

GSC Major Proposal Change

School of Education

Child Welfare and Attendance (hybrid offering)

(Approved by the SOE faculty at their regular faculty meeting 2.9.2011)

Approved by GSC 2.24.11

Proposal The School of Education requests permission to offer the Child Welfare and Attendance (CWA) Credential program as a hybrid beginning summer 2011.

Hybrid defined:

Class format: In-class sessions and Online sessions (Hybrid): The CWA program is comprised of three courses (9 units) plus three units of field work (total 12 units). It will be offered in a hybrid format which includes Instructors meeting with candidates in a face-to-face format (minimum 20) hours and online (20 hours) instruction including online instructor/student interaction. Key elements in providing quality instruction in this format include:

1. Candidates will meet with a professor for at least 20 hours of face-to-face instruction and 20 hours of online instruction.
2. Assignments will be designed to promote candidate interaction with professors as well as with fellow students using online resources (TaskStream, Eclass, Adobe Connect, online Ryan Learning Center Research Databases).
3. Online sessions are compatible with CWA program requirements for candidates to gain skills in the field integrating content knowledge through research, required textbooks, interviews, projects, and other formats that **meet student learning outcomes**.
4. Assessment will include online quizzes, discussion boards, submission of research papers (Eclass or TaskStream), and presentations in class.
5. Online capability increases potential for instructor interaction with students and opportunity to evaluate and dialogue regarding student performance, provide feedback regarding tests, assignments, online exams, and demonstrations of competency.
6. Online capability allows immediate feedback on assignments and provides students opportunity to stay current on their progress and performance.

Rationale: The Child Welfare and Attendance (CWA) specialization allows holders to provide services to at-risk diverse student populations within a school community. The CWA is an authorization added to the 48 semester hour Pupil Personnel Services (PPS) Clear Credential. It is not included in a master's degree, but rather a 12 unit specialization added on to the PPS credential that equips professionals with the necessary authorization to serve high-risk student populations who are often underserved. By offering the program as a hybrid, it would become more accessible to all Regional Centers, as well as professionals in the broader Southern California Region.

Candidates must meet qualifications to be accepted into the program or be concurrently enrolled in the Pupil Personnel Services (PPS) program at PLNU. Those who participate in the CWA program hold a Masters degree and current PPS credential or are enrolled in the PPS program. In addition, many school counseling professionals seek this authorization for professional development purposes which is required for holders of the PPS credential. Holders must complete 150 hours of Professional Development every 5 years in order to renew their PPS credential. Therefore, obtaining the CWA authorization has the potential to appeal to a large base of Professional School Counselors.

Need for Hybrid format:

A survey was taken of current PPS students during fall semester 2010. Eighteen students responded and 11/18 preferred the CWA courses as a hybrid, 4 completely online, 1 prefers the current option of 25% online and the remaining face-to-face, and two preferred traditional format or face-to-face only. Of the 18 respondents – 9 of them desired to start the CWA, 4 are undecided, and 5 are somewhat interested. Currently under the traditional format courses are offered at Arcadia only.

Candidates indicate the following reasons for the hybrid format:

- CWA is a desirable and marketable authorization that allows professional school counselors to work in additional capacities that require this authorization
- Most of the graduate students are full-time working professional with families and appreciate this option as it gives them some flexibility in completing the program
- It allows students and faculty to log on anytime 24/7 to post their comments. Also, students can submit their work, take quizzes, do discussion and work on team projects 24/7

Proposed Hybrid Schedule:

Candidates will be required to spend 2 weekends (10hours/weekend=20 hours total) with face to face instruction. Each week over a four week period, candidates will be required to receive online instruction for 5 hours per course for a total of 20 hours.

GED 645

May 20:	4:30-9:00pm
May 21:	8:00am-3:00pm
June 10:	4:30-9:00pm
June 11:	8:00am-3:00pm

GED 646

June 24:	4:30-9:00pm
June 25:	8:00am-3:00pm
July 8:	4:30-9:00pm
July 9:	8:00am-3:00pm

GED 647

July 22:	4:30-9:00pm
July 23:	8:00am-3:00pm
August 12:	4:30-9:00pm
August 13:	8:00am-9:00pm

Further information on the PPS and CWA Program Standards are available on the CTC website:
<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

The specialization in Child Welfare and Attendance authorizes the holder to perform the following duties:

- *Access appropriate services from both public and private providers, including law enforcement and social services*
- *Provide staff development to school personnel regarding state and federal laws pertaining to due process and child welfare and attendance laws*
- *Address school policies and procedures that inhibit academic success*
- *Implement strategies to improve student attendance*
- *Participate in school wide reform efforts*
- *Promote understanding and appreciation of those factors that affect the attendance of culturally-diverse student populations*

