINADE UNIVERSITY
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Continuing

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SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution: Chaminade University

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		Initial	Advanced
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2	Assessment System and Unit Evaluation	M with conditions	M with conditions
3	Field Experiences and Clinical Practice	M	M
4	Diversity	M with conditions	M with conditions
5	Faculty Qualifications, Performance, and Development	M	M
6	Unit Governance and Resources	M with conditions	M with conditions

M = Standard Met
NM = Standard Not Met
NA = Not Applicable (Programs not offered at this level)

I. INTRODUCTION

A. The Institutional Context

Located on Kalaepohaku ("stony hillside") overlooking Diamond Head Crater and the Pacific Ocean, Chaminade University of Honolulu (CUH) is the only Catholic university in the State of Hawai'i and one of three sponsored by the Society of Mary (Marianists). In September 1955, the Marianists opened Saint Louis Junior College on the Saint Louis School campus offering a two-year liberal arts program. Two years later, the college expanded its programs and became a four-year coeducational college with the name of Chaminade College of Honolulu. In 1967 Chaminade established an evening program to serve adult learners. A decade later, with the institution of graduate programs, Chaminade College of Honolulu became Chaminade University and "of Honolulu" was added in 1981.

In 2008, the Chaminade community celebrated the successful completion of its *Transformations* fund-raising campaign. During the eight years of this campaign, Chaminade received more than $66.5 million dollars in support and pledges, of which over $47 million has been dedicated to improvement in campus facilities, including the impressive new Sullivan Family Library dedicated in April 2008.

A comprehensive private university in an urban setting, Chaminade offers 22 four-year baccalaureate programs for undergraduate students; 3 certificate programs; 5 two-year associate programs; 7 master's degree programs; and an array of evening and on-line programs for the associate of arts, associate in science, bachelor of arts, and bachelor of science degrees at various locations on the Island of Oahu. Chaminade University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, the nationally recognized agency for accreditation of post-secondary institutions in its area of the United States. Enrollment in all programs in fall 2008 was approximately 2,700.

Chaminade University is one of the most diverse colleges in the U.S. and provides a model of multi-cultural interaction and understanding. The greater community of Honolulu in which the University is located provides another dimension of cultural awareness, as so many cultures co-exist and mutually benefit from one another in this cosmopolitan city. Chaminade has made a special attempt to reach its Native Hawaiian and Pacific Island students. The proportion of Native Hawaiian students in the undergraduate program is above 10%. In recognition of the university's strong commitment to its Hawaiian/Pacific roots, in 2003 the Federal Government designated the University as a Native Hawaiian-Serving University. In February 2008 the University became one of only three colleges and universities nationwide to receive a Presidential Award for Service to Youth from Disadvantaged Circumstances from the Corporation for National and Community Service for the University's exemplary service efforts.

Consistent with the Marianist belief of education as an intellectual pursuit and means to impart a religious vision and transform society, CUH integrates intellectual skills with social responsibility and cultural inclusiveness. The key ingredients of education at Chaminade are:

- Academic excellence
- Professional preparation
- Close involvement with professors and classmates
- A supportive campus atmosphere and a vibrant campus life
- Opportunities to contribute to society while still in school
- Multi-cultural awareness and understanding.

II. CONCEPTUAL FRAMEWORK

Chaminade University Mission Statement

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers. Guided by its Catholic, Marianist, and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Unit Mission Statements

The unit has yet to articulate a unified unit mission statement; rather, it has provided one mission statement for the education division and one for the school counseling program.

1b. Unit's philosophy, purposes, professional commitments, and dispositions

The unit has yet to articulate a unified statement of its philosophy, purposes, and professional dispositions; rather it has provided one statement for the education division and one for the school counseling program. This unit will need to generate a unified statement of its (a) overarching beliefs about the nature of teaching and learning, (b) purposes, and (c) goals and/or outcomes.

1c. Knowledge bases, including theories, research, the wisdom of practice, and education policies

The unit has yet to articulate unified knowledge bases; rather, it has provided one knowledge bases for the education division and one for the school counseling program. It will need to describe a single conceptual framework that includes the unit's knowledge base. This section will include the educational research, educational literature, and wisdom of practice that undergirds the unit's philosophy and goals related to teaching and learning.

1d. Performance expectations aligned with professional, state, and institutional Standards

The unit has yet to articulate a unified set of performance expectations that are aligned with professional, state, and institutional standards; rather, it has provided one set for the education division and one for the school counseling program.

1e. The system by which candidate proficiencies are regularly assessed

The unit has yet to articulate a system by which the candidate proficiencies are regularly assessed; rather it has described one set of transition points for the education division and one for the school counseling program. Moreover, each degree program has defined differing and often

multiple assessments in each category that are introduced at various phases of the candidate's progression toward the degree. The unified assessment system will need to include (a) the transition points indicating when the unit does a review to determine if candidates are developing the proficiencies and meeting the unit's expectations; (b) a brief description of the key assessments that the unit uses to assess candidate proficiencies; (c) the process that the unit uses to ensure that the assessments are accurate and consistent; and (d) the policy or process that the unit follows when candidates are not meeting the unit's expectations.

2. Identify the groups or individuals from the unit's professional community who participated in the development and possible revisions of the conceptual framework.

The unit has yet to develop a unified conceptual framework and to share it with the wider professional community.

Shared Vision

The unit has yet to articulate a unified vision for the unit; rather, it has provided a vision statement for the education division and a vision statement for the school counseling program. The unit will need to create a conceptual framework that includes (a) a vision statement for preparing educators to work in P-12 schools (b) a knowledge bases to support the conceptual framework, (c) an explanation of who participated in the development of the conceptual framework, (d) an explanation of how the conceptual framework has been shared with the wider professional community, and (d) a description of the relationship of the conceptual framework(s) to Chaminade University's mission.

Coherence

The unit has yet to articulate a unified conceptual framework; rather, it has provided one conceptual framework for the education division and one for the school counseling program. The unit should create a conceptual framework that provides a coherent system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

Professional Commitments and Dispositions

The unit has yet to articulate a unified set of professional commitments and dispositions; rather, the unit has provided one set of professional commitments and dispositions for the Education Division and one for the School Counseling Program. The unit should articulate a unified set of professional commitments to knowledge, teaching competence, and student learning as well as the dispositions that the faculty value in teachers and other professional school personnel.

Commitment to Diversity

The unit has yet to articulate a unified statement of commitment to diversity; rather, it has provided one statement for the Education Division and one statement for the School Counseling

Program. The unit should create a unified conceptual framework that reflects the unit's commitments to preparing candidates to support learning for all students and should provide a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Commitment to Technology

The unit has yet to articulate a unified statement of commitment to technology; rather, it has provided one statement for the Education Division and one statement for the School Counseling Program.   The unit should create a unified conceptual framework that reflects the unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Candidate Proficiencies Aligned with Professional and State Standards

The unit has yet to articulate a unified set of candidate proficiencies that are aligned with professional and state standards; rather, it has provided one set of candidate proficiencies for the Education Division and one statement for the School Counseling Program. The unit should create a conceptual framework that provides the context for developing and assessing candidate proficiencies based on professional, state, and agency standards

III.   STANDARDS

Standard 1

Information reported in the USSR for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the USSR that are incorrect.)

X Yes

Explanation:

Element	Unacceptable	Acceptable	Target
1a. Content Knowledge for Teacher Candidates – Initial Teacher Preparation		X	

Summary of Findings for Initial Teacher Preparation:

Program reports prepared for state program review were provided by Chaminade's Education Division. There was evidence of WASC Capacity and Preparatory Review Report as well as the report of the WASC visitation team. The Commission endorsed the findings, commendations, and recommendations of the team. Out of the seven areas cited, the team reported two areas which directly relate to content knowledge for teacher candidates. These were the following: 1) define student learning outcomes for general education and degree programs and 2) integrate service learning into the curriculum and assess outcomes. The Commission received the review report and granted Chaminade continuing accreditation. The Commission also indicated that it expects that the above findings to be addressed in the Educational Effectiveness Review (EER) report and hopes to see substantial progress at the time of the EER visit in March 2010.

State licensure test scores were aggregated by program area and were reported over a four year period. The institutional passing rates on content area tests for initial teacher preparation for the following periods were: (83%) in 2007-2008, (86%) in 2006-2007, (91%) in 2005-2006 and (88%) in 2005-2004.

Data from other key assessments were also used. Teacher candidates' competency in the content areas was assessed in graded course work and in signature assignments. (Note: Signature assignments are being piloted in the elementary undergraduate and Post-Baccalaureate programs. Full implementation of signature assignments with their corresponding rubrics for the undergraduate and Post-Baccalaureate programs is scheduled for the 2008-2010 academic years.)

Education faculty assessed content knowledge in lesson plans, unit plans, and signature assignments in which "big ideas" are derived from content standards. The scoring guidelines used by the faculty to assess teacher candidate learning against content standards were in the form of a rubric. Individual program courses used a rubric that defined the expectations of that assessment, and the same rubric was used for each section of the course. These assessments and scoring guide/criteria were found in the respective PSSR documents for each program.

Samples of teacher candidate signature assignments were accessed via LiveText. These signature assignments were used to assess student competencies. Evaluations were conducted by course instructors, using a rubric. (Note: faculty assessed content knowledge in lesson plans, unit plans, and "signature assignments" in which big ideas derived from content standards were generated.

According to Praxis II Subject Area Exam, candidates demonstrated competency with regard to content area.

Passing Rates for the IHE Praxis II content area examination(s) were reported as follows:

- 2008 Praxis II School Guidance and Counseling: 100%
- 2007 Praxis II School Guidance and Counseling: 92%
- 2008 Praxis II PLT K-6: 93%
- 2007 Praxis II PLT K-6: 86%
- 2008 Praxis II PLT 7-12: 100%
- 2007 Praxis II PLT 7-12: 91%

(Note: Praxis II content area examinations require candidates to demonstrate competency in content area. Candidates were successful in demonstrating content area competency.)

HTSB Teacher Performance Standard #7 [Uses active student learning strategies] and HTSB Standard #8 [Uses assessment strategies] were addressed in Core MSCP and School Counseling courses.

A variety of assessments were used to address the HTSB Teacher Performance Standards. Assessments of HTSB #1, HTSB #6, HTSB #7, HTSB #8, HTSB #9 and HTSB #10 revealed candidate knowledge of content. The assessments were of sufficient quality and in alignment with the HTSB standards. With regard to the standards listed above, all candidates received high/passing scores or approval ratings.

Element	Unacceptable	Acceptable	Target
1b. Pedagogical Content Knowledge & Skills for Teacher Candidates – Initial Teacher Preparation		X	

Summary of Findings for Initial Teacher Preparation:

Data from other key assessments were also used. Teacher candidates' pedagogical content knowledge was assessed in graded course work and signature assignments. (Note: Signature assignments are being piloted in the elementary undergraduate and Post-Baccalaureate programs. Full implementation of signature assignments with their corresponding rubrics for the undergraduate and Post-Baccalaureate programs is scheduled for the 2008-2010 academic years.) Education faculty assessed pedagogical content knowledge in lesson plans, unit plans, and signature assignments in which "big ideas" were derived from Hawaii content performance standards. The scoring guidelines used by the faculty to assess teacher candidate pedagogical content knowledge were in the form of a rubric. Individual program courses used a rubric that defined the expectations of that assessment, and the same rubric was used for each section of the course. These assessments and scoring guide/criteria were found in the respective PSSR documents for each program.

Samples of teacher candidates' signature assignments were accessed via LiveText. These signature assignments were used to assess student competencies. Evaluations were conducted, using a rubric by the course instructor. Note: faculty assessed pedagogical content knowledge in lesson plans, unit plans, and "signature assignments" in which big ideas derived from content standards were generated.

