School of Education
Governance Document

ADMINISTRATIVE STRUCTURE OF THE SCHOOL OF EDUCATION

The School of Education prepares teachers and other education professionals for service in P-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 Director who bears responsibility for all education credentialing programs at the University. The Director 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 Director 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 Director of the School. Faculty in other colleges and departments involved with credentialing matters report indirectly to the Director of the School through the administrators of their respective colleges or departments.

ARTICLE I - VISION AND MISSION STATEMENTS, DISPOSITIONS, AND AUTHORIZATION

SECTION 1 – Vision Statement
School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

SECTION 2 – 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 3 – Dispositions
The dispositions adopted by the School of Education identify behaviors that all members and students are expected to model:

3.1 Professionalism – All members and students are expected to model professionalism at all times, particularly in the areas of: Responsibility and Accountability; Creating Positive Climate

    3.1.1 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.

    3.1.2 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.

3.2 Ethical Practice – All members and students are expected to engage in Ethical Practice, particularly with respect to: Cultural and Community Responsivity and Collaboration

    3.2.1 Cultural and Community Responsivity — Promotes respect for self, students, families, community 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.

    3.2.2 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.

3.3 Shaping Change – All members and students are expected to engage in Shaping Change by promoting: Inquiry and Innovation, and Social Justice.

    3.3.1 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.

    3.3.2 Social Justice — Seeks to understand the way privilege and inequity operate in education at the individual, school and societal level. 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. Empower others to achieve organizational and personal goals.

SECTION 4 – 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 – School of Education Membership

The School of Education (referred to as the "SOE") is a unique unit on campus, it has a strong academic focus through its Master's Degrees and an essential professional focus through its various credential programs. The SOE is committed to creating and maintaining a process of shared governance. Within this context of shared governance, the SOE establishes this document setting forth the expectations and responsibilities of its members.

Because the SOE embraces an all-university approach to preparing education professionals, its membership consists of:
- All SOE faculty whose tenure-track lines reside within the School of Education,
- All SOE staff and administrators,
- All SOE Program Coordinators and Single Subject Advisors,
- All SOE Full-time Lecturers, and
- All SOE program members (including part-time lecturers) as defined in Section 1.3

1.1 **Teacher Education Group** – Membership of the teacher education group will include but not be limited to the following Program Members:
- Agriculture Specialist Credential Program members
- Bilingual Authorization Program members
- Curriculum and Instruction Program members
- Educational Leadership and Administration Program members
- Multiple Subject Credential Program members
- Single Subject Credential Program members
- Special Education Program members

1.2 **Master's Programs in Education Group** – Membership of the master's programs in education will include but not be limited to the following MA Education Specialization program members:
- MA Education Specialization Counseling & Guidance
- MA Education Specialization Curriculum & Instruction
- MA Education Specialization Educational Leadership and Administration

- MA Education Specialization Special Education

1.3 **SOE Programs** – Membership within an SOE program will be determined by the program area faculty under the guidance of the program area Coordinator. Each program will elect a coordinator. For the purposes of this document an SOE program will constitute any degree program and/or credential program for which the SOE is collectively responsible; those programs currently are:

 1.3.1 Agriculture Specialist Credential Program
 1.3.2 MA Counseling & Guidance
 1.3.3 MA Curriculum & Instruction
 1.3.4 Educational Leadership & Administration Program (ELAP) – MA and Administrative Services Credential
 1.3.5 Multiple Subjects Credential Program
 1.3.6 Single Subject Credential Program
 1.3.7 Spanish Authorization in Bilingual Education (SABE) Program (Added Authorization)
 1.3.8 Special Education (SPED) – MA and Education Specialist Credential

SECTION 2 - The Role, Responsibilities, and Function of Program Coordinators

2.1 It is the responsibility of each SOE program to elect a program coordinator who represents their interests at the SOE Coordinating Council meetings.

