San Luis Obispo

SCHOOL OF EDUCATION

GOVERNANCE DOCUMENT

ADOPTED:
By Unanimous Vote of the Governance Community on September 15, 2011

AMENDED:
By Unanimous Vote of the Governance Community on January 13, 2012
The School of Education is the academic unit that prepares teachers and other education professionals for service in K-12 schools, community colleges, universities, and affiliated educational occupations. The School, which is neither an independent college nor a traditional academic department, is housed within the College of Science and Mathematics and operates as a semi-autonomous academic unit under the jurisdiction of the Dean of the College of Science and Mathematics.

Because of its unique mission, the School of Education is led by a separate Dean who bears sole responsibility for all education credentialing programs at the University. The Dean of the School reports directly to the Dean of the College of Science and Mathematics who functions as the academic administrator for all programs within the College of Science and Mathematics.

The Dean of the School of Education is responsible for day-to-day operation of the School, including managing the School's budget allotment from the College of Science and Mathematics. All faculty and staff whose appointments reside in the School report directly to the Dean of the School. Affiliated faculty in other colleges and departments involved with credentialing matters report indirectly to the Dean of the School through the administrators of their respective colleges or departments.
ARTICLE I

PREAMBLE, VISION AND MISSION STATEMENTS, DISPOSITIONS, AND AUTHORIZATION

SECTION 1 - Preamble

The School of Education (referred to as the “SOE”) is the primary professional education unit at Cal Poly that prepares teachers, special educators, counselors, and school administrators for service in P-20 education. The SOE is composed of six programs: Agriculture Education, Counseling and Guidance, Educational Leadership and Administration, Multiple Subjects Credential, Single Subject Credential, and Special Education.

The School of Education is committed to creating and maintaining a process of shared governance. Within this context of shared governance, the School establishes this document setting forth the expectations and responsibilities of its members.

SECTION 2 – Vision Statement

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

SECTION 3 – Mission Statement

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SECTION 4 – Dispositions

The dispositions adopted by the School of Education identify behaviors that all SOE members and students are expected to model:

4.1 Professionalism

4.1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

4.1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.
4.2 Ethical Practice

4.2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

4.2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

4.3 Shaping Change

4.3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

4.3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

SECTION 5 - Authorization

No part of this governance document is to be construed as overriding or negating provisions of the Campus Administrative Policies (CAP) of California Polytechnic State University San Luis Obispo, any article of the Collective Bargaining Agreement (CBA) between the California Faculty Association and the Trustees of the California State University, or the College of Science and Mathematics Personnel Policies, Procedures, and Evaluation Criteria. In any case of apparent conflict, provisions of the University CAP and/or the CBA will prevail; nothing in this document is intended to alter or extend the CBA.
ARTICLE II
MEMBERSHIP AND GOVERNANCE

SECTION 1 – Preamble

Because the School of Education embraces an all-university approach to preparing education professionals, its Governance Community consists of all university faculty, staff, and administrators who participate in advancing the mission of the School.

While governance of the School of Education is a shared responsibility, decision-making authority related to certain matters (e.g., personnel) will necessarily vary among members of the Governance Community to comply with University and College policies and collective bargaining agreements for represented faculty and staff.

SECTION 2 – The School of Education Governance Community

2.1 The role of the Governance Community is to provide consultation and guidance for the overall direction and operation of the School of Education.

2.2 The responsibilities of Governance Community members are to:

2.2.1 Attend all meetings of the Governance Community;
2.2.2 Volunteer to serve on governance committees as appropriate;
2.2.3 Participate in defining the School’s mission, vision, learning outcomes, and dispositions;
2.2.4 Delegate operational problem solving and decision-making to the program coordinators and the SOE Coordinating Council;
2.2.5 Collaborate with the SOE Coordinating Council, as appropriate, to resolve matters of governance related to the School.

2.3 Voting rights for the School of Education Governance Community will be granted to all members of the Governance Community who are in attendance at duly called meetings subject to the exceptions noted in Article II, Section 1.

2.3.1 Various groups and individuals such as P-20 partners, students, alumni, and other education professionals may function in an advisory capacity to the School of Education. They shall not be voting members of the Governance Community unless granted the right to vote by that body.

2.4 The Governance Community will meet quarterly from September until June to conduct business. Additional meetings may be called by the Dean of the School or by a vote of a simple majority of Community members. A master calendar of meetings will be published by the Dean of the School prior to the beginning of each academic year.