Follow-up studies of graduates and employers occurred in 2008 and 2006. Six competencies were addressed in the survey. Principals rated the pedagogical knowledge and skills of Chaminade graduates, while the graduates rated themselves in the same areas. The survey had three categories of ratings: "strong", "average", and "weak". The overall results were positive, with the majority of assessments in the "strong" and "average" categories. Out of the six competencies, the principals rated competency #2, the ways children and adolescents develop, and the relations to learning, professional ethics, laws, and policies and competency #3, the use of research in teaching, as the weakest ratings for teacher candidates.

Listed below were the following documents used to generate information with regards to this element:

PRAXIS II Principles of Learning and Teaching Examination
MSCP Program Evaluation
Principal Survey
Post-Graduate Survey
Counseling Skills Proficiency Record
Course/Instructor Evaluation

All Candidates demonstrated high/passing scores or approval ratings on these documents.

Element	Unacceptable	Acceptable	Target
1c. Pedagogical and Professional Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation		X	

Summary of Findings for Initial Teacher Preparation:

The signature assignments embedded in education courses require teacher candidates to provide evidence that they can integrate and apply knowledge for instruction by writing and implementing lesson and/or unit plans. These plans provide accommodations for diverse learners, develop critical thinking and problem-solving skills, provide for active engagement in learning, and provide a positive classroom climate that fosters collaboration and communication.

With regard to pre-licensure courses, teacher candidates reviewed and discussed the foundations of educational thought and current theories of education as it related to the HTSB Teacher Performance Standards and the Hawai'i Content Performance Standards and benchmarks for the appropriate grade levels.

To ensure teacher candidates had professional and pedagogical knowledge and skills, candidates must pass the corresponding Praxis exams before any licensure courses are taken. Furthermore, candidates must pass their licensure courses with a minimum of a B for all programs; otherwise, the course must be retaken. Attachment 3.1 provides candidates' GPAs and Student Teaching Evaluations as measures of candidates' demonstration of their professional and pedagogical knowledge. (Note: various grading scales used amongst faculty existed across licensure courses.)

Cooperating teachers and university supervisors monitored candidates' performance and reported back, using an observation report form during each visit. This observation was conducted during the 8th week/ mid-term and again during the 15th week/ final evaluation of student teaching. During observations, candidates received both written and verbal feedback from their cooperating teachers and university supervisors. (Note: One interviewee/candidate had two formal observations and one informal observation). Also, one interviewee/candidate had two formal observations and no informal observation, thus far.)

Candidates were enrolled in the student teaching seminar while conducting their student teaching. This course required candidates to produce documented evidence about how he/she met all ten HTSB Teacher Performance Standards by creating a printed or electronic portfolio. With regard to each HTSB standard, two pieces of evidences from previous courses were provided along with a reflective narrative for each to show achievement of that particular standard. (Note: printed and electronic portfolios were viewed. In addition to the portfolio, candidates turned in course assignments, i.e. lesson plans, unit plans, classroom management plans, and samples of graded student work.)

Element	Unacceptable	Acceptable	Target
1d. Student Learning for Teacher Candidates – Initial Teacher Preparation		X	

Summary of Findings for Initial Teacher Preparation:

PSSR documents for each program included assessments and scoring guide/criteria used to evaluate student learning for teacher candidates. Candidates' assignments were evaluated by their respective instructors, using rubrics found in LiveText.

In 2008 and 2006, follow-up studies of graduates and employers were conducted. Principals rated the pedagogical knowledge and skills of Chaminade graduates, while the graduates rated themselves in the same areas. The overall results were positive, with the majority of assessments in the "strong" and "average" categories. Out of six competencies, the principals rated competency #2 (the ways children and adolescents develop and the relations to learning, professional ethics, laws, and policies) and competency #3 (the use of research in teaching) as the weakest ratings for teacher candidates.

Element	Unacceptable	Acceptable	Target
1e. Knowledge & Skills for Other School Professionals- Advanced Teacher Preparation		X	

Summary of Findings:

2008 Praxis II School Guidance and Counseling Subject Area Exam: 100%
2007 Praxis II School Guidance and Counseling Subject Area Exam: 92%

There were a large number of MSCP School Counseling program completers and candidates who met or exceeded the minimum standards for becoming an effective and knowledgeable School Counselor in the State of Hawaii, as determined by HTSB. Also, the MSCP program completers and candidates in School Counseling had exceptionally high passing rates. (Note: As of 2007, all new MSCP School Counseling candidates must pass all of the PRAXIS Series Exams listed above, prior to entering Internship A.)

2008 MSCP School Counseling Comprehensive Exam: 100%
2007 MSCP School Counseling Comprehensive Exam: 100%
2006 MSCP School Counseling Comprehensive Exam: 96.2%

The Core Comprehensive Examination data indicated that candidates' overall performance was fairly consistent over the past three years. Understanding of development was a moderate strength, while testing, research and career knowledge were the lowest areas.

2008 MSCP School Counseling Comprehensive Exam: 100%
2007 MSCP School Counseling Comprehensive Exam: 100%
2006 MSCP School Counseling Comprehensive Exam: 96.2%

For the 2008, 2007, and 2006 period, there had been a change in the rubric used for MSCP Exam the over the last three years; thus, inter-rater reliability was problematic. Also, concern was expressed about the turn-around time for evaluating these exams (Faculty evaluations of essay-based emphasis exams averaged 4-5 weeks while the multiple choice exam took 1-2 days). Also, concerns were expressed about inadequate emphasis on specific standards and content areas.

The MSCP Program Evaluation, Principal Survey, and the Post-Graduate Survey provided evidence that candidates know their students, families, and communities.

DOE principals who employ MSCP graduates commented that, overall, these graduates performed at a statistically higher, above average level. Principals also made positive comments about the MSCP graduates' overall dispositions and understanding of the School Counseling field.

Element	Unacceptable	Acceptable	Target
1f. Student Learning for Other School Professionals-Advanced Teacher Preparation		X	

Summary of Findings:

Evidence for student learning for other school professionals can be found in the Program Self-Study Report within the following sections:

Assessment – PRAXIS II School Guidance and Counseling Subject Area Examination
(page 194 of the PSSR)
Assessment – PRAXIS II Principles of Learning and Teaching Examination
(page 196 of the PSSR)
Assessment – MSCP Program Evaluation (page 200 of the PSSR)
Assessment – Principal Survey (page 207 of the PSSR)
Assessment – Post-Graduate Survey (page 210 of the PSSR)
Assessment – School Counseling Comprehensive Examination (page 218 of the PSSR)
Assessment – Site Supervisor's Evaluation of Candidate (page 220 of the PSSR)
Assessment – Course/Instructor Evaluation (page 223 of the PSSR)

DOE principals who employ MSCP post-graduates commented that, overall, MSCP graduates performed at a statistically higher, above average level. According to DOE principals, the strengths of the MSCP graduates continued to be their willingness to learn, communication/empathic skills, ethics, and professionalism. It was evident that the DOE principals who responded to this survey felt that, overall, MSCP graduates continue to have an increasingly positive effect on student learning at their respective schools. DOE principals also felt that MSCP School Counseling Graduates were able to provide positive learning environments for student learning.

The 2008 MSCP Graduates responded positively to questions about their experience in the MSCP School Counseling program. (Note: Those surveyed were all graduates in a DOE counseling position by the start of the 2007-2008 academic year.)

Graduates' responses were highest in categories that addressed their communication skills, their ability to enhance student learning, and their ability to promote academic achievement in the classroom. It was evident from the data gathered that graduates felt that the knowledge that they had obtained while in the MSCP School Counseling program had made a positive impact on their ability to promote and enhance student learning and academic achievement.

Element	Unacceptable	Acceptable	Target
1g. Professional Dispositions for All Candidates – Initial Teacher Preparation		X	
1g. Professional Dispositions for All Candidates – Advanced Teacher Preparation		X	
1g. Professional Dispositions for All Candidates – Other School Professionals		X	

Summary of Findings:

Both initial and advanced teacher preparation programs extensively used disposition forms. For the initial teacher preparation program, these dispositions were addressed within the O&P Disposition Survey (Attachment 3.3). This form was used in a systematic manner which included teacher candidate self-assessment along with assessments by cooperating teachers, university supervisors, and course instructors.

The self-assessment occurs at the beginning of each semester and is submitted to the instructor by the end of week 3. If an instructor notes a serious repeated dispositional problem during the course, the instructor must discuss it with the student soon after the problem is noted. The instructor is required to note the content and outcome of this discussion in a letter to be acknowledged by the student's signature. This letter will later be an attachment to the dispositions assessment form. Within two weeks after the end of the semester, every instructor informally assesses each teacher candidate in the class with reference to the dispositions assessment form on LiveText. If the teacher candidate has not been meeting a standard, the instructor provides feedback to the student, and the student is asked to respond by identifying remedial actions and behaviors. (Note: All dispositions assessments are placed into the confidential student working file. Upon request, students have the right to view their disposition forms. Students also have the right to dispute an assessment. If a student wishes to dispute an assessment, he or she must do so in the form of a written letter. In the licensure courses, instructors are asked to discuss dispositions during the first week of class and focus on how the dispositions are related to the specific course. Cooperating teachers and university supervisors complete the O&P disposition form when a candidate is in their ED494, ED495, or ED687 course.

In 2008, DOE principals who employ MSCP graduates commented that, overall, graduates performed at an above average level. MSCP graduates made positive comments about their willingness to learn, communication/empathic skills, ethics, and professionalism. Principals responded positively about the MSCP graduates' overall disposition and understanding of the School Counseling field. Also, in 2008, MSCP Graduates expressed the belief that they possess the professional dispositions required for the field of School Counseling

The Psy 603 and Psy 611 Counseling Skills Proficiency Record for the past three (3) years (2007, 2006 and 2005) reports data that has remained relatively consistent over the three years period. The Psy 603, Introduction to Counseling Skills Counseling Skills Proficiency Record data remained at approximately 86 percent proficiency over these past three years.

Listed below are the following documents used to generate information in regards to this element:

PRAXIS II Principles of Learning and Teaching Examination
MSCP Program Evaluation
Principal Survey
Post-Graduate Survey
Counseling Skills Proficiency Record
Course/Instructor Evaluation

During final term in the program, School Counseling candidates were given the opportunity to provide feedback about their experience in the MSCP School Counseling program. They were given 200 questions, covering the curriculum, fieldwork experience, their assessment of their counseling dispositions, and their knowledge of various standards (e.g., HTSB Standards, ASCA Standards, CACREP standards, and DOE GLO's).

Overall Assessment of Standard:

Standard 1 is met.

Summary of Strengths (Areas Addressed at the Target Level):

Areas for Improvement and Rationales:

1. Native Hawaiian culture, history, and language should be integrated throughout the initial and advanced teacher preparation program.

2. Multicultural theories and practice (as distinct from differentiated instruction) and the incorporation of culturally relevant materials into planning, teaching, assessing, reflecting, and adapting should be emphasized.

Recommendation:

Standard 1 is met.

Standard 2

Information reported in the USSR for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the USSR that are incorrect.)

X Yes

Explanation:

Element	Unacceptable	Acceptable	Target
2a. Assessment System – Initial Teacher Preparation		X	
2a. Assessment System – Advanced Preparation		X	

Summary of Findings:

The Chaminade Education Division has an assessment system, which is used for the collection, analysis, and interpretation of data. This data reflects the professional and state standards, as evidenced in the portfolio rubric, and in signature assignments, such as lesson plans and unit plans. The assessment system consists of a set of evaluation measures that are used to monitor candidate performance at the following transition points; admission, before entry into clinical practice, prior to exiting clinical practice, and before program completion.

