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Memorandum

Date: **October 23, 2012**

To: **Soraya Coley, Provost and Vice President for Academic Affairs**

From: **Kathleen Knutzen, Dean, School of Social Sciences and Education**

Subject: **Response to UPRC Discontinuation Notice**

In the 2011-12 academic year, the Master of Arts in Education (MAEd) was scheduled for review by the University Program Review Committee (UPRC). The MAEd is awarded out of the School of Social Sciences and Education (SSE) through the Department of Advanced Educational Studies (AES) and includes three concentrations: Educational Administration, Special Education, and Curriculum & Instruction. The Curriculum and Instruction concentration, while awarded out of the School of Social Sciences and Education, is currently offered only through the Extended University Division.

The UPRC conducted its review on materials submitted by the Chair of the Department of Advanced Educational Studies and reported an incomplete set of materials. On May 14, 2012, the UPRC completed its review of the Master of Arts in Education (Exhibit A) and recommended that "CSUB initiate the process of discontinuation of the MA in Education". They further stated that "by initiating the process, the programs are reinvigorated and the issues we have identified become resolved".

The Chair of the Department of Advanced Educational Studies, Dr. Louis Wildman, forwarded an email to the UPRC on the same day (May 14, 2012), objecting to the discontinuance of the MA in Education (Exhibit B). Because this occurred so late in the year, it was decided to delay the discontinuance activities until Fall 2012.

On May 18, 2012, the Provost and the Dean of SSE met with faculty in the Department of Advanced Educational Studies to discuss the possibility of a moratorium rather than a discontinuance. It was decided to wait until Fall quarter to resume discussions on a moratorium. Concurrent to all of these activities, the Academic Senate was in the process of revising/developing the *CSU Bakersfield Policy on Academic Program Moratorium and Discontinuance* (2011-12 RES030) which was approved by the Senate on May 24, 2012 and approved by the President on June 28, 2012.

To follow up with the concerns identified in the UPRC Memorandum of May 1, 2012, I solicited an outside independent review of the three MEd concentrations. Each of the three reviewers were asked to assess the 1) overall quality of the program, 2) currency of the curriculum, faculty capacity to offer

the curriculum, and 4) strengths and weaknesses of the program. I also conducted an exit survey of all 2011-12 graduates from each of the three programs. A summary of the reports is included below:

A. MA in Education – Special Education Concentration

- Quality of the Program Summary:
  - Scope of program is comprehensive
  - Curriculum is comprehensive
  - Readings are current
  - Assignments are appropriate
  - Program is organized in sections providing opportunity for development of knowledge and skills
  - Recommendations: the use of skilled practitioners should be balanced with tenure track faculty with a terminal degree in the field
- Currency of the Curriculum
  - Except for some minor issues, the curriculum is current
- Faculty Capacity to Offer the Curriculum
  - Faculty expertise is evident in most areas
  - Additional expertise is needed to supplement the TT faculty
- Strengths
  - Mentioned under quality
- Weaknesses
  - Improvements suggested in specific courses

Dean's Recommendation:

Instead of discontinuance, retain the MA in Education-Special Education Concentration and provide faculty with the results of the exit survey and external review for the purpose of program improvement. The Five Year Review of the Special Education Program is complete and I request that the UPRC consider evaluating Special Education Program separately from the other two MA concentrations.

B. MA in Education – Curriculum and Instruction Concentration

- Quality of the Program Summary:
  - Faculty make an effort to support and communicate with students
  - Staff are responsive to student needs
  - Syllabi not current in some areas and there is no collaboration between faculty in the area of syllabi development and consistency
  - Admission threshold is low both in gpa and experience level of applicants
  - Course content in the program is not in alignment with what a person with an MA in C&I should know
  - Students report that course rubrics do not reflect high expectations
- Currency of the Curriculum
  - Curriculum is focused more on classroom teaching than curriculum and instruction
  - Faculty informally attempt to stay current with C&I trends but there is no formalized process or expectation
  - Minimal emphasis on leadership in the curriculum
  - Important elements are in the electives and not required
- Faculty Capacity to Offer the Curriculum
  - Faculty and staff are committed