2.5 The Dean of the School, in collaboration with the Governance Community and SOE Coordinating Council, will prepare an agenda for each meeting of the Governance Community. The agendas and supporting documents will be distributed electronically to all Community members at least one week prior to a meeting. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of Governance Community meeting activities.

2.6 Minutes of Governance Community meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the SOE staff. Copies of the minutes will be distributed electronically to all Community members and will be approved at the beginning of each subsequent general SOE meeting. Approved minutes will be stored in
the SOE Assessment System and will become a permanent record of Governance Community meeting activities.

SECTION 3 - School of Education Coordinating Council

3.1 The role of the SOE Coordinating Council is to provide operational problem solving and decision-making for accomplishing the business of the School of Education.

3.2 The responsibilities of the SOE Coordinating Council include but are not limited to:

3.2.1 Receiving and bringing to the Council recommendations from Governance Community members as well as communicating information from the Council to Governance Community members.

3.2.2 Advising and consulting with the Dean on School matters such as:

3.2.2.1 Administrative policies and procedures;
3.2.2.2 Academic planning, curriculum development, assessment, and evaluation;
3.2.2.3 Budget and resources issues;
3.2.2.4 Strategic planning for each program area and, in collaboration with the Governance Community, strategic planning for the entire School of Education;
3.2.2.5 Standards for and maintenance of a high level of professional conduct among faculty and staff;
3.2.2.6 Coordinating the work of the supporting governance committees including but not limited to: prioritizing issues and work according to timelines and need, facilitating communication flow, maintaining focus on SOE needs and objectives, and delegating authority for action;
3.2.2.7 All other duties recommended by the membership or assigned by the Dean.

3.3 Voting rights will be granted to SOE Coordinating Council members as follows:

3.3.1 Voting members:

3.3.1.1 The coordinators of the six (6) respective academic programs within the SOE;
3.3.1.2 One (1) staff representative - elected by the SOE staff;
3.3.1.3 One (1) lecturer representative – elected by all lecturers within the SOE;
3.3.1.4 One (1) Department of Liberal Studies representative, generally the Chair.

3.3.2 Non-voting members:

3.3.2.1 Dean of the School of Education who will serve as Chair of the Council (1);
3.3.2.2 Assessment Coordinator (1);
3.3.2.3 Guests invited to participate in SOE Coordinating Council meetings on an as-needed basis (e.g., additional professional staff, P-20 partners).

3.4 A simple majority of SOE Coordinating Council voting members will constitute a quorum. Once a quorum is established by those present, meetings may continue even though some members are no longer present.

3.4.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.
3.4.2 Proxy votes will be permitted.

3.5 The SOE Coordinating Council will meet regularly from September until June to conduct business. Additional meetings may be called by the Dean or by a vote of a simple majority of SOE Coordinating Council members.
3.5.1 Meetings of the SOE Coordinating Council will follow a consistent schedule that facilitates maximum participation of its members. A master calendar of meetings will be published by the Dean prior to the beginning of each academic year.

3.5.2 The Dean of the School, in collaboration with the Coordinating Council, will prepare an agenda for each meeting of the Council. The agendas and supporting documents will be distributed electronically to all Council and Governance Community members at least one week prior to a meeting. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of Coordinating Council meeting activities.

3.5.3 Minutes of Coordinating Council meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the SOE staff. Copies of the minutes will be distributed electronically to all Council and Governance Community members and will be approved at the beginning of each subsequent Coordinating Council meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of Coordinating Council meeting activities.

SECTION 4 – The Role, Responsibilities, and Function of Program Coordinators

4.1 The role of the program coordinator is to oversee and maintain the daily operations of the program. The coordinator will:

4.1.1 Serve on the Coordinating Council;
4.1.2 Represent the interests of the program and its constituents;
4.1.3 Facilitate two-way communication between program constituents and the Coordinating Council and Dean;
4.1.4 Establish an Advisory Council.

4.2 All faculty (i.e., probationary¹, tenured, and non-tenure track, full- and part-time) involved in each respective program will nominate a coordinator.

4.2.1 The faculty of each program, at their discretion, may include additional members of the governance community in the nomination process.

4.2.1.1 Inclusion of additional members of the governance community in the nomination process will be clearly articulated in respective program governance documents.

4.2.2 If a nominee for program coordinator is not acceptable to the Dean of the School, the governance community members of that program will continue making nominations until a person acceptable to the Dean is selected.