The data collected at admission includes successful completion of the Praxis I PPST for the elementary and dual licensure programs and the Praxis I PPST as well as Praxis II for the secondary candidates. An overall GPA of 2.75 is required for admission to all programs. Prior to entering clinical practice, candidates across all programs must have successfully completed all courses, including 60 hours of observation in the elementary programs and 40 hours of observation in the secondary and special education programs.

At the conclusion of 15 or more weeks of student teaching, all candidates are required to submit an Exit Portfolio, which documents the teacher candidate's ability to demonstrate the HTSB Teacher Performance Standards and to demonstrate the teacher candidate's effect on student learning. Candidate portfolios include lesson plans, reflections on their work in classrooms and schools, samples of student work, and analyses of student work. Faculty members have developed a rubric to evaluate the portfolios. For program completion, candidates in all programs must successfully complete student teaching.

As stated in the USSR, discussions of assessments have been conducted at regularly scheduled Education Division meetings. Recently, the Dean has proactively instituted a Curriculum and Assessment Committee. This committee is chaired by the Dean and composed of the Education Division's full-time faculty members who are responsible for reviewing (a) assessment data, (b) drafts of new courses and signature assignments, (c) suggestions for changes in assessments and in particular changes in signature assignments, and (d) problems arising from assessments (e.g., issues raised in feedback from students). These activities were validated during an interview with faculty and noted in the minutes of the Education Division meetings.

The Education Division uses multiple assessments that are administered regularly and systematically to manage and improve the operations of the division. Examples of these assessments include the Education Division survey of Principals and Administrators, the

Graduate Survey, and Faculty Course Evaluations. In an interview with the Interim Dean of the Education Division, it was stated that feedback from the assessments provide faculty with the information needed to guide them in making program improvement. For example, review of data led to the decision to add a math content course as well as methodology courses.

The Education Division has implemented processes and measures to ensure that its assessment procedures are fair, accurate, consistent, and free of bias. Each assessment has a rubric that clearly defines the expectations of that assessment. As discussed during an interview, faculty stated that validity and reliability will be further established for the signature assessments, once the Pilot Program has been completed.

The School Counseling Program has an assessment system that reflects the conceptual framework, which was built upon the CACREP and HTSB standards. Evidence of this system is found in an alignment chart, which shows that all program assessments reflect and adhere to these standards. As delineated in the USSR (p.91), the assessment system includes a set of internal and external evaluation measures that address candidate competencies and dispositions that are used to monitor candidate performance at the following transition points: admission, entry to clinical practice, exit from clinical practice, program completion, and post program completion.

The evaluation tools used to assess candidates as they progress through these transition points are: PRAXIS II School Guidance and Counseling Subject Area Examination, PRAXIS II Principles of Learning and Teaching Examination, Site Supervisor's Evaluation of Candidate, Core Comprehensive Examination, School Counseling Comprehensive Examination, Skills Proficiency Record, Principal Survey, and Post-Graduate Survey. Data from these assessments are used to provide formal feedback to candidates, to monitor candidate progression throughout the program, and to inform the division about the need for improvement and revision.

The School Counseling Program participates in a continuous quality improvement program that regularly collects program data and performs statistical and anecdotal analyses on an annual basis. Feedback is regularly sought from a variety of sources such as faculty, the School Counseling Advisory Board, Site Supervisors, Principals, Post-Graduates, and Counseling Candidates. For instance, there is a School Counseling Advisory Board which consists of school counselors, an SSC, a Principal, a Resource Teacher, Adjunct Faculty, Education Specialists, and graduates of the program. As evidenced in meeting notes, the School Counseling Advisory Board meets at least annually and reviews the School Counseling program's design, delivery, and overall evaluation using data analysis and anecdotal feedback. During the School Counseling Advisory Board meeting, assessment data is shared and feedback is sought for the purpose of program improvement, as evidenced in the agenda and minutes of these meetings. The School Counseling Program regularly schedules faculty meetings to discuss assessment data, courses, input from the School Counseling Advisory Board, and other program related issues. Minutes of meetings, dating back to 2005, verify the improvements that have occurred as a result of these meetings.

As stated in the USSR and verified by the faculty, the School Counseling Program has implemented procedures to ensure that its assessments are fair, accurate, consistent, and free of bias. It uses multiple assessments, tests for their reliability, and objectively analyzes results.

Element	Unacceptable	Acceptable	Target
2b. Data Collection, Analysis, & Evaluation– Initial Teacher Preparation		X	
2b. Data Collection, Analysis, & Evaluation– Advanced Preparation		X	

Summary of Findings:

The Education Division uses Live Text to manage data collection for its signature assignments. Full implementation of signature assignments with corresponding rubrics for the undergraduate and Post-Baccalaureate programs is scheduled for the 2010 academic year. The Live Text system makes it possible to align each signature assignment and corresponding rubric to the HTSB Teacher Performance Standards, specialized program standards, and program outcomes. As stated in a faculty interview, Live Text is also used to input data from the principal survey and the post graduate survey. The disposition form is in the process of being set up for Live Text.

The assessment data collected by the Education Division focuses on candidate knowledge, skills, and dispositions and are collected from everyone in the professional community, including candidates, faculty, graduates, and employers. As confirmed in an interview with teacher candidates, data from these assessments are used to provide them with formal feedback and to monitor their progression throughout the program. Live Text presents a comprehensive picture of candidates' strengths and areas of need across the program, which allows faculty to work more effectively with the candidates. For example, if a candidate is struggling with lesson plans, it will show up in the Live Text report, and the candidate's academic advisor can then meet with the candidate and/or instructors to address remediation.

During an interview, faculty stated that, because of the use of Live Text, data-driven program improvements have also been made. For example, after the review of data, the faculty members have decided how to better structure and sequence assignments and courses.

Procedures are in place, should a candidate have a complaint. Initially, the candidate describes the complaint in writing (with any available evidence or documentation) and addresses it directly to the program coordinator or individual most directly involved. If the complaint is against a faculty member, the candidate is instructed to direct the complaint to that faculty member first. Then, if he/she is not satisfied with the results of that initial action, the complaint is brought to the Dean's attention. The Dean then investigates the case, tries to identify the relevant facts through review of the evidence and/or discussion with the parties involved, and seeks to find a fair resolution, in accordance with Chaminade and Education Division policies and regulations. Copies of all documents, including email communications and meeting notes, are put in the complainant's file. The Dean (or the Assistant to the Dean) keeps a record of complaints and their resolutions in electronically stored folders.

The School Counseling Program uses the Statistical Package for the Social Sciences (SPSS) as its information technology to support data collection as well as Scantron software to collect data as well as to test for reliability and validity. Data from these assessments are aggregated and

disaggregated to analyze performance of individual candidates, competence of program completers, and program efficacy, as evidenced in the Scantron and SPSS output data sheets located in the evidence bins.

Data are then summarized and analyzed by the School Counseling Internship Director, the School Counseling Clinical Director, and the MSCP Program Director. Results are shared with candidates, faculty, and the professional community for the purpose of program improvement. For example, faculty shared that data from the Core Comprehensive Examination, which showed that candidates were weak on several exam questions. This data was shared with other faculty, who included the needed information into their coursework.

The School Counseling Program has a complaint procedure in place. If candidates have questions regarding the conduct of a course, including grading, they submit their complaint in writing to the instructor of the course. If the candidates are not satisfied with the instructor's handling of the concerns, they then submit complaints in writing to their program advisor. From this point, if still not satisfied, the candidates can take their complaints to the Director of the MSCP program, followed by Assistant to the Provost for Graduate Services, and then to the Executive Vice President and Provost. Questions regarding MSCP program policy and/or requirements or changes in policy and/or requirements must be submitted by the candidates in writing to the Director of the MSCP program.

Element	Unacceptable	Acceptable	Target
2c. Use of Data for Program Improvement – Initial Teacher Preparation		X	
2c. Use of Data for Program Improvement – Advanced Preparation		X	

Summary of Findings:

The Education Division conducts on-going faculty meetings that address student issues and options for program refinement. Minutes from the faculty meetings verify that data-driven changes have been made. One example is the development and implementation of new, specialized methods courses for the secondary programs, based on the candidates need to learn how to teach math, science, social studies and language arts. Other data-driven improvements listed on pages 25-28 of the USSR were confirmed through interviews. The Education Division faculty and cooperating teachers were able to cite specific examples of different ways the unit is made aware of concerns.

Assessment data are shared with candidates via instructors, university supervisors, and academic advisors, as well as on LiveText. In the case of instructors and supervisors, data are shared, based on candidate performance in specific courses and/or field experiences. In the case of academic advisors, data spanning the candidate's overall performance are shared and includes a review of their performance, in accordance with the HTSB Teacher Performance Standards and the Education Division's Program Standards (Plan, Teach, Assess, Reflect, Adapt).

Assessment data are shared with faculty in regular faculty meetings and with stakeholders through regular reports and presentations. As confirmed by the Interim Dean of the Education Division, the Dean of Education meets monthly in the Provost's Cabinet, Academic Council, and University Planning, Priorities, and Assessment Advisory Committee (UPAC) two times per month, and they make policy recommendations based on program data. In addition, the Education Division has its own Advisory Board that meets twice annually to review programs and policies.

The Counseling Division has an assessment system that collects and analyzes data, which is used to improve candidate performance and division operations. Data-driven improvements listed on pages 102-103 in the USSR were confirmed by faculty members and counseling candidates. Examples of these improvements include the need for counseling candidates to take the PRAXIS series exams prior to Internship A and to obtain experience in the primary K-6 level and the secondary 7-12 level.

Program improvements are also made as a result of feedback given by site supervisors, principals, candidates, and faculty. For example, due to principal concerns, the School Counseling Program developed and implemented an Exit Portfolio, documenting the candidate's essential skills and dispositions required by the HTSB standards. Sample candidate portfolios were present in the exhibit room for review. Furthermore, feedback from counseling candidates indicated a need for candidates to learn about the effects of stress on physical and psychological health. This feedback resulted in the development of PSY 751 Health, Stress Management, and

Counseling, a requirement for counseling candidates.

Assessment data are regularly shared with candidates and faculty members to help them reflect on their performance and to make improvements in their practice. Data is also regularly shared with the wider professional community, as evidenced in emails and meeting minutes. Additionally, the School Counseling Advisory Board, the division has a regular and systematic way of sharing program data and receiving input.

Overall Assessment of Standard:

Standard 2 is met, with conditions.

Summary of Strengths (Areas Addressed at the Target Level):

Areas for Improvement and Rationales:

1. The Education Division needs to complete their signature assignments and enter them into Live Text. Information technology should be used for data collection for all of the assessments.

2. It would be advisable for both the Education and School Counseling Program to have more frequent meetings with their assessment advisory committees during the process of developing a unified assessment system.

Recommendation:

Standard 2 is met, with conditions:

1. The Unit must develop a clearly articulated and unified assessment system that regularly and systematically collects, analyzes and interprets data for the purpose of program improvement across all licensure programs.

Standard 3

Information reported in the USSR for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the USSR that are incorrect.)

X Yes

Explanation:

Element	Unacceptable	Acceptable	Target
3a. Collaboration between Unit & School Partners- Initial Teacher Preparation		X	
3a. Collaboration between Unit & School Partners – Advanced Preparation		X	

Summary of Findings

Evidence of collaborations between the Education Division and its school partners can be found in communications between school partners and the Dean, the Field Services Director, and faculty members. The Field Services Director initiates communications with the school administrator, who provides assistance in identifying qualified teachers for field experiences. Credentials and resumes serve as the main qualifying requirements for cooperating teachers, in addition to an interview that is conducted electronically or via telephone. Candidates, themselves, select their O & P host teachers. Interviews with candidates in the field confirmed that candidate preferences were honored in their field placements.

