

**CHAMINADE UNIVERSITY
EDUCATION DIVISION
Response to HTSB Conditions – Standard 4**

STANDARD 4

SATE UNIT REVIEW CONDITIONS:

The Chaminade Education Division Professional Education Unit must provide evidence

- A. that clearly identifies the specific proficiencies candidates should develop related to needs of students from culturally diverse populations;
- B. that the curriculum is designed to prepare teachers to work effectively with students from culturally diverse populations; and
- C. of candidate proficiencies related to their ability to help students from culturally diverse populations learn.

**CHAMINADE UNIVERSITY
EDUCATION DIVISION**

STRATEGIC PLAN TO ADDRESS HTSB STANDARD 4 CONDITIONS and STATUS UPDATE

OBJECTIVES	ACTION(S) TAKEN BY AUGUST 2011	EVIDENCE/ATTACHMENTS	FUTURE STEPS
4.1 Highlight proficiencies candidates need to achieve/ demonstrate related to cultural diversity across all programs (Condition A)	~ Revised PLOs adopted by the Faculty Curriculum and Assessment Committee. PLO 6 addresses diversity.	Attachment 4.1: Revised Program Learning Outcomes for all Initial Licensure Programs	~ Introduce new PLOs in all introductory ED courses: ED 100 (Undergraduate) ED 600 (Graduate)
4.2 Enhance coursework related to cultural and other dimensions of diversity (Condition A)	~ Complete review of all initial licensure programs for attention to diversity ~ Identify gaps and inconsistencies in coursework in all programs ~ Add, amend course requirements for all programs with attention to diversity ~ Effective April 2010, revise post-graduate licensure programs to require specific coursework related to Hawaiian culture and language (ED 643) and Multicultural Education and Diversity (ED 652) ~ Propose revised GEN ED requirements for undergraduate licensure programs to assure coverage of diversity dimensions	Syllabi for all new Required Coursework for all graduate initial teaching licensure programs (a) On CD: Multicultural Education & Diversity (EDUC 652) (b) On CD: Hawaiian Culture & Language (EDUC 643) (c) On CD: Introduction to Exceptional Children (EDUC 660) Attachment 4.2: List of Required GEN ED requirements for Undergraduate elementary teacher licensure program	~ Continue to review syllabi for inclusion of diversity related topics in assignments and assessments

OBJECTIVES	ACTION(S) TAKEN BY AUGUST 2011	EVIDENCE/ATTACHMENTS	FUTURE STEPS
4.3 Amend the Education Division's Professional Dispositions Assessment to include more specific attention to the diversity dimension (Condition A)	~ Review and analysis by the Standard 4 Committee of Chaminade's existing Professional Disposition Assessment form that teacher candidates use to self-assess and instructors use to assess teacher candidates	Attachment 4.3a: Revised form for Professional Dispositions: <i>Teacher Candidate Self-Assessment and Improvement Procedures</i> Attachment 4.3b: (New) Knowledge/Skills/Dispositions Remediation Plan	~ Revised Professional Dispositions <i>Teacher Candidate Self-Assessment and Improvement Procedures</i> 1) Pilot revised version 2) Adopt revised version ~ Knowledge/Skills/Dispositions Remediation Plan 1) Implement use of newly developed remediation plan with faculty and adjuncts.
4.4 Engage core faculty in a professional development program to enhance their capacity to prepare teachers to work effectively with students from culturally diverse populations (Condition B)	~ Complete review of syllabi for evidence of teacher candidate learning outcomes related to diversity ~ Continue Professional Development Activities with attention to best practices for developing teachers to work effectively with diverse student populations	Attachment 4.4: Hawaiian Culture & Language Seminar Program	~ Continue to offer professional development activities in areas related to diversity, including on-site seminars and attendance at professional conferences
4.5 Review course learning outcomes (CLOs) and align where appropriate with the program learning outcome that includes a diversity dimension (Condition B)	~ Review all CLOs in initial teacher licensure coursework ~ Identify existing CLOs that address diversity ~ Revise course CLOs that address diversity in appropriate course syllabi	Attachment 4.5: Sample of PLO/CLO matrixes from three courses highlighting diversity dimension in our licensure programs with assignments (a) Multicultural Education & Diversity (EDUC 652) (b) Hawaiian Culture & Language (EDUC 643) (c) Introduction to Exceptional Children (EDUC 660)	~ Continue review of syllabi in Curriculum & Assessment Committee ~ Create a database of the CLO's within and across programs
4.6 Enhance diversity dimension of existing courses and assignments (Condition B)	~ Engage Faculty Curriculum and Assessment Committee in a review of existing coursework assignments for attention to diversity ~ Identify assignments that include learning objectives and assignments related to diversity and link them to course and program learning outcomes ~ Add or enhance assignments related to diversity where appropriate.	Attachment 4.6: Sample of assignments that illustrate enhanced attention to diversity in existing courses (a) Managing School Environments (EDUC 650) (b) Psychological Foundations of Education (EDUC 602) (c) Student Teaching Elementary Seminar (EDUC 686)	~ Continue review of syllabi in Curriculum & Assessment Committee ~ Create a database of key diversity-related assessments

OBJECTIVES	ACTION(S) TAKEN BY AUGUST 2011	EVIDENCE/ATTACHMENTS	FUTURE STEPS
4.7 Monitor teacher candidate proficiencies related to diversity through identified assessments (Condition C)	~ Review of curriculum to identify assessments related to teacher candidate proficiencies related to diversity	Attachment 4.7: Teacher candidate data from student teaching exit portfolio on HTSB standard 3 – diversity from 2009-2010 by program.	~ Systematic monitoring of teacher candidates by Curriculum & Assessment Committee
4.8 Review student teaching seminar to identify ways to enhance attention to diversity (Condition C)	~ Revised student teaching seminar syllabus to enhance diversity topics.	Revised Student Teaching Seminar syllabi. On CD Student Teaching Elementary Seminar (EDUC 686)	~ Collect and review data from student teaching seminar
4.9 Review placement of teacher candidates in student teaching and O&P (Condition C)	~ Review of placement procedures in student teaching and O&P to develop a system to ensure teacher candidates have a wide range of experiences in O&P and student teaching and add diversity experiences if needed	Attachment 4.9: Revised Field Services Placement Procedures (Criteria for O& P Placement and Criteria for Student Teaching Placement)	~ Collect data on and monitor new procedures