    - Faculty numbers are small and rely on adjunct faculty
    - No online training requirement for faculty
    - No policy requiring alignment with requirements and practices of the K-12 system
    - No formal structure for faculty collaboration
- Strengths
    - Flexible scheduling
    - Online program
    - More of a focus on the individual student
    - Pathway to a doctoral degree
- Weaknesses
    - Admission requirement
    - Focus of the course content in the curriculum
    - Lack of leadership in the curriculum
    - Lack of training requirements for online instruction
    - Lower expectations for students
    - Little collaboration between faculty in the area of syllabi development
    - Little communication with state side programs
    - Not enough emphasis on English learners
    - No formal process for monitoring the quality of the program

Dean's Recommendation:

Instead of discontinuance, retain the MA in Education-Curriculum and Instruction but move the program into the Department of Teacher Education. The Department of Teacher Education will be charged with evaluating the curriculum and monitoring the quality of the program, approving faculty hires, and overall coordination. The program will be moved back to state-side when funds are available.

C. MA in Education – Education Administration Concentration

- Quality of the Program Summary:
    - Scaffolding is in place to support an effective program
    - Procedures are in place as well as a mechanism to deliver the program
    - Quality of the curriculum and assessment is questionable
- Currency of the Curriculum
    - Program curriculum is not compatible with training students for 21st Century schools
    - Student assessment data needs to be strengthened
    - Fieldwork needs to be evaluated and incorporated into existing coursework
    - More hands on pedagogies should be put into the curriculum
    - Benchmarks need to be identified and evaluated through signature assignments
- Faculty Capacity to Offer the Curriculum
    - There is not sufficient faculty to staff three separate CCTC credential programs
    - With only one full time faculty in EDAD, the program cannot deliver the type of experience that will adequately prepare future educational leaders
- Strengths
    - Dedicated faculty
    - Solid structure in place
    - Good set of dispositions

- Weaknesses
    - Lack of tenured, tenure-track faculty to cover the classes
    - Outdated curriculum
    - Inadequate assessment system

Dean's Recommendation:

Instead of discontinuance, place the MA in Education-Educational Administration concentration on moratorium.