Other evidence of collaboration between the Education Division and its school partners can be found in the minutes of Advisory Council meetings, interviews with school administrators, candidates, cooperating teachers, and in materials from the mandatory Student Teaching Orientation Workshop for both student teachers and cooperating teachers. Principals, cooperating teachers, and candidates interviewed at host schools were satisfied with the amount of communication that existed between the Division and the schools. Communications took place in the form of telephone calls and emails.

Evidence of collaborations between the School Counseling Program and its school partners can be found in communications between the school partners and the School Counseling Internship Director, who contacts the Site Supervisor after consulting with the Candidate. The Candidate is then interviewed by the Site Supervisor, resulting in a decision about candidate placement.   The Candidate's placement preferences are given priority, as confirmed by Candidates and the Director of Field Placement.   Site Supervisors are strongly encouraged to enroll in a one-credit orientation course, but if he or she is unable to take the orientation course, relevant materials are

provided to that supervisor.

The MSCP (Master of Science Counseling Program) School Advisory Board is responsible for providing feedback about the School Counseling Program's design, delivery, and evaluations. This board consists of DOE counselors, DOE resource teachers, school principals, and both full-time and adjunct program faculty. Their meetings, held annually, are evidenced by minutes, agendas, and electronic communications among members. The School Counseling Program utilizes a detailed Applicant Interview Form and the Supervisor's Evaluation of School Counseling Candidate form as tools to evaluate the candidate's dispositions. Feedback from all parties, using the same evaluation tool, are collected and analyzed for the purpose of program improvement. The School Counseling Program conducts surveys of graduates and principals and uses site supervisor and course instructor evaluations in a continuous effort to refine its program.

Element	Unacceptable	Acceptable	Target
3b. Design, Implementation, & Evaluation of Field Experiences & Clinical Practice – Initial Teacher Preparation.		X	
3b. Design, Implementation, & Evaluation of Field Experiences & Clinical Practice – Advanced Preparation		X	

Summary of Finding:

The design of the field experience program for the Education Division includes observation and participation (O & P) experiences and student teaching (clinical practice), which are aligned to the HTSB Teacher Performance Standards. The O & P hours total 60 hours for elementary and 40 hours for secondary and special education. Candidate dispositions are assessed through an O & P Disposition Survey and candidates self-evaluations. Program refinement and improvements are discussed by several committees, such as the Education Division Assessment Committee, Curriculum Committee, and the Teacher Education Committee, as evidenced by interviews, minutes, and agendas. The Advisory Council meeting agenda and minutes are available for 3/29/09.

In the past two years, Signature Assignments have been implemented as an integral part of six courses in the Unit's program. Using LiveText, rubrics for each assignment have been standardized to maintain consistency. In addition to passing PRAXIS content knowledge assessments, site supervisor evaluations provide evidence that candidates demonstrate mastery of content, pedagogical, and professional knowledge. In addition, candidates complete an exit portfolio, which exhibits their mastery of the HTSB Teacher Performance Standards.

Evaluations of candidate dispositions are conducted during the O & P experience by each host teacher, university supervisors, and course instructors. Student teachers are evaluated via the mid-term and final evaluations by the Cooperating Teacher and the Site Supervisor. PRAXIS test results, personal journals, supervisor visitations (minimum of five), two reflective papers based on one of the standards, and a final professional portfolio must be completed as an exit requirement. Entry and exit requirements are clearly described.

The School Counseling Program made program improvements, based on feedback and input from faculty, adjuncts, and candidates. Candidates must pass all three PRAXIS exams prior to internship A. Field experience requirements were lowered from three to two placements (K-6 & 7-12). Psychology 771 includes a 15 hour O & P experience, along with the addition of new resources (such as texts) to ensure greater accountability. The candidates are evaluated once by the site supervisor at the end of each practicum/internship, using the Supervisor's Evaluation of School Counseling Candidate form. The School Counseling Program does not have a mid-term evaluation for each practicum, and there is no minimum number of visitations conducted by the field supervisor. Candidate interviews indicate that the field supervisor conducts site visitations as needed, with a minimum of one unannounced visit.

Element	Unacceptable	Acceptable	Target
3c. Candidates' Development & Demonstration of Knowledge, Skills, & Professional Dispositions to Help All Students Learn – Initial Teacher Preparation		X	
3c, Candidates' Development & Demonstration of Knowledge, Skills, & Professional Dispositions to Help All Students Learn – Advanced Preparation		X	

Summary of Findings:

Entry requirements to the Education Program are clearly described in the Division's catalog. The PRAXIS examination is the main vehicle for measuring content knowledge, and the test must be taken and passed prior to enrolling in licensure courses. Other class assignments include lesson planning, differentiated lesson planning, development of mini and integrated unit plans, and signature assignments. Candidates must receive passing grades for content-based courses, and dispositions are clearly identified prior to student teaching by means of the O & P Dispositions form completed by the host teachers. A system of follow-up exists for questionable candidates, leading to withdrawal if no improvement is made. Entry and exit criteria are highlighted.

Candidates prepare duplicate lesson plans, one for a typical class and a differentiated one for students with differing learning styles or needs. Designing one lesson plan to include accommodations for all diverse learners, including the gifted and talented, would seem appropriate as classrooms are heterogeneously grouped with diverse learners.

Syllabi review reveals a sporadic focus on Native Hawaiian culture, history, and language. Currently, a guest speaker on this topic visits the student teaching seminar. A planned and systematic integration of this topic into the curriculum would ensure that the content is addressed and that the candidates are better prepared.

Prior to exiting the program, candidates must successfully complete student teaching and a corresponding seminar, as evidenced by the mid-term and final evaluations. Candidates submit lesson plans, unit plans, classroom management plans, and samples of graded student work as part of the Candidate's exit portfolio.

Candidates in the School Counseling Program are admitted when they complete all entry requirements, which are clearly identified. As part of the Division's core courses, Psychology 500 addresses HTSB Teacher Performance Standards and how candidates develop an understanding for working with exceptional children, such as those with Mental Retardation, Speech and Language disabilities, Developmental Delay, Physical Impairments, and Behavioral Problems. Psychology 501 prepares candidates to deal with these learning differences in an

educational context. In addition to the core courses, candidates must complete three clinical practice courses, pass all three of the PRAXIS exams, complete a 15-hour O & P course, participate in a practicum for 100 hours, and be recommended by the Site Supervisor for field work (Internship A & B). To progress to Internship B, the candidate must successfully pass Internship A. Supervision for the practicum/internship is the responsibility of the course instructor, and internships are evaluated by the site supervisor. The evaluation tool used by the site supervisor is comprehensive and addresses professional dispositions. The School Counseling Program is implementing an exit portfolio, which is a developmental stage at this time. Candidates interviewed indicate that they are satisfied with their preparation by the program and are thriving as interns. In an interview, candidates reported that they had a good knowledge base and continued with their learning at the school site.

Overall Assessment of Standard:

Standard 3 is met.

Areas for Improvement and Rationales:

1. Placement of Candidates in the field (both Education and Counseling) should be based on an objective and thoughtful evaluation by the university and school administrators, rather than candidate preferences.

2. All lesson plans should include accommodations for diverse learners rather requiring candidates to create a differentiated lesson plan.

Recommendation:

Standard 3 is met.

Standard 4

Information reported in the USSR for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the USSR that are incorrect.)

X Yes

Explanation:

Element	Unacceptable	Acceptable	Target
4a. Design, Implementation, & Evaluation of Curriculum & Experiences – Initial Teacher Preparation		**X**	
4a. Design, Implementation & Evaluation of Curriculum & Experiences – Advanced Preparation		**X**	

Summary of Findings:

The Counseling Program assessment data articulated the proficiencies that candidates are expected to develop during their school counseling program.

Interviews with interns, graduates, and site supervisors confirmed that a cross-cultural counseling course is required of all school counselor candidates. Interviewees also indicated that diversity issues, including attention to local and military cultures, were addressed in each school counseling course.

As a result of program evaluation, two new courses were added to the school counseling program to address students with exceptionalities, including those at-risk.

Interviews with interns, graduates and site supervisors indicated that extensive field experiences provide opportunities for school counseling candidates to understand the importance of diversity in counseling.

Statements for Disability Access were found on all school counseling course syllabi to demonstrate the unit's commitment to providing accommodations to candidates with disabilities.

Site Supervisor, Graduate, and Employer surveys indicate that school counselor candidates are able to establish a climate that values diversity.

Element	Unacceptable	Acceptable	Target
4b. Experiences Working with Diverse Faculty – Initial Teacher Preparation		**X**	
4b. Experiences Working with Diverse Faculty – Advanced Preparation		X	

Summary of Findings:

Candidates interact in campus classrooms and in schools with full-time professional faculty who are predominately Caucasian (70%) females (65%). The majority of adjunct faculty are majority Caucasian (43%) females (86%), with the next largest group being Asian (37%). The majority of school-based faculty are Asian (52%) females (76%), with the next largest group being Caucasian (33%).

Two faculty members have developed federally funded projects that focus on Native Hawaiian learners in Palolo Valley, and children with Attention Deficit Hyperactivity Disorders, demonstrating knowledge about and sensitivity to preparing candidates to work with diverse students, including students with exceptionalities.

Counseling candidates interact in campus classroom settings with professional faculty who are largely Caucasian (44%) males (59%) with the next largest percent Asian Americans (33%), and in schools with school-based faculty who are majority Asian American (69%) females (69%) with the next largest percent Caucasians (14%).

One full-time school counseling faculty member's scholarship (i.e., textbook, refereed journal articles, conference presentations) focuses on diversity issues.

Element	Unacceptable	Acceptable	Target
4c. Experiences Working with Diverse Candidates – Initial Teacher Preparation		X	
4c. Experiences Working with Diverse Candidates – Advanced Preparation		**X**	

Summary of Findings:

Candidates interact and work with classmates from diverse ethnic/racial, gender, socioeconomic groups in teacher education courses on campus and in schools.

The University's affirmation of valuing diversity is shown through its good-faith efforts to increase and maintain Native Hawaiian teacher candidates.

Candidates interact and work with classmates from diverse ethnic/racial, gender, socioeconomic groups in school counseling courses on campus and in schools.

Element	Unacceptable	Acceptable	Target
4d. Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation		X	
4d. Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation		X	

Summary of Findings:

Candidates in the Education Division are provided extensive opportunities to interact with students from a broad range of racial/ethnic, socioeconomic groups, including students with exceptionalities. These experiences help candidates develop strategies for improving student learning and confront issues of diversity to improve candidates' effectiveness as teachers.

Candidates interviewed in the Education Division indicated that field/clinical site selections were made, based largely on their individual preferences and proximity to their homes.

Candidates in the School Counseling Program are provided extensive opportunities to interact with students from a broad range of racial/ethnic, socioeconomic groups, including students with exceptionalities, as validated in interviews with interns, graduates and site supervisors. These experiences help candidates develop strategies for improving student learning and confront issues of diversity to improve candidates' effectiveness as school counselors.

Candidates interviewed in the School Counseling Program indicated that field/clinical site selections were made, based largely on their individual preferences and proximity to their homes.

Overall Assessment of Standard:

Standard 4 is met, with conditions.

Areas for Improvement:

1. Faculty members should continue increasing their knowledge and experiences to inform their teaching related to preparing candidates to work with students from diverse cultural backgrounds.

2. The Unit should identify strategies to attract and recruit faculty from diverse cultural backgrounds to increase faculty diversity when filling future vacancies.

3. The Unit should ensure that candidates are provided with at least one field/clinical experience with students from backgrounds and cultures different from their own.

Recommendation:

Standard 4 is met, with conditions.

1. The Unit must provide evidence that clearly identifies the specific proficiencies candidates should develop related to needs of students from culturally diverse populations; that the curriculum is designed to prepare teacher to work effectively with students from culturally diverse populations and provide assessment data, showing evidence of candidate proficiencies related to their ability to help students from culturally diverse populations learn.