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

 2.2.1 Serve on the SOE Coordinating Council;
 2.2.2 Represent the interests of the program and its constituents;
 2.2.3 Facilitate two-way communication between program constituents and the Coordinating Council including the Director;
 2.2.4 Where required establish an Advisory Council for their program;
 2.2.5 Submit a representative list of their annual program membership to the Director by the end of week four of each fall quarter. This will be used to establish a quorum for voting at The SOE All School Meeting.

2.3 Program coordinators will generally serve a two-year term but may serve multiple terms if elected to do so by the program membership.

2.4 A comprehensive list of duties for each program coordinator will be included in coordinator job descriptions. These job descriptions will be kept on file in the SOE Director's Office.

SECTION 3 – SOE All School Meeting

3.1 **Purpose –** The *SOE All School Meeting* is designed to accomplish shared governance and will include a comprehensive share-out by each SOE program. It will include all members of SOE for the purpose of discussion, collaboration, debate and decision making. The meeting for the School of Education is attended by all program faculty and staff **as defined in Section 1**. Agenda items are brought by program coordinators, faculty or staff and prioritized by the Director in consultation with the coordinators. This meeting will also provide a forum for project directors from externally funded projects to present initiatives for inclusion within SOE programs, to discuss collaborations and areas of importance. In addition, The SOE *All School Meeting* provides operational problem solving and decision-making for accomplishing the business of the School of Education.

3.2 **Organization** – The *SOE All School Meeting* are the home for unit wide discussion of SOE business; it is the shared responsibility of program area faculty and staff to bring forward agenda items for discussion.

3.3 **Meeting Content** – The *SOE All School Meetings* will be chaired by the Director and will address matters that include but are not limited to:

 3.3.1 Administrative policies and procedures;
 3.3.2 Academic planning, curriculum development, assessment, and evaluation;
 3.3.3 Budget and resource issues;
 3.3.4 Unit wide strategic planning in collaboration with the SOE Advisory Committee;
 3.3.5 All standing committees will regularly report to the SOE All School Meeting;
 3.3.6 All other duties recommended by the membership or assigned by the Director.

3.4 **Voting** – For a vote to be held, a simple majority of members will constitute a quorum. Once a quorum is established by those present, voting 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 **Meeting Schedule** – An *SOE All School Meeting* will be held once or twice each quarter from September until June to conduct business. Additional meetings may be called by the Director or by a simple majority by SOE Members.

3.5.1 SOE *All School Meetings* will follow a consistent schedule that facilitates shared governance. A master calendar of meetings will be published by the Director at the beginning of each quarter.

3.5.2 The Director of the School of Education, in collaboration with the *SOE Coordinating Council*, will prepare an agenda for each meeting. The agendas and supporting documents will be distributed electronically to all SOE Members: Copies of the agenda and supporting documents for each meeting will be stored in the SOE Assessment System and will become a permanent record of the *SOE All School Meeting* activities.

3.5.3 Minutes of the *SOE All School Meeting*, 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 SOE members and will be approved at the beginning of each subsequent meeting. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of the *SOE All School Meeting* activities.

SECTION 4 – The SOE Coordinating Council

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

4.2 **Meeting Content -** The responsibilities of the *SOE Coordinating Council* include but are not limited to:

4.2.2 Advising and consulting with the Director on School matters such as:

4.2.2.1 Program administrative policies and procedures;

4.2.2.3 Program budget and resources issues;

4.2.2.4 Guide, advise, and prioritize the School of Education programs in planning strategically around technology needs and implementation.

4.2.2.5 Strategic planning;

4.2.2.6 Coordinating the work of the SOE *All SOE Meeting* including but not limited to: prioritizing agenda items, facilitating communication flow, maintaining focus on SOE needs, and strategic imperatives;

4.2.2.7 Coordinate the organization, support, and funding of school wide and program specific special events

4.2.2.8 SOE Coordinating Council will prepare the agendas for the SOE Advisory Committee and coordinate input from SOE All School Meetings;

4.2.2.9 All other duties recommended by the SOE Membership or assigned by the Director.

4.3 **Membership -** *SOE Coordinating Council* members are as follows:

4.3.1 The coordinators of the eight (8) respective programs within the SOE [Section 1.4];

4.3.2 Liberal Studies Department Chair (1);

4.3.3 Director of the School of Education who will serve as Chair of the Committee (1);

4.3.4 Assessment Coordinator (1);

4.3.5 Credential Office Supervisor (1);

4.3.6 Information Services Director (1);

4.3.7 Guests invited to participate as-needed (e.g., additional professional staff, P-20 partners, Cal Poly Administration).

