

CALIFORNIA STATE UNIVERSITY, HAYWARD

Designation Code: 02-03 CAPR 18 as amended

Date Submitted: June 5, 2003

TO: The Academic Senate

FROM: Committee of Academic Planning and Resources (CAPR)

SUBJECT: Five-Year Review of Outside Accredited programs, 2002-03

ACTION

REQUESTED: Approval of CAPR's report on the Five Year Reviews of programs electing to seek (and who have received) outside accreditation, which were subject to review in 2002-03 and the continuation without modification of: Counseling MS, Education MS, Educational Leadership MS, and Special Education MS

1. Background

Following the approval of 02-03 CAPR 1-amended, outside accredited programs due for five-year review in 2002-03 were required to comply with the following:

- a. submit appropriate documentation (e.g. a confirmation letter) from its outside accreditation authorities (e.g. NCATE) indicating that it has been granted accredited status in its particular field of instruction along with a brief summary of the main findings of its outside accreditor,
- b. submit a brief memo outlining and justifying the program's sequence of expected tenure-track faculty hiring needs for the period until the next scheduled accreditation review,
- c. submit the program statistics listed in 00-01 CAPR 7, Document #1, #4 developed by the Office for Instructional Research and Analysis,
- d. submit a brief memo listing and explaining any academic resource requirements (e.g. a new laboratory, facility, support-staff, etc.) needed for the continued effective functioning of the program and maintenance and improvement of the quality of teaching and research, if specified in the five-year accreditation review,
- e. submit a brief memo summarizing the main program changes that have been made since the last five year review and those that are planned over the period until the next scheduled accreditation review,
- f. submit a brief memo summarizing the program's learning outcome assessment procedures and any results derived from those procedures,
- g. for programs requiring more than the normal minimum number of units (180) for the bachelor's degree, submit a memo justifying the need for the larger number of units (in accordance with Chancellor's Office policy) or detailing how the unit requirements will be reduced to 180, and
- h. deposit with the Academic Senate office a copy of its outside accreditation review documentation (as appropriate the equivalent Self-Study, planning document, outside reviewer's report and the program's response to the outside review) and a copy of the guidelines, criteria or equivalent to 00-01 CAPR 7 that was issued by the outside accreditation body prior to its preparation.

On June 5th, representatives of the Educational Psychology (Counseling (MS) and Special Education (MS)), Education (MS) and Educational Leadership (MS) programs along with Associate Deans of the College of Education and Allied Studies appeared before CAPR to demonstrate their full compliance with the above requirements and to provide a brief oral presentation concerning their program, their external review process, and offer their perspective on why CAPR should issue a recommendation for their continuation in the light of their successful attainment of outside accreditation.

a. Educational Psychology and Special Education

Professor diSibio, Chair, Department of Educational Psychology, summarized the contents of the external five-year accreditation review performed by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC) to CAPR's satisfaction and deposited the required documentation with the Academic Senate Office. In response to CAPR questions, the following points were made. The department offers an M.S. in Counseling, an M.S. in Educational Psychology, as well as five credential programs, with a sixth--an Internship in Special Education--in the offering. Faculty numbers have declined in size over time, Ed Psych having lost 15 full-time faculty, twelve from the counseling programs and three from the Special Education programs. Only some of these were replaced, for a net loss of 13. Two faculty positions were requested, but denied for 2003-04. Currently, in Special Education, there are three to four student applicants per slot, and unless faculty numbers rise, they will not be able to admit more students: such a credentialed program is mandated to have low professor-student ratios in classes. CSUH is under a good deal of community pressure to maintain and support these degree and credential programs in order to meet the needs for professionals in the field. NCATE and CCTC assigned the Educational Psychology programs with their accreditation, the next review scheduled to be performed in the Spring of 2007 with a visit of the NCATE team to the CSUH campus, the preparation for this review beginning in 2005.

b. Teacher Education

Professor Duren, Chair, Department of Teacher Education, summarized the contents of the external five-year accreditation review performed by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC) to CAPR's satisfaction and deposited the required documentation with the Academic Senate Office. In response to CAPR questions, the following points were made. The department currently offers Multiple-Subject and Single-Subject Teaching Credential Programs and Reading Certificate and Reading/Language Arts Specialist Credentials, as well as an M.S. in Education with options in Reading, Educational Technology, and Curriculum. New state laws governing accreditation, which will take effect in January 2004, may well have a significant impact, and over time may require re-visiting the programs' long-term plans. Furthermore, should a teacher shortage result from districts' taking advantage of a "golden handshake" provision (resulting in early teacher retirements), there could well be pressures to meet larger cohorts of teacher candidates in the future. Currently, Teacher Education admits and turns over 500 students annually, beginning with every summer quarter, a schedule that is of necessity out of sync with the budget year. In response to a question about whether or not the seven new hires projected for the next five years would return Teacher Education's student-faculty ratio to the '98-99 levels, Chair Duren replied that these would only maintain current levels. Current tenure-track requests are needed purely to maintain the status quo. NCATE and CCTC assigned the Teacher Education programs with their accreditation, the next

review scheduled to be performed in the Spring of 2007 with a visit by the NCATE team to the CSUH campus, the preparation for this review beginning in 2005.

c. Educational Leadership

Professor Brizendine, Associate Dean of the College of Education and Allied Studies, summarized the contents of the external five-year accreditation review of the Department of Educational Leadership performed by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC) to CAPR's satisfaction and deposited the required documentation with the Academic Senate Office. In response to CAPR questions, the following points were made. Current external uncertainties as to whether the state of California will continue to require the Preliminary and Professional Administrative Credentials as offered, have affected the department's long-term planning and requests for tenure-track positions and other resources. The department offers two master's degrees in the field: an M.S. in Educational Leadership and an M.S. in Urban Teacher Leadership. A new doctoral program, in collaboration with U.C. Berkeley, will begin admitting a new cohort of students. Launching in summer 03, this program has already received approval for a new tenure-track position. The department's programs are growing in response to an identified need in the community for new cohorts of credentialed administrators: districts, such as Oakland, are responding to research proving the efficacy of smaller schools, and thus establishing them, with a need for more administrators. Beyond Oakland, the department will next year begin to serve Contra Costa's, and eventually west Contra Costa's, needs for administrator training. The department projects one additional tenure-track position in the next 4-5 years and plans, in the meantime, to supplement its current faculty with lecturers, as needed. In addition, given the uncertainties of the environment, and mandates from surrounding communities to provide educational leadership training, the department continues to look to the school districts for help in expanding their programs. A short-term, distinguished "Principal in Residence" position has already been established. NCATE and CCTC assigned the Educational Leadership program with their accreditation, the next review scheduled to be performed in the Spring of 2007 with a visit by the NCATE team to the CSUH campus, the preparation for this review beginning in 2005.

2. CAPR Recommendation for Continuation of the Outside Accredited Programs

Following compliance th 02-03 CAPR 1 and the submission of appropriate documentation concerning the nature of and successful completion of an externally accredited five-year review process, CAPR recommends the following:

- Counseling (MS) – Continuation without modification
- Special Education (MS) – Continuation without modification
- Teacher Education (MS and credentials) – Continuation without modification
- Educational Leadership (MS) – Continuation without modification

3. Date of the Next Five-Year Reviews for the Outside Accredited Programs

The next CSUH review of the Departments of Educational Psychology, Teacher Education and Educational Leadership programs will take place in 2007-08 and cover the period 2002-03 to 2006-07. The next NCATE/CCTC review will be conducted in the Spring of 2007 following a site visit by an NCATE team to the CSUH campus.