Standard 5

Information reported in the institutional report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

                                                       X   Yes

Element	Unacceptable	Acceptable	Target
5a. Qualified Faculty – Initial Teacher Preparation		X	
5a. Qualified Faculty – Advanced Preparation		X	

Summary of Findings:

There is a total of 8 full-time, 1 part-time and over 30 adjunct faculty in the Education Division. All 3 of the tenure track faculty have doctorates or other terminal degrees. Based on a review of vitae, all faculty have documented contemporary professional experiences in the areas which they are assigned. Most full-time faculty (7 out of 8) have experiences working in P-12 schools (teaching and administration) and other professional settings.

University supervisors in the Education Division must have at least a master's degree and experience in education or related fields. Cooperating teachers supervising internship candidates must have a Bachelors degree, teaching certificate, and a minimum of two years teaching experience, as confirmed in interviews and the field experience manual. Because teachers in a Department of Education school must have a teaching license in their field, the university does not verify licensure of a cooperating teacher, since the assumption is that the teacher already meets the licensure qualifications. Based on the information contained in the division's database of cooperating teachers, all cooperating teachers have at least 4 years teaching experience. The number of years of teaching experience for cooperating teachers range from four to 18.

There is a total of 5 full-time (one faculty member recently hired in January 2009) and 23 adjunct faculty in the Counseling Division. All 5 full-time tenure track faculty have doctoral degrees. Based on a review of vitae, all full-time and 15 of 23 adjunct faculty have documented contemporary professional experiences in their assigned areas. Four of the 5 full-time and 15 of the 23 adjunct faculty have documented experiences in professional and clinical settings.

Faculty members without terminal degrees qualify as adjunct professors for School Counseling by having the HTSB K-12 School Counseling license. Current adjuncts who teach the internship seminar course and/or serve as university supervisors have the required HTSB license and 2 years of experience, as outlined in the School Counseling handbook. All adjuncts may not be currently employed in a K-12 school, however.

Recent program completers strongly felt that university supervisors should simultaneously teach seminar courses and work in the field to meld the connection between theory and practice. Although candidates learned about functional behavioral assessments, they did not have the opportunity to apply what they learned until they were employed as a counselor.

The Hawaii Department of Education requires counselors in public K-12 schools to have a counseling license in their field. Therefore, the university does not verify licensure of a site supervisor since the assumption is that the practicing counselor already meets the licensure requirements. Clinical practice of current site supervisors range from four – 32 years.

Interviews with current site supervisors indicate that site supervisor orientations do not systematically occur. Site supervisors may learn about their roles and responsibilities from colleagues who formerly served as site supervisors or from the School Counseling handbooks received from their intern. Interviews with division staff and exhibits indicate professional development opportunities for new site supervisors do occur. The division created a three-credit PDERI course to provide site supervisors with professional development opportunities to learn about their roles and responsibilities.

Element	Unacceptable	Acceptable	Target
5b. Modeling Best Professional Practices in Teaching – Initial Teacher Preparation		X	
5b. Modeling Best Professional Practices in Teaching – Advanced Preparation		X	

Summary of Findings:

Faculty members in the Education Division have aligned expected candidate proficiencies to key values and the conceptual framework as well as institutional, state and professional standards. Assignments and assessments used by faculty ensure candidates meet the 5 program proficiencies of planning, teaching, assessing, reflecting, and adapting (PTARA). This is evident in the elementary coursework, signature assignments, and assessments archived in Live Text, candidate work samples, and portfolios in the exhibit room. Full implementation of signature assignments with rubrics uploaded to Live Text for all education programs is scheduled for 2010.

Faculty members use a variety of instructional methods in their teaching. Candidates report that faculty members utilize direct instruction, cooperative learning, problem-based learning, discussions, and inquiry. Syllabi indicate that candidates engage in classroom observations, conduct research, complete case studies, write journals and compile a capstone exit portfolio. The program proficiencies encourage candidates to reflect, think critically, problem solve, and address professional dispositions.

Faculty in the Counseling Division uses a variety of instructional methods in their teaching. Candidates report that faculty members utilize small group instruction, cooperative learning, problem-solving approaches, and role playing. Syllabi indicate that candidates engage in classroom observations, conduct mock counseling sessions, participate in discussions, and collaboratively problem-solve. The spring 2007 to winter 2008 School Counseling Practicum/Internship Course/Instructor Evaluations validate that instructors demonstrate knowledge of subject (99% N=89), the academic requirements for courses are challenging (99% N=89), and the overall quality of the instructor's teaching was high (100% N=86).

The incorporation of HTSB, national, and professional standards, the Department of Education General Learner Outcomes, and CACREP guidelines establish coherence among curriculum, instruction, clinical experience and assessment across a candidate's program is evident in the newly established exit portfolio that candidates complete during their second internship, the Core Comprehensive Examination, and the School Counseling Comprehensive Examination. Assignments and assessments engage the candidates in reflection, critical thinking, and problem solving. Candidates report completing assignments that involved videotaping a counseling session with their student, analyzing the video, and completing a self-reflection based on their review.

Syllabi show the integration of exceptionality and technology throughout the education and counseling programs. Two courses are required for all candidates; an Introduction to Exceptional Children course and, with the exception of secondary undergraduates, a

multicultural education course. The signature assignment in the Introduction to Exceptional Children course consists of 2 lesson plans on differentiation for exceptional learners and one lesson plan on multiculturalism. Candidates in the counseling program must take PSY 736: Cross-Cultural Counseling. This course requires candidates to compare Hawaiian culture with one other culture in Hawaii, write a paper discussing their findings, and formally present information via PowerPoint. Candidates in the counseling program also report that diversity is touched upon in all their courses.

Technology is incorporated into courses in a variety of ways: development of portfolios, use of electronic media, use of document projectors and PowerPoint, and the collection and analysis of data. All candidates in education take ED 470, Educational Technology, are required to demonstrate their ability to integrate technologies into educational experiences and facilitate learning for all students. Candidates in the School Counseling Program access the Internet to conduct research, utilize word processing programs to complete lesson plans and assignments, give presentations via PowerPoint, complete portfolios, and utilize computer-assisted guidance systems in PSY 627, Career Development.

Element	Unacceptable	Acceptable	Target
5c. Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation		X	
5c. Modeling Best Professional Practices in Scholarship – Advanced Preparation		X	

Summary of Findings:

All faculty members are expected to be reflective practitioners and consumers of scholarly research in their areas of specialty and expertise. Faculty members participate in relevant professional association activities and professional development programs to stay current in their field. Likewise, faculty members make presentations and are exposed to new concepts, innovative approaches, and current research.

The publications and presentations listed by faculty include rigorous and systematic study of pedagogy, the application of current research findings in new settings, as well as practical information for all professions. Many of the scholarship activities reflect faculty engagement in the improvement of schools, teaching, and learning. Faculty Growth Development Plans in both divisions indicate faculty engagement in a broad range of scholarly activities. For example, faculty in the education division make presentations at International Reading Association conferences, conduct workshops for teaching writing in science and social studies, facilitate sessions on effective learning, and pursue research projects in educational technology. Faculty in the Counseling Division conduct research for content specific courses, publish journal articles, make presentations at international conferences, and maintain professional licensure through coursework.

Element	Unacceptable	Acceptable	Target
5d. Modeling Best Professional Practices in Service – Initial Teacher Preparation		X	
5d. Modeling Best Professional Practices in Service – Advanced Preparation		X	

Summary of Findings:

All faculty in both divisions are expected to provide service to the university, the profession and the community. Service to the university includes participation in the operation and management of the academic responsibilities of the University. Service to the profession includes support and participation in professional organizations, and service to the community includes working with people and organizations outside the faculty member's profession.

Exhibits and faculty interviews with both divisions confirm that faculty model best professional practice in service by participating in various department and division meetings, contributing to discussions, holding leadership positions, offering training and workshops to schools and districts, and providing pro-bono services in their area of expertise. Although faculty members in both divisions serve on various committees, they appear to work independently on curricular changes, leadership, and sharing ideas. An interview with faculty members revealed that collaboration between divisions does not occur.

Faculty in the Education Division engage in a variety of ongoing collaborative projects and experiences including a project that combines culture, competencies, and capacity (C3) for student success in K-6 Hawaiian Elementary Schools. This project provides cohorts with the opportunity to increase reading, math and science results for students in Kula Kaiapuni o Anuenue and Paolo Elementary School. In order to support student achievement, the project provides materials and training in culturally compatible pedagogical practices and professional development for teachers on inquiry-based instruction, place-based instruction, literacy and math. Chaminade faculty will also receive professional development in Hawaiian language and culture in order to increase Chaminade's faculty competence in cultural pedagogy.

Element	Unacceptable	Acceptable	Target
5e. Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation		X	
5e. Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation		X	

Summary of Findings:

Faculty evaluation assists faculty in their performance and in the process of retention, promotion and tenure. Faculty performance is also evaluated by the Rank and Tenure Committee in order to recommend faculty members for promotion in rank and/or granting tenure. The faculty evaluation instruments for tenure track faculty include a Growth Development Plan (GDP) and the course/instructor evaluations that candidates complete at the end of coursework. Although the university's policy requires peer evaluations and peer observations, these instruments are not regularly used by faculty in the Education Division. However, if a problem persists, the Dean can request peers to conduct evaluations.

As indicated in the University Policy Manual, all full-time faculty members complete a 3 year GDP which identifies long and short term goals for teaching effectiveness, advising, and service to students, scholarly research and creative work, and service. The finalized version of the GDP is sent to the Provost and reflects the mutually agreed upon goals of the faculty member and the Dean.

Both divisions have procedures in place to address faculty members in need of remediation. For example, faculty members who receive low ratings consistently on course/instructor evaluations meet with the Dean to discuss this concern, and the faculty will determine steps to remedy the situation. At the next annual review, the Dean will assess the faculty member's progress.

Element	Unacceptable	Acceptable	Target
5f. Unit Facilitation of Professional Development – Initial Teacher Preparation		X	
5f. Unit Facilitation of Professional Development – Advanced Preparation		X	

Summary of Findings:

All education faculty members regularly participate in professional development activities, both on and off campus. Review of exhibits confirmed that on campus activities range from sessions on assessments and rubric development, web design, Live Text workshops, and eCollege training. Beginning summer 2009, a new adjunct orientation will be created to systematically engage adjuncts and new faculty members in professional development.

One important aspect of the GDP includes the development of short and long term plans to address professional development. Faculty members construct the plan, based on area of need and professional aspirations. Annual GDP reviews indicate faculty reflection on their teaching, advising, service, and growth. Three year GDPs indicate future teaching goals, continued research, and professional development at national conferences. As confirmed in interviews, full-time faculty members attend a minimum of one conference or outside professional development activity each academic year and are eligible for travel funds from the college and the university. Although adjuncts are not required to attend conferences, they do participate in annual retreats, program-specific training, and other courses focusing on pedagogical aspects of their position.

Overall Assessment of Standard:

Standard 5 is met.

Summary of Strengths:

Professional education faculty members in both divisions have earned doctorates or terminal degrees and expertise in their field. Their teaching encourages candidates' development of reflection, critical thinking and problem solving. Faculty members integrate diversity and technology throughout their teaching and demonstrate scholarly work in their field of specialization. They are actively involved in professional associations and provide education related services at local, national and international levels. Faculty members are involved in scholarship to the university, profession, and community and participate in professional development.

Areas for Improvement and Rationales:

1. The Counseling Division should systematically provide an orientation for site supervisors.

2. Education and School Counseling faculty do not regularly collaborate to improve learning and preparation of candidates.

Recommendation:

Standard 5 is met

Standard 6

Information reported in the USSR for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the USSR that are incorrect.)