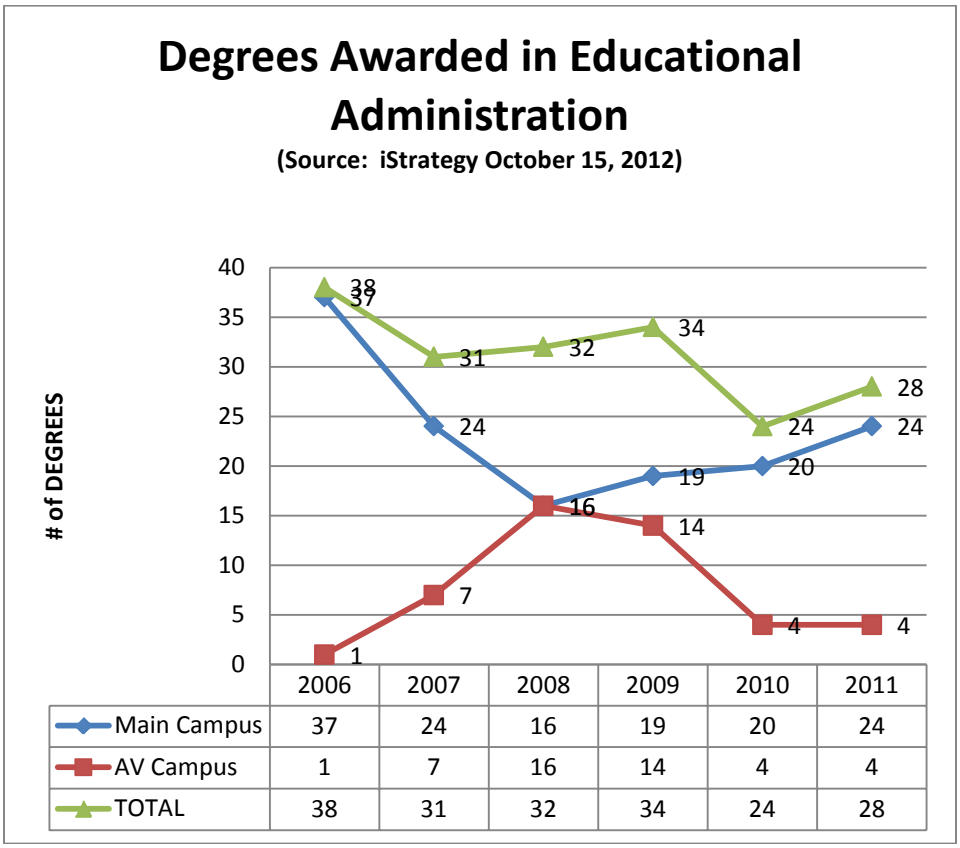
Rationale and Justification

The rationale and justification for placing the MA-EDAD program on moratorium is based on three primary areas of concern identified in the external review. First, is the quality and currency of the curriculum. The reviewer noted that the "curriculum is not compatible with training students for 21st Century schools".

Second, is the "current faculty capacity to offer the curriculum" and "there is not sufficient faculty to staff the programs". There is one full time tenured faculty in the department and she is currently in an administrative assignment as chair. There is one FERP faculty who has a background in Educational Administration and there is one additional FERP faculty who does not have a background in Educational Administration but is teaching in the program. There is a fourth full-time tenured faculty in the AES Department who teaches the research and statistics courses for the Educational Administration Program.

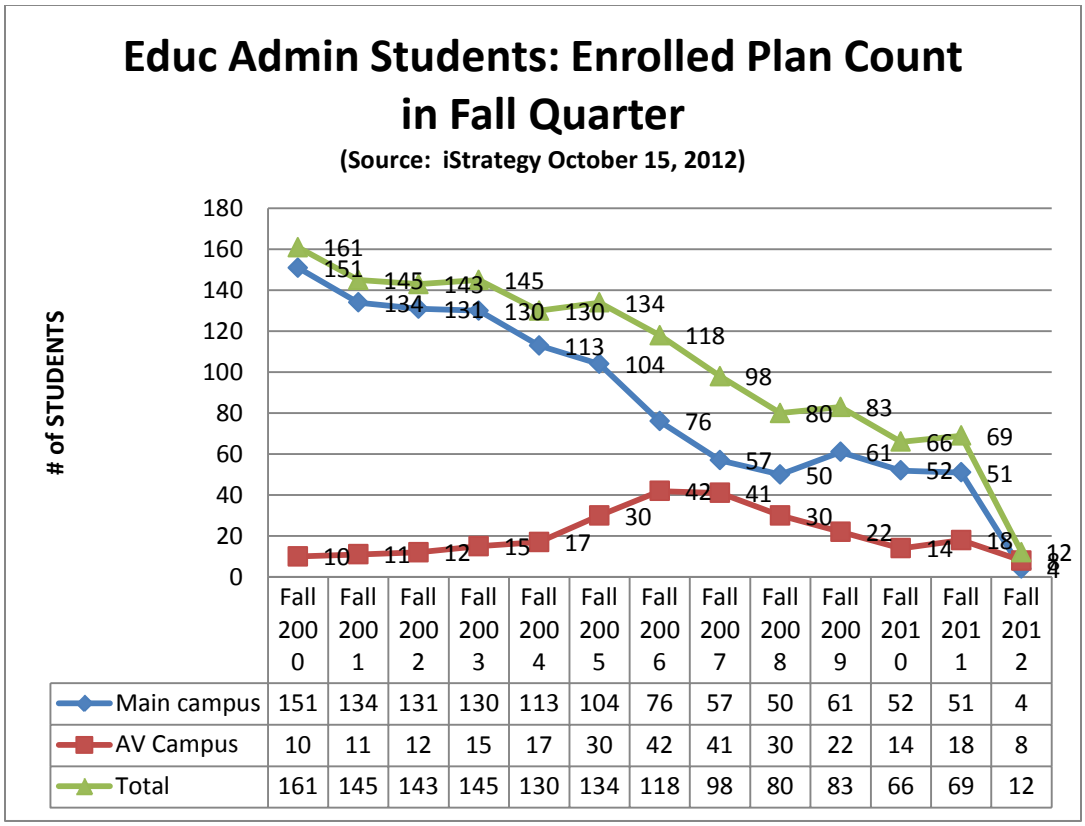
Third, "the quality of the assessment system is questionable". The reviewer notes that the student assessment data "needs to be strengthened", "fieldwork needs to be evaluated and incorporated into existing coursework", "more hands on pedagogies should be put into the curriculum, and "benchmarks need to be identified and evaluated through signature assignments". To continue to offer this degree will require a major reshaping of the curriculum to meet the demands of leadership in the 21st century. In my opinion, the current faculty are not willing to make this change.

