

CALIFORNIA STATE UNIVERSITY, HAYWARD

DESIGNATION CODE: 97-98 CAPR 8

DATE SUBMITTED: June 12, 1998

TO: The Academic Senate

FROM: The Committee on Academic Planning & Resources

SUBJECT: Five-Year Program Reviews for the Departments of Educational Psychology, Kinesiology and Physical Education, and Teacher Education

**ACTION**

REQUESTED: That the Academic Senate approve the Program Reviews of the Departments of Educational Psychology, Kinesiology and Physical Education, and Teacher Education

**BACKGROUND INFORMATION:** In October of 1997, CAPR informed the five department chairs in the School of Education and Allied Studies that they were scheduled for five-year program reviews during the 97-98 AY. During the Spring of 1998, CAPR completed reviews of three SEAS departments. The complete program reviews are available in the Academic Senate Office.

During the 96-97 AY, SEAS underwent extensive program review for accreditation by the Commission on Teaching Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE). The CTC and NCATE review team reports were submitted April 26-30, 1997. In accordance with CAPR's policy on five-year program review, the Departments of Educational Psychology and Teacher Education submitted the CTC and NCATE reports along with their departmental responses to these reports to CAPR in March of 1998. The Department of Educational Leadership, which was also reviewed by CTC and NCATE, requested an extension from CAPR on their five-year review. The Department of Kinesiology and Physical Education and the Department of Recreation were not part of the CTC and NCATE accreditation reviews. An outside reviewer visited the Department of Recreation, and they plan to submit their report to CAPR in the fall of 1998. The Department of Kinesiology and Physical Education submitted the report of their outside reviewer along with their response to this report on March 30, 1998.

**The Department of Educational Psychology** offers an Option in Special Education to Liberal Studies students, an M.S. in Counseling (with Options in Clinical Child Psychology and in Marriage, Family, and Child Counseling), an M.S. in Education (Option in Educational and Psychological Studies), and an M.S. in Special Education (with Options in Learning Handicapped and in Severely Handicapped). The Department also offers programs leading to Credentials in School Psychology, in School Counseling (Pupil Personnel Services), and in Special Education--Learning Handicapped, Severely Handicapped. In Fall of 1997, the department had an FTE of 301.47 and 501 students enrolled in its graduate programs. In AY 96-97, 101 of its students were recommended for credentials. The department has 21 tenure-track faculty members.

On May 21, 1998, CAPR met with faculty from the Department of Educational Psychology and with SEAS Associate Dean Emily Brizendine to discuss the department's five-year review. The CTC and NCATE accreditation reports provided evaluations of the strengths and weaknesses of the programs within the department. Each of the programs reviewed received a more than satisfactory rating except for a technical stipulation--since removed--in the review of the PPS (Pupil Personnel Services) School Counseling Credential Program.

In general, the report praised the department for its excellent faculty, strong assessment methods, support for student achievement, preparation of graduates with strong leadership skills, and clearly articulated program design. The report also commended the department for its innovative programs having strong partnerships with local school districts and the community. Concerns and weaknesses included the admission of students at "multiple entry points," leading to some redundancy in course content; insufficient development of students' skills in negotiation; limited training opportunities in technology; and limited observation/master teacher support for field experience. However, in its response to these points in the CTC-NCATE report, Educational Psychology addressed each issue and offered explanations and justifications for each, to the satisfaction of CAPR.

CAPR finds the programs offered by the Department of Educational Psychology to be meritorious and recommends their continuation without modification.

The Department of Kinesiology and Physical Education offers a B.S. degree with six options, a M.S. degree with four options, a minor, an option in Liberal Studies, four certificate programs, and a subject matter preparation program. The department serves 270 undergraduate majors and 59 graduate students with an FTE of 303. This is accomplished with 11 tenure-track faculty. Dr. Robert G. Holly, Senior Lecturer in the Department of Exercise Science at the University of California, Davis, visited the department on March 4-5, 1998, and submitted his report on March 9, 1998. Dean Towner and faculty from the department met with CAPR to discuss this program review on April 16, 1998.

Prior to his campus visit, Dr. Holly had reviewed the department's previous annual unit planning reports, program advising materials, catalog information, and other relevant materials about the department, SEAS, and the university. During his visit, he met with Dean Towner, faculty, staff, and students. Dr. Holly's report contained numerous laudatory comments. He commended the department for the depth and breadth of their student preparation, praising them for "addressing the scientific, social and humanities issues involved in sport and physical activity." The students with whom he spoke and the exit interviews he reviewed indicated that undergraduates and graduate students are very satisfied with the Department of Kinesiology and Physical Education (KPE) and its programs.

Dr. Holly's report included recommendations about the program and its curriculum, personnel, and facilities and equipment. He recommended that the department determine FTE separately for the Kinesiology major and the Physical Education activity/athletic programs, change the exit interview ratings to numerical rather than yes/no responses, recruit qualified minority students for its graduate program from its own undergraduates, survey graduates to assess overall satisfaction, and consider the formation of a student athletics support organization. Noting the

expected retirements of faculty, Dr. Holly urged the department to address the need for replacement positions and to prepare for a change in department leadership. He advised the department to begin planning for changes in the athletic training program mandated by the National Athletic Training Association. Although he found the KPE facilities to be "generally adequate," he noted that the football field is not fully utilized and that both the fitness facility and the Kinesiology laboratory need upgrades.