X   Yes

Explanation:

Element	Unacceptable	Acceptable	Target
6a. Unit Leadership & Authority – Initial Teacher Preparation		X	
6a. Unit Leadership & Authority – Advanced Preparation		X	

Summary of Findings:

The preconditions for initial State Approval of Teacher Education Unit Reviews require the institution to recognize and identify a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel. Further, it requires that a dean, director, or chair be officially designated as head of the unit and assigned the authority and responsibility for its overall administration and operation (HTSB SATE Manual p. 60).

However, at Chaminade University, organizational charts and interviews with faculty and staff provide evidence that two units have been charged with the responsibility and authority for the preparation of teachers and other professional education personnel: the Education Division and the School Counseling Program. Further, organizational charts and interviews with faculty and staff provide evidence that it has designated two unit heads—the Dean of the Education Division and the Director of the Master of Science in Counseling Psychology program—who have been assigned the authority and responsibility for the preparation of teachers and other professional education personnel.

Interviews with the Dean of the Education Division indicate instances of collaborations with colleagues in other units to ensure that candidates meet the standards. For instance, the Dean of the Education Division worked with the Mathematics faculty to add an additional course in mathematics for the Elementary Education program. The Mathematics Education faculty member also collaborated with the Dean of the Natural Sciences Division to develop plans for a Basic Skills Coordinator position for Mathematics, who will be hired in the Fall. The Social Studies Education faculty member collaborated with the DOE's curriculum specialist for Social Studies in standards and materials development. This faculty member will also be collaborating with the Kamehameha Schools, the DOE, and OHA on a Hawaiian History summer program for DOE students, which is funded by a National Endowment for the Humanities grant. Finally, Education faculty collaborates with Anuenue and Palolo Elementary School in the implementation of a STEM career awareness project. The Dean of the Behavioral Sciences Division reports that there are no collaborations with colleagues in other units; he indicates that all courses are taught within the division.

Interviews with the Deans of the Education and Behavioral Sciences Divisions provide evidence of mechanisms for unit program management and coordination. They report that they have been charged with the overall responsibility for the planning, delivery, and operation of the degree programs under their supervision and that they work closely with three entities – the Undergraduate Day Program, Graduate Services, and the Adult Evening and Online Program (AEOP) – to implement these programs. They also work with academic advisors to manage course scheduling and faculty workload, and to ensure candidate access to student services, advising, and counseling.

Agendas and minutes of meetings of the Education Division, the Education Curriculum and Assessment Committee, the Education Division Advisory Council, the Master of Science in Counseling Psychology, and the School Counseling Advisory Board also provide evidence of mechanisms for management and coordination of the divisions' programs. The Education Division Advisory Council meets twice a year and the School Counseling Advisory Board meets annually to review programs and policies.

Agendas and minutes of the Program Planning Committee; the Provost's Cabinet; the University Planning, Priorities, and Assessment Advisory Committee; and the Academic Council provide further evidence of mechanisms for management and coordination of the division's programs. These university-level bodies review the design, implementation and evaluation of the division's programs.

Interviews with the Deans of Education and the Behavioral Science Divisions confirm that they use the results of feedback from their constituent groups to improve their academic curriculum, assess their technological needs, and improve candidate programs and services. For instance, the Dean of the Education Division reports that, based on feedback from the Education Division Advisory Council and focus groups with students enrolled in the student teaching seminar, he has instituted changes to hiring policies and practices within the Division. In other examples, the Dean of the Behavioral Science Division reports that members of his faculty analyze data from comprehensive examinations to improve instruction, and based on the feedback from the School Counseling Advisory Council, he has instituted a candidate portfolio system.

Undergraduate and graduate catalogs and student handbooks, as well as the Division websites provide evidence of clear and consistent descriptions of unit recruiting and admissions policies, indicating that applicants must meet university-level as well as education program-specific admissions criteria.

Reviews of academic catalogs, calendars, and division websites provide evidence of accurate and current academic calendars, catalogs, publication, grading policies and advertising. The Education and Behavioral Sciences divisions engage in ongoing conversations with the Registrar, the Dean of Admissions and respective programs and ensure regular updates to the division websites. Online copies of academic calendars, catalogues, publications, and grading policies, are available at http://www.chaminade.edu. The Deans of Education and School Counseling also report that they review all advertising and program materials prior to publication to ensure accuracy. Grading policies are described in student and faculty handbooks.

Interviews with academic advisors and written documentation of four-year degree plans provide evidence that two academic advisors in the Education Division and faculty advisors in the School Counseling Division have been designated to assist candidates with degree planning and course registration, either in person or online. In the Counseling Program, academic advising is provided by all full-time faculty and the School Counseling Program's School Counseling Clinical and Internship Director provides field placement of school counseling candidates. Candidates may also consult the division website for routine questions, and they can also take advantage of free, confidential counseling services provided by the Director of Counseling Services. Financial aid advising is provided by the Office of Financial Aid, and career placement advising is available through Chaminade University's Career Counseling Service. The Deans of the Education and Behavioral Sciences divisions report that candidate satisfaction with these services is measured by the internship and student teaching evaluations, end-of-course evaluations, and exit surveys.

Interviews with the Deans of the Education and Behavioral Sciences divisions provide evidence of participation by members of the professional community in program design, implementation, and evaluation. Faculty and staff seek informal feedback from community stakeholders (e.g., the Department of Education, Hawaii Teacher Standards Board, the Teacher Education Coordinating Committee, the Office of Catholic Schools, Community Colleges, and Teach for America, principals, cooperating teachers, field supervisors, and adjunct faculty who are active or recently retired professionals in Hawaii's schools). Also, agendas and minutes of meetings of the Education and School Counseling Advisory Councils provide evidence of discussions about the content and delivery of the program.

Samples of annual graduate and employer surveys provide additional evidence that the Education and School Counseling Divisions seek feedback on the quality and performance of its graduates in the schools, and that it uses this feedback to improve/modify programs.

School visitations provided evidence of partnerships and leadership initiatives undertaken with local schools as well as other community groups. For instance, the principal of Palolo Elementary reports that the Pua Lililehua Native Hawaiian Education Act Project at Palolo and Anuenue Elementary provides inquiry-based and place-based instruction, literacy and mathematics workshops for teachers, lesson study, and Chaminade faculty-hosted professional development seminars. The faculty member reports that the project has already conducted a Summer Graduate Service Learning Institute, an after-school tutoring program, a reading lab, and a Spring intersession "sports and games" program at Palolo Elementary. The School Counseling Program administers "Project Focus: Identification and Treatment of Native Hawaiian Children with Attention Deficit Hyperactivity Disorder," at Ho'omana Hou School and Aka'ula School, St. Louis School, and Hālau Kū Māna School. This project provides education about the nature of ADHD for Native Hawaiian students and their parents.

Element	Unacceptable	Acceptable	Target
6b. Unit Budget – Initial Teacher Preparation		X	
6b. Unit Budget – Advanced Preparation		X	

Summary of Findings:

Interviews with the President and Assistant to the Provost provide evidence that budgetary allocations to the Education Division and the School Counseling Program provide adequate support to prepare candidates to meet the standards. Institutional funding remains separate from external grants and gifts. The President explains that the cohort system of student entry into programs four times each year allows the university to make adjunct faculty resource allocations based on market needs.

The President reports that the division's budget is comparable to fiscal allocations to other academic programs on campus and that allocations within the program are made on an equitable basis across program areas. A report on faculty salaries comparing all ranked salaries with those in the Education and Behavioral Sciences Divisions shows that the base salary for full professors in the Behavioral Sciences Division fall 8% below all ranked faculty, and the base salary for associate professor faculty in education fall 13% below all ranked faculty. Further, the Dean of the Education Division observes that the budget does not achieve parity with other similar institutions. He reports that, while the university administration has been responsive to hearing Faculty Senate concerns on this issue, there are no easy remedies since the university is facing challenges as a consequence of declining enrollment in some programs and higher costs of operation. Therefore, the university has been reluctant to make tenure track appointments, resulting in an increased ratio of adjunct faculty to full-time, tenure track faculty. This trend is a particular concern in the Education Division where net enrollment, especially at the graduate level, has been increasing. While the Education Division is fortunate to have a qualified pool of adjunct instructors, the Dean is concerned that, in the longer term, the lack of full-time faculty will impact the quality and delivery of programs.

In the Education Division and the School Counseling Program, interviews with the President and the Assistant to the Provost provide evidence that fiscal allocations to the program provide adequate funding for the delivery of on-campus courses, field and internship experiences, and full and part-time faculty hiring necessary to prepare professional educators.

The Dean of the Education Division reports that fiscal allocations to the programs under his supervision have remained steady. In the USSR, the Dean of the Behavioral Sciences Division reports an increase in the budget since the last visit by one faculty, two internship directors to provide advising and internship coordination, and a half time clerical position.

Element	Unacceptable	Acceptable	Target
6c. Personnel – Initial Teacher Preparation		X	
6c. Personnel – Advanced Preparation		X	

Summary of Findings:

The Faculty Handbook describes formal workload policies and procedures and practices. The President and the Assistant to the Provost indicate that no differentiation is made between undergraduate and graduate workloads. Both teach 12 credit hours per semester, and many teach both undergraduate and graduate courses. According the President, the only differentiation that is made is in terms of class size; undergraduate courses average about 20 students per section, and graduate courses average about 15 students per section. In addition to teaching, faculty also engage in a wide range of professional activities, including scholarship, assessment, advisement, work in schools, community service, and service to the profession.

In the Education Division, interviews with the President and the Assistant to the Provost confirm that the full time faculty workload is eight three-credit courses per academic year, plus advising and committee responsibilities at the division and university level. This workload equates to approximately 40 hours of instruction per course, five hours per week of office hours, and three hours per week of committee work. Both during and outside of office hours, faculty members serve either as academic advisors to assist students with class scheduling or as faculty mentors to address students' pedagogical issues and concerns. In addition, full-time education faculty may choose to supervise student teachers, for which they receive additional compensation in the amount of $500 per student teacher per semester. However, adjunct faculty members do most of the supervision, averaging two to five students for a maximum number of 12 students per semester. Class sizes range between 16 and 22 students, thus assuring that faculty are able to provide quality individualized attention.

In the Counseling Division, the teaching load for full-time faculty is also eight classes per year in addition to scholarship activities, candidate advising, and community service. These courses may be taught at the undergraduate or graduate level. Full-time faculty members teach on a nine-month contract but may request overloads. Course releases may also be provided in cases of special need that are identified by the faculty member and negotiated with the Dean and with the Executive Vice President and Provost. Full-time school counseling faculty members do not conduct clinical supervision. Internship classes, if taught by a full-time faculty member, are treated as part of the faculty member's regular teaching load. Class sizes for the School Counseling Program are kept relatively small, with a maximum class size of 20 for graduate level courses. This allows faculty to build relationships with their students, in addition to allowing them time to engage in their other responsibilities.

The Dean of the Education Division reports that faculty members provide high quality, individualized attention to their candidates. However, he observes that such keen attention to the candidates has presented faculty members with the challenge of finding adequate time to engage in scholarship. Nonetheless, concerted efforts have been made over the past three years to establish meaningful scholarship agendas, resulting in numerous conference presentations, a few

publications, and funded grants. Recently the Education Division was awarded a large federal grant from the Native Hawaiian Education Act (NHEA) which will afford faculty more scholarship opportunities.

Teaching, advising, scholarship and community service are required for faculty promotion, and tenure at Chaminade University. Interviews with the Academic Deans yielded a description of a process whereby the faculty member who is interested in pursuing scholarship or service presents his or her proposal to the applicable Divisional Dean and the Executive Vice-President and Provost of Chaminade University for review. Course reduction or summer stipend agreements are possible, especially if they are funded by grant monies. Faculty may also take advantage of travel grants funded by the Faculty Development Committee and the Faculty Resource Network.