4.2.3 The Dean of the School will consider nominations and appoint a coordinator for each program.

4.2.4 Coordinators will serve at the pleasure of the Dean of the School.

4.3 Program coordinators will generally serve a two-year term but may serve multiple terms if selected to do so by the governance community and Dean of the School.

4.4 A comprehensive list of duties for program coordinators will be included in coordinator job descriptions. These job descriptions will be kept on file in the Office of the Dean of the School.

¹ For purposes of this document, the terms “probationary” and “tenure-track” faculty are synonymous.
ARTICLE III

STANDING GOVERNANCE COMMITTEES

SECTION 1 – Standing SOE Governance Committees

1.1 The Standing SOE Governance Committees are: Curriculum and Assessment, and Personnel.

1.2 The purpose of the Standing SOE Governance Committees is to inform, advise, and make recommendations to the Dean of SOE and SOE Coordinating Council.

1.3 Members of standing committees will generally serve two-year terms.

1.4 Standing committees may establish sub-committees, focus groups, ad hoc work groups, or other subordinate structures to facilitate completion of the work of the standing committee.

1.5 Standing committees meet as needed from September through June unless otherwise designated by the SOE Coordinating Council and Dean.

1.6 A quorum will be established for conducting standing committee business when a simple majority of its members are present. Once a quorum is established, meetings may continue even though some members are no longer present.

1.7 Where applicable, motions will pass by a simple majority of the voting membership present once a quorum has been established. Proxy votes will be permitted.

1.8 Minutes of standing committee meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the committee. Copies of the minutes will be distributed electronically to all Council and Governance Community members and will be approved at the beginning of each subsequent committee meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of standing committee meeting activities.

SECTION 2 - Curriculum and Assessment Committee

2.1 The role of the Curriculum and Assessment Committee is to review all curriculum and assessment functions within the School of Education and make recommendations to the SOE Coordinating Council and Dean regarding matters pertaining to these areas of governance.

2.2 The responsibilities of the Curriculum and Assessment Committee include, but are not limited to the following:

2.2.1 Review course proposals from SOE faculty;

2.2.2 Review, in collaboration with program coordinators, new academic program proposals (e.g., new credentials or graduate degrees);

2.2.3 Review, in collaboration with program coordinators, innovative course delivery methods (e.g., hybrid or online learning);

2.2.4 Communicate and align curriculum related policies and procedures among SOE, CSM, and Academic Senate subcommittees;

2.2.5 Propose revisions to the University Catalog to reflect changes in SOE courses, programs, or academic policies;
2.2.6 Ensure preparation and review of all required documentation for internal program review (APR) and external accreditation by the Western Association of Schools and Colleges (WASC), the California Commission on Teacher Credentialing (CCTC), and the National Council for Accreditation of Teacher Education (NCATE), and other professional accrediting agencies as appropriate;

2.2.7 Ensure maintenance of an up-to-date SOE Assessment and Accreditation document repository, and work with appropriate SOE personnel to ensure all required documents are submitted and filed in a timely manner;

2.2.8 Perform other curriculum and assessment duties as determined by the SOE Coordinating Council and Dean.

2.3 The Assessment and Curriculum Committee will consist of:

2.3.1 A representative from the six (6) academic programs within the SOE;
2.3.2 The assessment coordinator (1);
2.3.3 The lead credential analyst (non voting) (1);
2.3.4 Other Governance Community members as needed.

SECTION 3 - Personnel Committee

3.1 The role of the SOE Personnel Committee is to make recommendations regarding faculty issues other than those involving faculty appointment, re-appointment, promotion, or tenure; for these matters, the SOE is guided by the College of Science and Mathematics Personnel Policies, Procedures, and Evaluation Criteria.

3.2 The responsibilities of the Personnel Committee include but are not limited to the following:

3.2.1 Work with the SOE Dean, Coordinating Council and Governance Community to determine the probationary faculty hiring priorities of the School and to make requests to the Dean of the College of Science and Mathematics for authorization to search for probationary faculty positions. Following approval from the CSM Dean, initiate the formal probationary faculty search process in accordance with Campus Administrative Policies (CAP), Academic Personnel Department guidelines, College of Science and Mathematics Personnel Policies, Procedures, and Evaluation Criteria, and the Collective Bargaining Agreement (CBA) between the California Faculty Association and the Trustees of the California State University.

3.2.2 Ensure that the College of Science and Mathematics Personnel Policies, Procedures, and Evaluation Criteria are periodically reviewed to include the unique teaching, scholarship, and service characteristics of School of Education faculty and to ensure recommendations related to these characteristics are passed on to the College of Science and Mathematics Peer Review Committee.