Figure 1. Degrees Awarded



	2006	2007	2008	2009	2010	2011
Main Campus	37	24	16	19	20	24
AV Campus	1	7	16	14	4	4
TOTAL	38	31	32	34	24	28

Figure 2. Educational Administration Students – Fall quarter counts



	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Main campus	151	134	131	130	113	104	76	57	50	61	52	51	4
AV Campus	10	11	12	15	17	30	42	41	30	22	14	18	8
Total	161	145	143	145	130	134	118	98	80	83	66	69	12

Identification of impacted parties

The impacted parties can be classified into three categories: students, faculty, and the community. In Fall 2012, there were only 12 new students who applied to the MA in Educational Administration. The program graduated 28 students in 2011 and there are very few graduates at the Antelope Valley campus (See Figure 1). Additionally, as shown in Figure 2, the enrollments in this program have dramatically decreased over the years so the impact of the moratorium at this point in time will not be as dramatic as if we were proposing it when enrollments were very high.

Faculty will also be impacted. Currently, there is one full-time TT faculty assigned to the Educational Administration Program and she has reassigned administrative time as the AES Department Chair (Dr. Swenson). There are two FERP faculty (Dr. Garcia & Dr. Wildman) who teach EdAD courses and one other TT faculty (Dr. Wang) who teaches two EDRS courses in the program and would be affected. Finally, three part time faculty would be impacted. In 2011-12, these three faculty (Jaeger, Stamp, and Burrows) were hired to teach a total of 12 WTU in the program. A complete list of part time hires in 2012-13 is not available.

This moratorium will not affect our ability to offer the Ed.D. at CSUB over the next 3-5 years since we have an ample supply of applicants who already have master's degrees.

Timeline/work-plan for phase out

The following work-plan is suggested:

1. Close enrollment to the program beginning Winter 2013
2. Teach out the current students over the next three quarters. A sample teach out plan is through Fall 2013 is shown in Table 1.
    a. Notify all students by mail and email
    b. If necessary, hire instructors to offer the full slate of courses on both campuses

Table 1. Sample Teach Out Plan

Quarter	Main Campus	AV Campus	Extended University
Fall 2012	EDAD 673 EDAD 671 EDAD 576 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	EDAD 671 EDAD 576 EDAD 693 EDAD 694 EDAD 698 EDAD 583 EDRS 680 EDRS 681	EDAD 600 EDAD 681 EDAD 684 EDAD 686 EDAD 687 EDAD 688 EDAD 689 EDAD 692
Winter 2013	EDAD 674 EDAD 515 EDAD 572 EDAD 694 EDAD 580 EDAD 581 EDAD 582 EDAD 583	EDAD 572 **EDAD 515** EDAD 674 EDAD 694 EDAD 580 EDAD 581 EDAD 582 EDAD 583	

	EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	
Spring 2013	EDAD 675 EDAD 677 EDAD 573 EDAD 679 EDAD 580 EDAD 581 EDAD 582 EDAD 583 EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	EDAD 675 **EDAD 677** **EDAD 573** EDAD 580 EDAD 581 EDAD 582 EDAD 583 EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	
Fall 2013	EDAD 580 EDAD 581 EDAD 582 EDAD 583 EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	**EDAD 673** **EDAD 679** EDAD 580 EDAD 581 EDAD 582 EDAD 583 EDAD 584 EDAD 585 EDAD 693 EDAD 694 EDAD 698 EDRS 680 EDRS 681	

Timeline/work-plan for re-initiation

1. Establish an advisory committee to determine the characteristics of a new program in Education Leadership
2. When funding allows, hire faculty in Education Leadership to develop a new curriculum
3. Re-initiate a revised graduate program within a five year time period and earlier, if possible.