 In the Education Division, eight full-time and part-time faculty are employed by the unit in teaching, clinical, and administrative roles, in addition to 30 part-time adjunct faculty. The Division's use of part-time faculty is purposeful and is employed to strengthen the programs in which they teach. The integrity, coherence, and quality of the unit are assured by the commitment of all to the conceptual framework. Adjunct faculty and cooperating teachers are recognized as valued colleagues in preparing educators.

In the School Counseling program, there are 5 full-time, tenure-track faculty employed by the unit in teaching, clinical, and administrative roles, in addition to 23 part-time adjunct faculty. The Division's use of part-time faculty is purposeful and is employed to strengthen the program. Part-time faculty members are selected because of their expertise in the subject to be taught. Almost all are practitioners or retired practitioners. Part-time faculty members provide the candidate a practical view of the profession and increase the candidate's formation as a school counselor. Adjunct faculty and school counselors are recognized as valued colleagues in preparing educators.

Interviews with the Deans of the Education and Behavioral Sciences division as well as a review of job descriptions confirm that provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. In the Education Division, support personnel include a full-time assistant to dean, a full-time assistant for special programs, a full-time field services director, two part-time academic advisors, a part-time receptionist, and two part-time student assistants. The School Counseling Program has one Clinical Director and one Internship Director. The MSCP program has one full-time assistant to the Dean/Director and one part-time secretary as support staff. Additionally, both divisions work closely with the offices of graduate services, undergraduate, and evening and online program offices, all of which have support staff to facilitate necessary processes. Job descriptions and funding for each position have been approved at the university level, and in the event of vacancies, the personnel office assists in advertising and screening applicants.

Interviews with the President and the Deans of the Education and Behavioral Sciences Divisions provide evidence of adequate personnel resources and opportunities for professional development, including training in the use of technology, as indicated in Standard 5. Support for professional development is provided to faculty for conference travel each year. To receive some

portion of these funds, faculty members must apply to the Faculty Development Committee, which is administered by the Faculty Senate. Also available to faculty are workshops and study grants available through the University's partnership with the New York University's Faculty Resource Network. Faculty Resource Network Study grants are available for durations of one week, one month, and one semester. A faculty member may also apply for special funding from the division. Finally, sabbaticals are available for faculty who qualify. A faculty member may take a one semester sabbatical at full pay or a one-year sabbatical at half pay.

 Part-time faculty members in the Education Division also contribute to the integrity, coherence, and quality of the unit and its programs by requiring participation in an annual adjunct faculty retreat plus program-specific training. Most recently, adjuncts were required to attend LiveText and eCollege training and, if teaching online, an online course focusing on pedagogical aspects. Currently, the Education division is developing an online professional development course to more fully engage adjuncts in professional development. Also, program specific professional development is also provided for adjunct faculty (e.g., the Castle Distinguished Speaker Series and coordination between the director and instructors in the dual-certification program.)

Element	Unacceptable	Acceptable	Target
6d. Unit Facilities – Initial Teacher Preparation		X	
6d. Unit Facilities – Advanced Preparation		X	

Summary of Findings:

Campus tours provide evidence of adequate fiscal support for facilities, including current and planned technology resources and library holdings for both on-campus courses and field and internship experiences. Each classroom is equipped with an instructor computer station, an Elmo overhead projector, an LCD projector, and a white board. Internet access is available in most classrooms, with access to online resources through LiveText, eCollege, and various databases. All full-time faculty have private offices, thus supporting quality space to plan, conduct scholarly activities, and meet with candidates. Most off-campus facilities are also equipped with an overhead and LCD projector.

In addition, the Education Division houses the Castle Curriculum Resource Center, CTRAC, funded by a grant from the Samuel N. and Mary Castle Foundation and Chaminade University. The purpose of CTRAC is to serve as a resource to the local educational community, providing pre-service and in-service teachers with professional development workshops, equipment and supplies to create classroom materials, and a professional library with current books and videos.

Chaminade University's Sullivan Family Library features state of the art facilities with access to curricular resources in curriculum and instruction, educational research, and related journals. An education librarian is assigned to the division and consults with faculty to identify needed resources.

Full-time faculty members are assigned a computer with network and internet access that are equipped with necessary software programs, such as Microsoft Office and SPSS. All university faculty and candidates are provided a university email account and access to the web portal, with various online resources. Additionally, online students pay an additional fee to take classes using eCollege, an online course-delivery system that features advanced technology tools for a variety of pedagogical approaches. Within the Education Division, all candidates are also required to use LiveText, an online course support and assessment system to view streaming videos, access interactive templates, and submit signature assignments, the results of which can be aggregated into reports that will drive program improvement. To date, not all faculty and teacher candidates use the university email system; however, usage among faculty is increasing. Teacher candidates use the online web portal to register for classes, and can access the division's web site for announcements and video clips about software delivery systems. Education Division Faculty use a "Ning" site, Google Documents, and Zoho to house important documents, announcements, meeting minutes, and topical discussions. The Director of Early Childhood Education provides faculty and staff with technology support, including training in the use of technology.

Element	Unacceptable	Acceptable	Target
6e. Unit Resources including Technology – Initial Teacher Preparation		X	
6e. Unit Resources including Technology – Advanced Preparation		X	

Summary of Findings:

Interviews with the President and the Assistant to the Provost provide evidence of adequate fiscal support for facilities, including current and planned technology resources and library holdings for both on-campus courses and field and internship experiences.

In the Education Division, web-based technology tools provide university faculty, mentor teachers, and teacher candidates with access to a variety of web-based tools to facilitate candidate learning, and candidate-instructor and candidate-candidate(s) interaction. Web-based tools include ECollege, an online course management and delivery tool, and Livetext, an electronic portfolio assessment system that aligns candidate performance standards with key assessments, reflections, and artifacts of candidate learning. This assessment system's reporting capabilities manage, analyze and aggregate assessment data to evaluate candidate performance and program effectiveness.

The institution receives contributions from external resources in the form of Native Hawaiian Education Act Project Grants. Plans to institutionalize these projects are detailed in the project descriptions.

Interviews with the President and the Assistant to the Provost confirm that the Education and Behavioral Sciences Divisions do not depend on external resources to carry out their core programs. Any external resources serve to supplement and enhance program services.

Adequate fiscal support is provided for the implementation of the program's assessment system. The Education Division makes use of ECollege and LiveText and in the School Counseling Program, a variety of resources are available for the development and implementation of the unit's assessment system, including a system-wide assessment team, information technology systems (e.g., Datatel and WebAdvisor), Statistical and Productivity software (e.g., SPSS, Microsoft Office Professional, and Adobe Acrobat Professional, and Scantron).

Demonstrations of ECollege and LiveText provided evidence of information technology resources used by candidates to help achieve the commitments to technologies, outlined in the conceptual frameworks.

The Sullivan Family Library, a new, state-of-the art facility with 22,000 square feet of library space is located on the main campus at Chaminade University. The library makes its local holdings available through WebCat, an online catalog, WebCat to students, faculty, and staff. Through a membership in the Hawaiʻi Library Consortium, it also facilitates access to an electronic book collection (e.g. Ebrary, Psychbooks, and Forensicnetbase) as well as full-text, online periodical databases (e.g. Ebcohost, ERIC, Academic Search Premier, Masterfile Premier, MAS Ultra - Scho

Edition, Middle Search Plus, Novelist, PsycInfo, Professional Development Collection, Student Research Center, and Teacher Reference Center.) These resources are available both on-campus an off-campus via the campus web portal. The library also offers a collection of audiovisual materials and interlibrary loan services. Library operating hours ensure adequate access to the campus facili during which time students and faculty can consult with subject and reference librarians; librarians also available by phone or email. The quality of library services are assessed and improved, using Library and Graduate Services survey instruments. The library maintains discipline-specific guide: electronic resources, bibliographies, and web links as well as video tutorials for online databases.

Overall Assessment of Standard

Standard 6 is met, with conditions.

Areas for Improvement:

Faculty workloads must be adjusted to conform with HTSB SATE Reference and Reporting Guide, which states that faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching and that supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. These adjustments will allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.

Recommendation:

Standard 6 is met with conditions.

Before documents are submitted for the next Unit SATE Review, the institution will:

1.   Identify a professional education unit that has responsibility and authority for the preparation of teachers and other professional education personnel.

2.   Designate a head of the unit who is assigned the authority and responsibility for its overall administration and operation.

3.   Develop written policies and procedures to guide the operations of the unit.

4.   Create a well developed conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

IV.   SOURCES OF EVIDENCE

Documents reviewed:

Education Division Electronic Exhibit Room

General

1. Institutional Report, BOE report & institutional rejoinder from previous HTSB review.
Exhibit Room 101:
Self-Study for State Approval of Teacher Education Program 1997
State Approval of Teacher Education Program 1999

2. All annual reports submitted since last review or since establishment of precandidacy.
Exhibit Room 101:
Ed Division Annual Report 2006
Ed Division Annual Report 2007
Ed Division Annual Report 2008

3. Report from HTSB indicating all preconditions were met.
Exhibit Room 101:
Precondition 6.2 2000-2001
Precondition 6.2 2001-2002
Precondition 6.2 2002-2003
Education Division Precondition 2004

4. Unit catalogs and other printed documents describing general ed., specialty/content studies, and professional studies.
Undergraduate Catalog 2005-2006
Undergraduate Catalog 2006-2007
Undergraduate Catalog 2007-2008
Undergraduate Catalog 2008-2009
Graduate Catalog 2004-2006
Graduate Catalog 2007-2009

5. Demographic characteristics of the institution and its service area.
USSR p. 39, Table 9: Chaminade University Candidate Demographics

6. A copy of the notice that was placed soliciting third-party testimony.
Solicitation document posted throughout the campus
Solicitation media release document.

Conceptual Framework
1. Conceptual framework(s) documents.
USSR pp. 6-10

2. Table showing alignment of state, professional, and institutional standards.
Chart aligning state, professional, and institutional standards with Chaminade University of Honolulu education courses and program outcomes:
Elementary PSSR Signature Assignment Chart

Standard 1

1. Samples of key assessments and scoring rubrics/criteria used by faculty to assess candidate learning (cross reference to Standard 2).

Exhibit Room 101:

Course #	Course Name
Psych 202	Child Development Psychology
Psych 304	Psychology of Adolescence
ED 306	Psychological Foundations of Education
ED 404/ED 604	Managing School Environments
ED 413	Children's Literature
ED 415/ED 614	Teaching Reading in Elementary Schools/Teaching Literacy through the Content Areas
ED 418/ED 629	Elementary Language Arts Methods I/Elementary Language Arts Methods
ED 419/ED 631	Math Curriculum and Methods/Elementary Math Methods
ED 420	Curriculum Foundations
ED 446/ED 646	Advanced Math and Geometry/Advanced Math and Geometry
ED 448/ED 648	Environmental Studies/Science and Environmental Education
ED 450/ED 638	Music, Art, and Creative Movement/Music, Art, and Creative Movement
ED 460	Introduction to Exceptional Children
ED 470/ED 612	Technology for Teachers/Educational Technology in the Classroom
ED 490	Student Teaching Seminar
ED 515	Historical and Psychological Foundations of Education
ED 600	Introduction to the Master of Education
ED 607	SPED: K-12 Language Arts and Methods
ED 614	Teaching Literacy through the Content Area
ED 619	Teaching in Area of Specialization
ED 623	Teaching Strategies: Secondary
ED 630	Elementary Integrated Curriculum and Technology
ED 643	Hawaiian Culture and Language
ED 660	SPED: Introduction to Exceptional Children
ED 661	SPED: Issues in Special Education
ED 662	SPED: Assessment of Exceptional Children
ED 665	SPED: Mild/Moderate Disabilities
ED 685	Assessing Teaching and Learning
ED 686	Student Teaching Seminar

2. State licensure test scores aggregated by program area and reported over several years (Title II data reported to the state for the last year MUST be available for the team).