For further information from California Commission on Teacher credentialing, please go to:
<http://www.ctc.ca.gov/credentials/leaflets/cl606c.pdf>

Mission and Role of the Institution

The Child Welfare and Attendance specialization is a 12 unit program that can be obtained by PPS credential holders; it requires 9 units of coursework and 3 units of field work (150 hours). Those who participate in the CWA program currently hold either both a Masters degree and PPS credential, or they are concurrently enrolled in the PPS program. The CWA allows school counselors the opportunity to promote prevention and intervention programs that focus on retention and achievement of high risk youth. These K-12 students are in need of grace, compassion, and justice in order to help them restore their lives. This endeavor is aligned with the Wesleyan tradition of reaching out to the poor and oppressed. PLNU graduate students are in a position to provide a Christian response to this at-risk population. By offering the program as a hybrid, it would become more accessible to all Regional Centers, as well as professionals in the broader Southern California Region, thereby expanding that Christian response to a larger number of school districts in California.

We believe our goals, our ***Institutional Learning Outcomes (ILOs)***, and our School of Education Learner Outcomes can be achieved through this hybrid delivery format in the following ways:

- **ILO: Display openness to new knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.** From this program, candidates will integrate skills and knowledge learned from the School Counseling program to enhance their ability to effectively work with high-risk student populations. Candidates will have the opportunity to respond to lectures, articles, discussions, do research, and complete fieldwork during each course. Faculty will provide feedback during the week and be available to candidates as needed through email, phone, and Adobe Connect, or in person since 20 hours will be conducted face-to-face.

- **ILO: The development of students as whole persons** - A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world. Program completers from the CWA program will learn how to develop prevention and intervention programs that provide services to k-12 students and their families. This is achieved by emphasizing the need to effectively collaborate within a school community. The CWA candidate will be empowered to be a servant leader and advocate for K-12 students. This will be achieved through the hybrid format by completing signature assignments, conducting required interviews with school personnel, fulfilling supervised fieldwork hours, participating in online activities, and the ongoing integration of the School of Education's Dispositions of Noble Character throughout the program. In addition data will be collected at various benchmarks to measure program quality and student satisfaction with the program.
- **ILO: Serving in the context of faith:** The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally. This program is aligned with this ILO in how it allows candidates to advocate for those who cannot advocate for themselves for various reasons such as poverty, lack of education, family milieu, or crime. By implementing prevention and intervention programs to serve at-risk K-12 students, the CWA holder demonstrates servant leadership, hope, and encouragement to those who otherwise may not have it.

By offering this program as a hybrid, with 20 hours of instruction face to face, a greater number of candidates will have the opportunity to access the program from a broader area of the Southern California Region. Candidates from areas further away from Arcadia will travel less than they would in a traditional setting, thus giving them access to the program. In addition, adjunct faculty who will serve as instructors and fieldwork supervisors will work closely with candidates during their field work.

II. Accreditation

The 12 semester hours Child Welfare and Attendance Credential Program was originally approved as a new program by CTC in 2008. The Program Assessment is currently in process with CTC but does not require additional approval on the format being offered. The CWA credential does not need to be submitted to WASC as it is not a new program. However, the School of Education will work with the Office of Institutional Effectiveness to ensure that any substantive changes meet with the approval of regional and professional accreditation agencies.

III. Faculty Qualifications and Support

- A. CWA instructors have extensive knowledge and leadership background in the area of Child Welfare and Attendance. Many have taught extensively in an online format and those who have not taught online will be provided training by the PLNU Instructional Technology staff. In addition to their current knowledge of Eclass, TaskStream, and other online resources, the university will provide additional training to ensure "best practices" in teaching and learning using online pedagogies as well as the development of online course materials and lesson plans.