In their response, KPE focused on the report's "constructive criticisms that related to improving" their programs. The department respectfully disagreed with some curricular recommendations and satisfied CAPR with their arguments. They have begun to obtain separate enrollment statistics for the various segments of the program; however, they emphasized their commitment to an integrated program of sport and exercise. They have changed the rating system on their exit interviews, plan to recruit minority undergraduates for their graduate program, and intend to work with University Advancement to assess the satisfaction of their graduates. The University Athletic Advisory Council has already approved a Friends of Athletics organization proposed by the department.

The department is well aware of the need to prepare for retirements. They have submitted a joint request with Teacher Education for a tenure-track position in physical education pedagogy, and at the time of the review the department was engaged in the process of recommending a new department chair. In the near future, they will begin to consider how they might meet the resource demands that the new accreditation standards set by the National Athletic Trainers Association will require when they take effect in 2002.

KPE faculty have met with Vice President Metz to discuss converting the stadium field for soccer. In 1996, they submitted a proposal to the Provost for an up-to-date fitness facility; unfortunately, the campus did not receive the \$100,000 needed to fund this project. KPE intends to pursue this proposal as a possible joint project with Associated Students. KPE's highest equipment priority, however, continues to be the upgrade of the Kinesiology laboratory. They intend to aggressively pursue the approximately \$165,000 required to replace their "hopelessly outdated equipment."

CAPR agreed that the five-year review of KPE makes a clear case for the excellence and value of the program, and that the department response addressed Dr. Holly's comments. CAPR also noted that Dr. Holly's concerns about faculty retirements and the deterioration of facilities have significant resource implications for the department and its strategic planning. CAPR applauds the department's efforts to seek new sources for equipment financing.

CAPR finds the programs offered by the Department of Kinesiology and Physical Education to be meritorious and recommends their continuation without modification.

The Department of Teacher Education offers four Multiple Subject Credential programs, three Single Subject Credential programs, and a Reading/Language Arts Specialist Credential program. They offer Certificate programs in Crosscultural, Language, and Academic Development (CLAD) and in Children's Literature. They offer the M.S. degree in Education with options in Curriculum and in Reading Instruction. In the 96-97 AY the department recommended 229 single subject and 387 multiple subject credentials. In the fall of 1997, they had an FTE of 433 and 20 tenure-track faculty.

On May 7, 1998, CAPR met with Professor Jim Zarrillo, Chair of the Department of Teacher Education (TED), and SEAS Associate Dean Emily Brizendine to discuss the department's five-year review. The CTC and NCATE accreditation reports provided evaluations of the strengths and weaknesses of the programs within the department. The programs offered by TED received the highest possible ratings from both CTC (full approval) and NCATE (continued accreditation). The merged NCATE/CTC 21-member accreditation team interviewed more than 457 people and reviewed more than 1000 pages of documents, including the TED's self-study reports. They visited the campus from April 26 to April 30, 1997.

The CTC report commended the emphasis placed on cultural diversity and the design of the credential programs. The NCATE report praised the department's collaborations with K-12 partners in New Haven, Oakland, and West Contra Costa School Districts to deliver basic credential programs. The CTC and NCATE reports also included suggestions for improvement that the department addressed in its response. The reports recommended that TED improve the integration of computer-technology in their curriculum, simplify the credential program admission process, increase the units devoted to Spanish in the Bilingual CLAD program, and improve the evaluation of the Reading/Language Arts Specialist Credential program. The reviewers also expressed concern about the heavy teaching loads for faculty in the graduate programs. Finally, the reviewers were concerned about the fact that credential candidates were completing their field experience while teaching under emergency or internship credentials.

In their response to the CTC/NCATE reports, TED addressed these specific concerns and their resource implications. To improve the use of technology in the curriculum, the department has decided to devote a larger percentage of their acquisition resources to computer-based curriculum materials and to hire instructors with considerable computer expertise. TED has taken steps to eliminate prerequisites and has revised its three-page application to a single page which applicants submit along with their transcripts. The department has added a required course in Spanish to the BCLAD program and redesigned the exit survey to improve the assessment of the Reading/Language Arts Specialist Credential program.

TED faculty agreed that "teaching loads do not allow all faculty adequate time to engage in scholarly activity," but they note that "the School, University, or CSU system will have to make a commitment to reasonable teaching loads before any progress can be made." They also are concerned about the "appropriateness of some of the teaching positions" that their students take, yet given the movement towards class size reduction they believe this will continue to be a challenge for their programs.

In the discussion with CAPR, Professor Zarrillo elaborated upon the numerous challenges facing the department. For example, he noted that 30 bills were pending in the state legislature which mandate changes in teacher preparation programs, making program planning a difficult proposition. CAPR commended the department on its review and appreciated the candid descriptions of the challenges the department faces in the next five years.

CAPR find the programs offered by the Department of Teacher Education to be meritorious and recommends their continuation without modification.