ETS Title II Report 2005-2006
ETS Title II Report 2006-2007
ETS Title II Report 2007-2008

3. Program reports prepared for national program review, rejoinders and results.

Not Applicable (N/A).

4. Program reports and findings of other national accreditation assn. related to preparation of education professionals.

WASC Accreditation Report found in Chaminade University of Honolulu website
(Copy in Standard 1 Binder back pocket)

5. Most recent report prepared for a state program review and the state's findings.

Ed Division EA PSSR
Ed Division Elem PSSR
Ed Division Secondary PSSR
Ed Division SPED PSSR
Ed Division USSR

6. Summaries of assessment results of candidates, including those key assessments use at transition points. These points include at a minimum a) entry to program, b) prior to student teaching/internship, c) completion of student teaching/internship, and d) program completion.

Table 6: Unit Assessment System: Transition Point Assessments
Student Teaching Evaluation Summary for Undergraduate Elementary Program
Student Teaching Evaluation Summary for Graduate Elementary Program
Student Teaching Evaluation Summary for Undergraduate EA Program
Student Teaching Evaluation Summary for Graduate SPED Program
Student Teaching Evaluation Summary for Undergraduate/Graduate Secondary Program by Subject

7. Samples of candidate work (e.g. portfolios at different proficiency levels.)
Exhibit Room 101:

Course # and Term	Course Name
ED 404 Spring 2006	Managing School Environments
ED 413 Fall 2005	Children's Literature
ED 413 Fall 2007	Children's Literature
ED 413 Spring 2005	Children's Literature
ED 413 Spring 2005	Children's Literature
ED 415 Fall 2005	Teaching Reading in Elementary Schools
ED 415 Fall 2005	Teaching Reading in Elementary Schools
ED 415 Fall 2005	Teaching Reading in Elementary Schools
ED 415 Spring 2005	Teaching Reading in Elementary Schools
ED 415 Spring 2005	Teaching Reading in Elementary Schools
ED 415 Spring 2006	Teaching Reading in Elementary Schools
ED 415 Spring 2006	Teaching Reading in Elementary Schools
ED 418 Spring 2007	Elementary Language Arts Methods I
ED 418 Spring 2007	Elementary Language Arts Methods I
ED 420 Fall 2006	Curriculum Foundations
ED 420 Fall 2006	Curriculum Foundations
ED 420 Spring 2006	Curriculum Foundations
ED 420 Spring 2006	Curriculum Foundations
ED 441 Spring 2006	
ED 446 Fall 2005	Advanced Math and Geometry
ED 446 Fall 2005	Advanced Math and Geometry
ED 446 Fall 2005	Advanced Math and Geometry
ED 446 Spring 2006	Advanced Math and Geometry
ED 446 Spring 2007	Advanced Math and Geometry
ED 448 Fall 2005	Environmental Studies
ED 448 Spring 2006	Environmental Studies
ED 448 Spring 2006	Environmental Studies
ED 448 Spring 2006	Environmental Studies
ED 460 2006	Introduction to Exceptional Children
ED 460 2006	Introduction to Exceptional Children
ED 460 2007	Introduction to Exceptional Children
ED 460 2007	Introduction to Exceptional Children
ED 460 Spring 2007	Introduction to Exceptional Children
ED 490 (Elem) Spring 2005	Student Teaching Seminar: Elementary
ED 490 (Elem) Spring 2006	Student Teaching Seminar: Elementary
ED 490 (Elem) Spring 2006	Student Teaching Seminar: Elementary
ED 490 (Elem) Spring 2006	Student Teaching Seminar: Elementary
ED 490 (Elem) Winter 2006	Student Teaching Seminar: Elementary
ED 490 (Sec) Spring 2007	Student Teaching Seminar: Secondary
ED 490 (Sec) Winter 2006	Student Teaching Seminar: Secondary
ED 490 (SPED) Spring 2005	Student Teaching Seminar: SPED

ED 613 Fall 2005	Children's Literature
ED 623 Spring 2005	Teaching Strategies: Secondary
ED 630 Summer 2007	Elementary Integrated Curriculum and Technology
ED 630 Summer 2007	Elementary Integrated Curriculum and Technology
ED 646 Summer 2006	Advanced Math and Geometry
ED 646 Summer 2006	Advanced Math and Geometry
ED 646 Summer 2006	Advanced Math and Geometry
ED 646 Summer 2006	Advanced Math and Geometry
ED 646 Winter 2006	Advanced Math and Geometry
ED 648 Spring 2005	Science and Environmental Education
ED 660 2006	SPED: Introduction to Exceptional Children
ED 660 2006	SPED: Introduction to Exceptional Children
ED 660 2007	SPED: Introduction to Exceptional Children
ED 660 2007	SPED: Introduction to Exceptional Children
ED 685 Spring 2005	Assessing Teaching and Learning
ED 685 Summer 2005	Assessing Teaching and Learning
ED 685 Summer 2005	Assessing Teaching and Learning
ED 686 (Sec) 2008	Student Teaching Seminar: Secondary
ED 686 (Sec) Winter 2006	Student Teaching Seminar: Secondary
ED 686 (SPED) 2006	Student Teaching Seminar: SPED
ED 686 (SPED) 2006	Student Teaching Seminar: SPED
ED 686 (SPED) 2007	Student Teaching Seminar: SPED
ED 686 (SPED) 2007	Student Teaching Seminar: SPED
ED 686 (SPED) 2008	Student Teaching Seminar: SPED
ED 686 (SPED) 2008	Student Teaching Seminar: SPED
ED 690/ED 686 (Sec) Spring 2005	Student Teaching Seminar: Secondary

8. Data from follow-up studies of graduates.

Graduate Classification Information 2004-2008
Graduate Survey Table Spring 2007
Graduate Survey Table Fall 2007
Graduate Survey Table Spring 2008
Graduate Survey Table Fall 2008
Graduate Survey Fall 2007
Graduate Survey Spring 2008
Graduate Survey Fall 2008
Education Graduate (M.Ed.) Satisfaction Survey 2007
Education Graduate Satisfaction Survey 2008

9. Data from employer satisfaction studies.

Exhibit Room 101:
Principal's Survey (Director Survey) Spring 2005

10. Assessments used to determine dispositions, and summary of candidate performance on these assessments.

Observation and Participation Dispositions Assessment
Professional Dispositions Assessment for Instructors
Professional Dispositions Self-Assessment for Students Summary of Candidate Performance

School Counseling Program Exhibit Room

HTSB Standard I:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 10: Course/Instructor Evaluation

HTSB Standard II:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 10: Course/Instructor Evaluation

HTSB Standard III:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 10: Course/Instructor Evaluation

HTSB Standard IV:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 6: Counseling Skills Proficiency Record

HTSB Standard V:

(MSCP School Counseling Program utilizes CACREP standards to demonstrate knowledge of content.)

CACREP Common Core Area I:
- Assessment 1: PRAXIS II School Guidance and Counseling
- Assessment 3: MSCP Program Evaluation
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core II:
- Assessment 3: MSCP Program Evaluation
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core III:
- Assessment 3: MSCP Program Evaluation
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core IV:
- Assessment 3: MSCP Program Evaluation
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core V:
- Assessment 3: MSCP Program Evaluation
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core VI:
- Assessment 3: MSCP Program Evaluation
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core VII:
- Assessment 3: MSCP Program Evaluation
- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP Common Core VIII:
- Assessment 3: MSCP Program Evaluation

- Assessment 7: Course Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP School Counseling Program Area I:
- Assessment 1: PRAXIS II School Guidance and Guidance
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 8: School Counseling Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP School Counseling Program Area II:
- Assessment 1: PRAXIS II School Guidance and Guidance
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 8: School Counseling Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP School Counseling Program Area III:
- Assessment 1: PRAXIS II School Guidance and Guidance
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 6: Counseling Skills Proficiency Record
- Assessment 8: School Counseling Comprehensive Exam
- Assessment 9: Site Supervisor's Evaluation of Candidate

CACREP School Counseling Program Area IV:
- Assessment 9: Site Supervisor's Evaluation of Candidate

HTSB Standard VI:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 10: Course/Instructor Evaluation

HTSB Standard VII:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey

- Assessment 5: Post-Graduate Survey
- Assessment 10: Course/Instructor Evaluation

HTSB Standard VIII:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 10: Course/Instructor Evaluation

HTSB Standard IX:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey
- Assessment 10: Course/Instructor Evaluation

HTSB Standard X:
- Assessment 2: PRAXIS II Principles in Learning and Teaching
- Assessment 3: MSCP Program Evaluation
- Assessment 4: Principal Survey
- Assessment 5: Post-Graduate Survey

Items Located in MSCP School Counseling Program's Electronic Evidence Room
- 2004 Pre-Conditionals
- 2004 Pre-Conditionals Conceptual Framework
- MSCP Catalog
- Program Self-Study Report
- Psy 500 Syllabus
- Psy 501 Syllabus
- Psy 521 Syllabus
- Psy 524 Syllabus
- Psy 601 Syllabus
- Psy 602 Syllabus
- Psy 603 Syllabus
- Psy 606 Syllabus
- Psy 627 Syllabus
- Psy 672 Syllabus
- Psy 720 Syllabus
- Psy 736 Syllabus
- Psy 751 Syllabus
- Psy 776 Syllabus

- Third-Party Testimony Solicitation
- Unit Self-Study Report

Items Located in the Evidence Room
- Previous DOE Report 1997
- MSCP HTSB Conditionals 12/04
- CACREP 2009 Standards
- Dispositions 2008/2009
- Conceptual Framework
- Report of the WASC Visiting Team 10/08
- Unit Self-Study Report (USSR)
- Program Self-Study Report (PSSR)
- Academic Calendars 2005-2009
- Notice Soliciting Third Party Testimony
- Memorandum of Agreement 2008
- Application/Interview Data and Unit Catalogues
- Recent Syllabi
- MSCP Descriptions, Policies and Procedures
- Advising Survey
- Faculty Handbook 2007
- Sample Student Portfolios
- Sample Coursework: Psy 500, Psy 501, and Psy 771
- Cross-Cultural PowerPoint Presentations 2007-2009
- 2009 Internship A Supervisors' Evaluations
- 2009 Practicum Supervisors' Evaluations
- Site Visit Reports
- 2008 Internship B Supervisors' Evaluations Samples
- School Counseling Practicum and Internship 2009-2010 Handbook
- Practicum/Internship Survey 2009
- MSCP/Psy – Minutes
- School Counseling Professional Development Course 1/9/09

Additional Evidence Requested by the Team
- Sample publications from full-time Faculty
- Growth and Development Plans of all full-time Faculty
- List of all current site placements, names of site supervisors, and names of candidates who are presently in the clinical fieldwork phase of the School Counseling program
- Current MSCP demographic data (as of 4/1/09)

- CV summaries (Faculty and Site Supervisor Information Data Sheets) of full-time and adjunct faculty
- Additional evidence supporting the School Counseling program's cross-cultural and special needs curriculum
- A Memorandum of Understanding form certifying the credentials of site supervisors (will be implemented next academic year)
- Remediation Form
- Sample papers from Cross-Cultural Counseling course
- MSCP program applicant interview form
- Support staff job descriptions
- List of names of all interviewees and their respective titles
- Diversity data based on the Supervisor's Evaluation of the Candidate
- Tracy Trevorrow's Project Summary
- Supervisor's Evaluation of Candidate form to reference Site Supervisor's years of experience, degree earned, and licensure information
- Supervisor's Evaluation of School Counseling Student Rubric
- Salary breakdown of all full-time faculty in the MSCP program