3.3.3 Initiate elections for representatives to any college-wide committees. Representatives will be elected by tenured and probationary faculty members whose academic appointments reside within the School.

3.3 The committee will consist of three (3) tenured faculty members whose academic appointments reside within the School elected by the probationary and tenured faculty of the School. Tenured faculty members whose appointments reside outside the School (e.g., Single Subject Credential Faculty) may be elected to serve on the Personnel Committee on a case-by-case basis.
ARTICLE IV
AD HOC COMMITTEES

SECTION 1 - Purpose

1.1 Ad hoc committees may be free-standing groups or sub-committees of standing committees established for short term problem-solving, decision-making, or task completion around specific or closely related sets of issues.

1.2 Ad hoc committees may be established for any of the following purposes:

   1.2.1 Advise standing committees or the SOE Coordinating Council on specific issues;
   1.2.2 Provide program coordinators with consultation regarding program development and evaluation;
   1.2.3 Plan and coordinate activities for the School such as Commencement, Open House, etc.

SECTION 2 - Membership

2.1 Membership on ad hoc committees will be open to all individuals interested in the charge of the committee unless otherwise specified.

SECTION 3 - Duties

3.1 Ad hoc committees meet as needed from September through June unless otherwise designated by the Standing Committees, SOE Coordinating Council, or Dean.

3.2 A quorum will be established for conducting standing committee business when a simple majority of its members are present. Once a quorum is established, meetings may continue even though some members are no longer present.

3.3 Where applicable, motions will pass by a simple majority of the voting membership present once a quorum has been established. Proxy votes will be permitted.

3.4 Minutes of ad hoc committee meetings, including a list of members present, absent, or excused, will be recorded by an appropriate member of the committee. Copies of the minutes will be distributed electronically to all SOE members and will be approved at the beginning of each subsequent ad hoc committee meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of ad hoc committee activities.
ARTICLE V
APPROVAL AND AMENDMENTS

SECTION 1 - Approval of the Governance Document

1.1 This Governance Document will be approved upon receipt of a simple majority vote of the eligible voting members of the Governance Community via a secret written ballot.

1.2 This Governance Document will become effective immediately upon approval by the Governance Community, Dean of the College of Science and Mathematics, and the Provost.

SECTION 2 - Amendments to the Governance Document

2.1 Proposing Amendments - Amendments may be proposed by any member of the Governance Community accompanied by the endorsement of five or more voting members. Proposed amendments will be submitted in writing to the SOE Coordinating Council. The SOE Coordinating Council will then schedule a reading of the proposed amendment at the next Governance Community meeting and will distribute ballots for approval/disapproval of the proposed amendment.

2.2 Amendments must pass by a simple majority of the Governance Community membership and will become effective upon passage of the amendment and approval by the Dean of the College of Science and Mathematics and the Provost.

2.3 Upon approval of an amendment to this document, necessary editorial changes to maintain consistency and parallel language elsewhere in the document will be made by members of the SOE Coordinating Council to reflect the intent of the amendment.
ARTICLE VI

School of Education Organizational Chart

DEAN, College of Agriculture, Food and Environmental Sciences

DEAN, College of Science and Mathematics

Administration

COORDINATOR, Ag Specialist Program
COORDINATOR, Counseling & Guidance Program
COORDINATOR, Ed Leadership and Admin. Programs
COORDINATOR, Special Education Programs
COORDINATOR, Single Subject Programs
COORDINATOR, Multiple Subject Programs
CHAIR, Liberal Studies Dept.

DEAN, School of Education

Administrative Support

Administrative Support Coordinator
Information Services Coordinator
Lead Credential Analyst
Assessment Coordinator
Admin. Support Coordinator

SCHOOL OF EDUCATION
To: Robert Koob

From: Philip S. Bailey, Dean
    College of Science and Mathematics

Subject: School of Education Governance Document

Date: January 12, 2012

Copies: Albert Liddicoat
        Robert Detweiler

I have reviewed the final draft of the School of Education Governance Document (attached) and recommend approval.
To: Phil Bailey, Dean  
   College of Science and Mathematics  

Date: January 18, 2012  

File No.: V:/RPT/Criteria/2012 Policy Revisions  

From: Robert D. Koob  
   Provost  

Copies: Al Liddicoat  
   Bob Detweiler  

Subject: School of Education Governance Document  

The subject document, approved by the School of Education faculty on January 13, 2012, is approved for immediate implementation. Please provide the School of Education faculty access to the document as soon as possible.