- **Kim Issac**, MSW/CWA/Admin, LAUSD CWA supervisor
- **Mike Rogel**, MA/CWA/Admin, is the current Director of Child Welfare and Attendance for the El Monte City School District
- **Sonia Rodarte**, LCSW/CWA, USC doctoral candidate, is the Director of Child Welfare and Attendance for Pasadena Unified School District.
- **Andrew Browne**, LCSW/PPS/CWA, is the former director of a LAUSD S.A.R.B. unit. Currently he is a clinical supervisor for LCSW candidates
- **Julio Fonseca**, EdD, PPS/CWA, former director of Student Support Services for West Covina Unified School District. Currently Administrator over Alternative School for at-risk students
- **Ray Vincent**, MA/CWA, Project Director: Community Health and Safe Schools Unit, Div. of Student Support Services for Los Angeles County Office of Education. Has taught online courses for APU and CCI for 6 years. Ray has taught the following courses; Strategies for Success; Principles and Applications of Adult Learning; Critical Thinking; and 4 courses in the Higher Education Management program. I have taught a couple of APU courses online – History and Philosophy of Education.
- **Dr. Glen Green** currently teaches in PPS and Teacher Education at PLNU, helped to develop an entire online MA program in Educational Leadership at APU. In addition, Dr. Green's course "Leadership and Ministry" at Life Pacific college won the Christianity Today's "Online Course of the Year" in 2006.

SOE faculty will collaborate with Instructional Technology to ensure high-quality instructional model and the use of best practices for electronically delivered curricula. PLNU CWA faculty will collaborate with the School of Education's Technology Committee as well as faculty to ensure best practices for online learning and meeting CWA CTC requirements.

- B. The School of Education will collaborate for technical support with ITS to coordinate this instructional delivery. Such support will include access to the media server to store large media files that will be part of the instructional delivery; technical support with use of Adobe Connect, including licenses to support student access; and technical support to ensure reliability of features of Eclass.
- C. Some unknown elements here:
 1. Teaching Load—the CWA has had low enrollment due to regional accessibility. The hybrid option for the CWA program gives potential to increase enrollment.
 2. Candidates will use the IDEA evaluation forms as part of the university evaluation system. In addition, a survey will be conducted at the beginning and conclusion of each course in order to evaluate the effectiveness of the CWA hybrid program. For example, CWA candidates will rate their satisfaction with online assignments, face to face experiences such as response time from faculty when questions arise, feedback on assignments, and overall satisfaction.

IV. Curriculum, Instruction and Assessment

The School will work with the College Dean and the Graduate Studies Committee on issues regarding the academic quality, rigor, and support for faculty and students.

A. Student Learning Outcomes are aligned with the university's ILOs, CLOs, PLOs and CTC standards. Please see syllabi and supporting materials attached.

1. The ILOs, CLOs, PLOs and CTC standards are aligned in the course curriculum outlined in each syllabus.
2. The CWA program will be offered in a hybrid format where candidates will meet with a professor for at least 20 hours of face-to-face instruction and 20 hours of online instruction. Assignments will be designed to promote candidate interaction with professors as well as with fellow students using online resources, like Eclass and Adobe Connect.
3. The nature of the courses in the CWA program require candidates to gain skills in the field as well as content knowledge through research, required textbooks, interviews, projects, and other formats that meet the assignment requirements.
4. The plan for assessment will include online quizzes, discussion boards, and submission of research papers via Eclass or TaskStream, and presentations in class. The online resources allow verifiable student identification for assignments. Due to the hybrid offering, professors will have opportunity to evaluate presentations in the face-to-face meetings and also give feedback regarding tests, papers, online exams, demonstrations of competency, etc.

Academic Instruction and Assessment

1. Instructors will meet with candidates at least 20 hours of each 40 hour course.
2. The program will be designed in a way where weekly assignments will be evaluated online and feedback given within the week. In addition, candidates will be assigned a university fieldwork supervisor who will oversee them during the 150 hour fieldwork requirement. Candidates will work closely with their university supervisor and site supervisor in working with K-12 students, parents, faculty, staff, and other community agencies. During their fieldwork several assignments will be assessed by the site supervisor and university supervisor to ensure the candidate's competency in the eight CTC standards as well as PLNU dispositions.

Field Experience-Child Welfare and Attendance (150 hours)

The following requirements for the field experience portion of the CWA are taken from the CTC Program standards:

Field work for the child welfare and attendance is required under Title 5. Section 80632.3. Ninety hours (90) must be acquired in a school setting in direct contact with pupils. Thirty hours (30) minimum to sixty hours (60) maximum must be acquired with an outside agency such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services or a community based agency. The remaining thirty (30) hours can be acquired based on the discretion of the university.

Field work for the courses will provide the Child Welfare and Attendance candidate with on-site experience in the various roles covered in the basic Child

Welfare and Attendance Authorization requirements. Each candidate will work with field supervisors assessing the needs of students, the school and the community; stating goals and objectives for meeting those needs; developing strategies for reaching the goals and objectives and planning an evaluation to determine whether or not these strategies attained the goals and objectives sought.