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

4.4.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.

4.4.2 Proxy votes will be permitted.

4.5 **Meeting Schedule -** The *SOE Coordinating Council* will meet regularly from September until June to conduct business. Additional meetings may be called by the Director or by a majority vote of The *SOE Coordinating Council* members.

4.5.1 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 Director prior to the beginning of each quarter.

4.5.2 The Director of the SOE, in collaboration with the *SOE Coordinating Council*, will prepare an agenda for each meeting. The agendas and supporting documents will be distributed electronically to all SOE members. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of the SOE Coordinating Council meeting activities.

4.5.3 Minutes of The *SOE 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 SOE 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 5 – The SOE Advisory Board

5.1 **Purpose -** The role of the *SOE Advisory Board* is to provide consultation and guidance for the overall direction and operation of the School of Education. The responsibilities of the SOE Advisory Board members are to:

5.1.1 Attend all meetings of the Advisory Board;

5.1.2 Volunteer to serve on committees as appropriate;

5.1.3 Participate in the process of defining and refining, as necessary, the School's mission, vision, learning outcomes, and dispositions;

5.1.4 Collaborate with the SOE faculty and staff, as appropriate, to provide input to all aspects of SOE operations.

5.2 **Membership -** Membership for the *SOE Advisory Board* will be comprised of individuals representing our P-20 partners, including students, alumni, and other education professionals. Official list of members will be kept on file in the SOE Director's Office.

5.3 **Meeting Schedule -** The *SOE Advisory Board* will meet once a year to conduct business. Additional meetings may be called by the *SOE Advisory Board,* the Director of the School or by a simple majority vote of SOE Membership.

5.3.1 The Director of the School, in collaboration with the SOE Membership, will prepare an agenda for each meeting of the *SOE Advisory Board*. The agendas and supporting documents will be distributed electronically to all SOE faculty and staff and Advisory Committee members prior to the meeting. Copies of agendas and supporting documents will be stored in the SOE Assessment System and will become a permanent record of Advisory Committee meeting activities.

5.3.2 Minutes of *SOE Advisory Board* 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 SOE 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 the *SOE Advisory Board* meeting activities.

ARTICLE III – SOE COMMITTEES

The SOE will maintain the following committees: *Curriculum, Teacher Education, and Master's Programs in Education*. Ad Hoc Committees may be created as necessary to serve the School of Education and its programs.

SECTION 1 – Curriculum Committee

1.1 **Purpose –** The role of the Curriculum Committee is to review all curriculum functions within the School of Education and make recommendations according to the university's curriculum governance procedures. The members of the SOE Curriculum Committee will be elected at the beginning of each academic year. The SOE Curriculum Committee will elect a chair and a representative to the CSM Curriculum Committee.

1.2 **Meeting Schedule -** The *SOE Curriculum Committee* will meet regularly from September until June to conduct business. Additional meetings may be called by the Chair of The *SOE Curriculum Committee* members.

1.3 **Responsibilities –** The responsibilities of the Curriculum Committee include, but are not limited to the following:

1.3.1 Review course proposals from SOE faculty;

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

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

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

1.3.5 Review revisions to the University Catalog to reflect changes in SOE courses, programs, or academic policies;

1.3.6 Perform other curriculum duties as determined by the SOE Coordinating Council and Director.

1.4 The Curriculum Committee will consist of:

1.4.1 A faculty representative from the following academic programs within the SOE: Multiple Subject, Single Subject, Bilingual Authorization: Spanish, Special Education, Educational Leadership and Administration, Curriculum and Instruction and Counseling and Guidance;

1.4.2 The SOE representative on the CSM Curriculum Committee (this person may also serve as their program representative) (1);

1.4.3 Other members as deemed necessary by the Curriculum Committee.

SECTION 2 – Teacher Education Committee

2.1 **Purpose:** The role of the *Teacher Education Committee* is to convene members of the *Teacher Education Group* (identified in Article II, Section 1.1) to promote discussion, collaboration and coordination between the different programs that are engaged in different levels and forms of Teacher Education.

