



**Commission on Teacher Credentialing
Program Assessment Report
Academic Year 2008-09**

Institution: *University of San Diego*

Date report is submitted *March 23, 2009* **Date of last Site Visit** *October 15, 2002*

Program documented in this report: All Credential Programs at USD

Credential awarded: *Multiple and Single Subject Credential, Education Specialist (Mild/Moderate Disabilities, Moderate/Severe Disabilities, Early Childhood Special Education, Deaf and Hard of Hearing),*

Is this program offered at more than one site? *Ed. Specialist Deaf and Hard of Hearing only*

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PART I PROGRAM DOCUMENT: RESPONSE TO STANDARDS

Multiple and Single Subject Teaching Credential Program

In preparing this report the faculty and administrators in the Department of Learning and Teaching decided to do a full program review and write a new response to program standards for the multiple and single subject teaching credential programs. We embarked on a comprehensive process with full faculty involvement. The steps are listed below:

1. The program leadership developed a standards matrix aligned to our course syllabi indicating in which courses each standard was addressed.
2. Lead faculty member for each course reviewed the decisions and made recommendations for changes if needed.
3. Each standard was assigned to individual faculty members whose responsibility it was to look across the program by reviewing their colleagues' syllabi, filling in a matrix identifying:
 - Course name & number
 - Suggested Key Readings or Activities related to the Standard
 - Assignments related to the Standard
 - Samples of Student Evidence related to the Standard
 - Fieldwork related to the Standard
4. Matrices were submitted, compiled and reviewed.
5. Lead faculty for each course reviewed the matrices for their respective courses, assuring that all relevant information was included.

It is also important to note that in preparation for the last visit by NCATE and CTC in 2004, major changes were made to the program, particularly to the assessment processes. In addition, since that visit, the program has adopted, piloted, and fully implemented the PACT system.

Part I contains the following sections for review:

- Matrix delineating TPEs as they are addressed in each course;
- List of changes made to the program since the last visit;
- Response to Program Standards 1 and 2 in narrative form;
- Matrix delineating Program Standards 3-14 in one-page matrix;
- Responses to Program Standards 3-14 in detailed matrices; and
- Response to Program Standards 15-21 in narrative form.