

# California State University Extended University

## Teaching in CSU Extended University Programs for Midcareer Professionals

Through CSU Extended University units, California State University (CSU) offers degree and certificate programs for midcareer professionals and their employers. Midcareer professionals in this context are post-degree working adults with significant work experience in mid-level and senior-level positions. These programs are offered via self-support funding and are carefully designed by CSU faculty, leading practitioners, and CSU Extended University units' instructional design/human factors/adult learning professionals to meet the educational needs of midcareer adults. The instructional skills and strategies used in these programs are essential to the success of each program.

Midcareer professionals are discerning and engaged students with high expectations about program quality and instructional excellence. Those who teach in CSU programs through the CSU Extended University units must have exceptional teaching skills at the university level as well as distinction in their disciplines and a working understanding of the realities of contemporary professional practice in the field in question. Without this instructional excellence, the reputation of CSU programs for midcareer professionals can be quickly undermined in a demanding and competitive educational marketplace to the detriment of the program in question and others offered by CSU through its CSU Extended University units.

With those educational goals in mind, The CSU Extended University units expects the following credentials, skills, experience, and abilities in those who are offered teaching assignments to assure excellence and distinction in its midcareer degree and certificate programs:

1. The academic credentials and records of scholarly achievement required by the accreditation standards and CSU best practices for teaching in the field and for the program level in question.
2. More than five years of teaching experience at the upper-division and/or graduate level with consistently excellent ratings on teaching evaluations. For highly accomplished and appropriately credentialed practitioners, significant teaching experience in graduate level programs or like advanced professional development programs for post-degree professionals.

3. Significant experience teaching mid-level and senior-level midcareer professionals in degree programs, certificate programs, or in advanced professional development programs.
4. Demonstrated current and active contact with the contemporary realities of professional practice in the field in question. This contact may involve consulting, prior or current employment in the profession, applied research related to professional practice, membership in key professional organizations and/or regular participation in practitioner conferences.
5. Command of highly effective instructional strategies for midcareer professionals structured around student achievement, outcomes-based program design, and ongoing assessment of student achievement. Participating in additional professional development seminars focused on instructional excellence and student learning outcomes offered by the CSU, or the CSU Extended University units. Openness to trying innovative instructional strategies appropriate for the field and instructional context in question.
6. Timely and purposeful feedback on student work to promote student learning.
7. Academic and professional integrity and a demonstrated understanding of the challenges involved in teaching diverse professionals with skill and grace. The teaching professional must be sensitive to differences in students that are cultural/ethnic/racial, generational or related to gender, religious and political affiliation, sexual preference or socioeconomic or professional status.
8. Exceptional reliability and high professional standards, such as arriving at class on time and being well prepared for each session, meeting all requirements for timely feedback to students and timely filing of grades, keeping course syllabi up to date with program/student learning outcomes. Be available to students and updating materials and syllabi each time the course is taught.
9. Knowledge of adult learning theory, instructional design, assignment design, student learning outcome design, and assessment design tied to program/student learning outcomes.

Those who teach in degree or credit certificate programs offered by CSU through the CSU Extended University units are selected and/or approved by the relevant CSU department chair. The CSU Extended University unit has the ability and responsibility not to offer additional teaching assignments to anyone who receives poor teaching evaluations when teaching midcareer professionals in programs offered through The CSU Extended University unit and/or who fails to meet the best standards of instructional practice for teaching midcareer students as outlined above.