The *Teacher Education Committee* is the home for multi-disciplinary discussion of teacher education, meetings provide a forum to discuss pertinent issues, best practice, and potential collaboration between and among programs. Multiple and single subject programs, Special Education and funded research projects can use this forum to coordinate their collective efforts toward Teacher Education. The SOE Director will act as Chair for the Teacher Education Committee.

2.2 **Meetings** – The *Teacher Education Committee* will meet once or twice each quarter from September until June as required to conduct the business of Teacher Education. Additional meetings may be called by Teacher Education program coordinators or by a majority vote of the *Teacher Education Group* as required.

2.3 **Voting** – A simple majority of 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.

2.3.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.

2.3.2 Proxy votes will be permitted.

SECTION 3 – Master's Programs in Education Committee

3.1 **Purpose:** The role of the *Master's Programs in Education Committee* is to convene members of the *Master's Programs in Education Committee* (identified in Article II, Section 1.2) to promote discussion, collaboration and coordination between the different graduate programs housed within the *School of Education*. This committee will provide a forum to discuss areas of collaboration and overlap between programs and faculty. The SOE Director will act as Chair for the Master's Program in Education Committee.

3.2 **Meetings** – The *Master's Programs in Education Committee* will meet once or twice each quarter from September until June as required to conduct the business of the Masters Programs in SOE. Additional meetings may be called by a Graduate Program Coordinator or by a majority vote of the faculty within the *Master's Programs in Education Group*.

3.3 **Voting** – A simple majority of 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.

3.3.1 Where applicable, motions will pass by a simple majority of the voting membership once a quorum has been established.

3.3.2 Proxy votes will be permitted.

SECTION 4 – Ad Hoc Committees

5.1 **Purpose -** Ad hoc committees are free-standing groups or sub-committees of standing committees established for short term problem-solving, decision-making, or task completion around a specific issue. Ad hoc committees may be established by the "*SOE Coordinating Council," the "SOE All School Meeting,*" or at the request of the *"SOE Advisory Board."* Ad hoc committees may be established for any purpose that serves the SOE.

5.2 **Meetings -** Ad hoc committees will meet as needed; minutes, 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

the coordinating council and a verbal report made at a subsequent *SOE All School Meeting*. Approved minutes will be stored in the SOE Assessment System and will become a permanent record of ad hoc committee activities.

5.3 **Voting -** A quorum will be established 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. Motions will pass by a simple majority of the voting membership present once a quorum has been established. Proxy votes will be permitted.

ARTICLE IV

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 at an *SOE All School Meeting* via a secret written ballot.

1.2 This Governance Document will become effective immediately upon approval at an *SOE All School Meeting.*

1.3 Once approved by the SOE membership, the Governance Document will be sent to the Dean of the College of Science and Mathematics, and the Provost for their approval. Suggested amendments by the Dean or Provost will be reviewed according to Article IV Section 2.

SECTION 2 – Amendments to the Governance Document

2.1 **Proposing Amendments** - Amendments may be proposed by any member of the SOE as defined in Article II Section 1; proposed amendments must be endorsement by five or more voting members to be considered.

2.2 Proposed amendments will be submitted in writing to the SOE Coordinating Committee. The SOE Coordinating Committee will then schedule a reading of the proposed amendment at the next *SOE All School Meeting*.

2.3 Amendments must pass by a simple majority vote of the eligible voting members at an *SOE All School Meeting* via a secret written ballot.

2.4 Amendments will become effective immediately upon approval at an *SOE All School Meeting.*

2.5 Once amendments are approved by the SOE membership, the Amended Governance Document will be sent to the Dean of the College of Science and Mathematics, and the Provost for their approval.