V. Student Academic Support

The School will consider a wide range of issues that might impact the student's experience and should consider using student focus groups to assess the effectiveness/desirability of the hybrid format. The following needs will be addressed:

A. PLNU Community

The School will build into the curricular design ways to create community that are consistent with the mission of PLNU and contribute to the success of student learning outcomes. The design and administration of the course will give all students a voice in the PLNU community and makes provisions for all students to participate in campus events as appropriate.

Candidates in the CWA program will be able to participate in the PLNU community as any other candidate in the SOE. In addition, each instructor will embed the PLNU School of Education Dispositions into each course, providing candidates the opportunity to grow professionally and personally. In addition, class introductions, discussion, reflections, and group work will be online.

B. Information, Orientation and Access

The School will ensure that all students are fully informed and have access and orientation to academic support services and administration services. The plan will include:

1. How online students will be informed of library-related, bookstore, technical and other support services. Prior to the first class meeting, an orientation to online library and other online support services will be provided for all CWA candidates.
2. How online students will access administrative services such as registration, admissions, financial aid etc.
3. How students will be oriented to the technologies being used. Katie Walsh is developing materials in the way of video tutorials, step-by-step instructions, "How-to guides", and synchronized online learning provided at the orientation and throughout the program.
4. How online students will have appropriate interaction and access to faculty and other students.
5. What expectations will be set regarding estimated time for completion of all course requirements? All course requirements will be completed within the quad of the course offering.
6. How accommodations will be made for students with disabilities. There should be a statement in here that the online materials will be developed

in accordance with ADA compliance standards. These are standards we'll cover in the Online Teaching Series we are proposing

7. How student privacy (FERPA) considerations will be addressed. See <http://www.pointloma.edu/FERPA.htm> for current information on FERPA requirements.

Candidates will receive the above information at the time of the required interview as well as in their first course, GED 645. Each instructor will be able to address candidates' needs directly or indirectly by providing the necessary contact information for support outside of the regional center. Regarding FERPA, all instructors follow the law in providing the upmost care regarding student work. TaskStream and Eclass provide each student with the ability to log on with their own username and password ensuring fidelity to student work and privacy in assessment and feedback.

VI. Support from Administrative and Academic Units at PLNU

A. Information Technology Services

The School will work closely with Instructional Technology Specialist regarding course/program design, copyright considerations regarding digital media, piloting, technical support, assessment, and ongoing oversight.

- a. Make provisions for faculty to receive the necessary support and training to teach a course in hybrid/online format.
- b. Create a plan for addressing how technology will be incorporated in a pedagogically appropriate manner. This plan should indicate what technologies (Eclass, LiveText clickers, Smartboards, Adobe Connect, etc) will be used for course management and delivery and how those technologies support the learning outcomes for that course/program.

B. Graduate Admissions and Marketing & Creative Services

Due to the Child Welfare and Attendance Program being an authorization for professionals who already work in schools or candidates working towards an advanced degree, the hybrid will allow enrollment and accessibility to increase. Professionals participating in the program work full-time in schools from approximately 7:30am-4:30pm M-F in various locations around Southern California, primarily in the Los Angeles Unified School District. Due to traffic and time constraints, some professionals are prohibited from attending weeknight classes due to work hours and traffic constraints. The hybrid will alleviate these barriers providing more access for full-time professionals to attend classes on weekends for the face-to-face instruction and online for the additional instruction.

C. Office of Institutional Effectiveness

The School will work with the Office of Institutional Effectiveness to review the alignment of the hybrid course delivery with the assessment of student learning

outcomes and institutional learning outcomes. This will ensure there are effective measures in place to provide the university feedback for evaluating the course in the hybrid format.

CWA Program Leadership: The CWA program leadership is provided by Beth Chamberlain in collaboration with Mike Rogel, Manager for Child Welfare and Attendance (El Monte City Schools) and Kim Issac, Child Welfare and Attendance Social Worker and supervisor for Los Angeles Unified School District. The CWA program is aligned with the Commission on Teacher Credentialing eight standards, the Candidate Learning Outcomes, and the School of Education's Conceptual Framework for the program as each assignment with the evaluation is provided in the syllabus.

D. Office of Records

In that the CWA program is currently being offered in a traditional classroom format there should be no direct Records impact including course enrollment. The hybrid option may result in some students enrolling in the 12 unit program only and as such admissions and enrollment will be handled as a non-degree option. The School will work with the Office of Records to make sure the hybrid delivery of the course/program is consistent with the Universities policies concerning articulation, transfer credit, transcript, course equivalency, and course substitutions.

E. Academic Administration

The School of Education utilizes a syllabi template that requires annual policy statements that address academic requirements including how students with disabilities can access services at each regional center.

