

ACADEMIC POLICIES COMMITTEE

UNDERGRADUATE CURRICULAR PROPOSAL(S) PROCEDURES TO CHANGE 2012-2013 CATALOG (Approved by APC September 1, 2011)

NAME OF SCHOOL OR DEPARTMENT:

SCHOOL OF EDUCATION

ACTION ITEMS/SUBSTANTIVE CHANGES INCLUDE: addition/deletion of courses, additions/deletions of a major, changes in degree requirements and changes in general education requirements.

Proposal I: The School of Education requests permission to offer the upper division courses (300 and 400 level courses) required for the Liberal Studies Major along with the Multiple Subject and Mild/Moderate Special Education teaching credential at the PLNU Regional Centers to adult students aged 25 years or older.

Proposal II:

Proposal III:

Proposal IV:

II. Rationale: Each proposal needs thorough explanations as to why the change is being suggested. Please answer the following questions in your rationale and include other appropriate reasons in this section.

1. How has assessment data informed the proposed change and how recently has your department or school completed a program review? For example, have alumni, outside reviewers, etc., suggested improvements?

The stimulus for this proposed program comes from School Districts that hire a large number of instructional aides or paraprofessionals to work with English Language Learner (ELL) students or Special Education students with documented learning disabilities on an Individualized Educational Plan (IEP). These candidates have an AA degree to meet the Federal No Child Left Behind (NCLB) highly qualified criteria but due to their life situation of being primarily single

parents that support their families they cannot attend daytime classes. Not being able to earn a BA degree and a teaching credential keeps them in lower paid entry level positions and prevents them from earning a teaching credential and thus a living wage.

2. What are comparable universities and colleges doing?

To our knowledge no California universities are offering this unique program of an undergraduate major plus two teaching credentials (Multiple Subject and Mild/Moderate Special Education) available to adults in an evening format.

3. Is the change related to stipulations imposed by outside accrediting agencies (addressing standards, etc.)?

No.

4. How does the proposed change relate to the mission of the university?

This academic proposal aligns with the mission, vision and core values of Point Loma Nazarene University and its commitment to provide higher education in a vital Christian community, to be a source of expertise, a resource, to be involved in the communities surrounding the university, and to recruit women and men from a variety of cultural, ethnic, and socio-economic backgrounds.

The Church of the Nazarene was founded to serve the underserved, especially in urban communities. Students with the greatest needs are often located in urban and rural public schools. Preparing teachers for this work has historically been a challenge. This proposal speaks to prepare teachers to fill that need.

This proposal also meets one of the criteria of the 2010-2013 Strategic Plan for PLNU that has made a commitment to "Access: explore more ways to enable community college students to earn a four-year degree from PLNU." This portion of the strategic plan focuses on serving students who are unable to attend PLNU's traditional undergraduate program on the Point Loma campus due to geographic separation and most are working full-time. The following proposal is one that creates access to adults that are already serving in school districts and meets the perennial shortages of teachers in special education.

This proposal focuses on recruiting adult students aged 25 or older that are settled in geographic areas outside of San Diego they are not likely to quit their jobs and move to San Diego as they are providing income for their families by working in school districts as paraprofessionals. Our target population are these very paraprofessionals who have experience in their school districts, often speak the language of the community they serve, and are the very candidates the districts would like to hire into their teaching positions. With a Bachelor's degree and a teaching credential, these individuals could have a starting salary of \$45,000 a year, compared to the \$9,000 yearly salary they currently earn as a paraprofessional.

5. How does the change accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? For instance, does the change help balance out the curriculum, or does it fill in a missing gap that would help strengthen the program? Does it add breadth or depth, etc.?

Major purposes

- (1) to provide opportunities for qualified adults to enter classrooms in areas of need;
- (2) to respond to the requests and needs of local school districts wanting to form partnerships that support classified employee career advancement (ex: Bakersfield School Districts, Rialto Unified, City of Yucaipa, Lake Elsinore Unified, Riverside Community College);
- (3) to prepare individuals from a variety of ethnic and racial backgrounds to serve the diverse student population in California schools;
- (4) to provide access to a private, Christian, Liberal Arts education by extending our reach to the diverse neighborhoods of our PLNU Regional Centers;
- (5) to sustain a long-term presence in a variety of locations in California and capture the economic benefit of a current and future market need.

This proposal does not request any new programs be offered by the School of Education.

6. What impact will it have on the size of the major, minor, etc.?

The proposal requests the SOE offer an already approved and operating program at off campus locations. The administration and oversight of the program would fall under Dr. Conni Campbell, Associate Dean for Undergraduate programs as she is overseeing the Liberal Studies Major. Dr. Campbell would collaborate with regional center staff to ensure that the same quality program was offered off campus as on-campus.

The proposed role of undergraduate department chairs offering courses in this major:

- 1. Collaboratively develop a course schedule with the Regional Center (6 months prior to cohort start).***
- 2. Department chair develops an Adjunct position opening in collaboration with College Dean of Arts and Sciences or SSPS and posts on People Admin.***
- 3. Department chair interviews potential applicants using technology such as Video Conferencing or Skype, and makes recommendation to College Dean.***
- 4. College Dean interviews candidate recommended by department chair.***
- 5. College Dean notifies Regional Center director of hired adjunct and adjunct is entered into Integrated Database for schedule and "appointment letter."***
- 6. Department chair provides syllabi and support to new adjunct about content, signature assignments, and learning outcomes.***
- 7. Department chair observes Adjunct teach at least once during the first semester utilizing technology and provides a written assessment and recommendation for future courses.***

7. Will the change(s) be sustainable with human and financial resources?

A proposed budget for the program has been submitted to the Chief Financial Officer for review.

8. State other rationale that you deem appropriate.

Candidates entering this off-campus blended BA/credential program would come to us with up to 70 units of transfer credit, having fulfilled appropriate lower-division requirements before entering our program. The transfer credit process and policies would be the same as they are for any other PLNU transfer student, and candidates missing prerequisites would be counseled to complete those units at other institutions to prepare them for entry to our program. We will operate in cohorts, and will only start a cohort with 15-20 committed individuals who will follow the same course sequence. This format will facilitate exactly what courses need to be offered on a specified timeline and ensure healthy class size for every course.

III. Tentative Syllabus/Course Learning Outcomes: If you are proposing new courses, please include a tentative syllabus with course learning outcomes. This should not include textbooks, calendar, etc., but merely an idea of what the course content will include as well as what you hope the student will accomplish by the end of the course. **State four course learning outcomes at the most.**

Syllabus:
This proposal does not request any new courses.
Outcomes:

IV. Catalog Copy: What will these changes look like in the catalog?

1. If proposing to substitute new courses for old ones, **list old and new course descriptions side by side.**
2. State with precision what a new major, concentration, minor will look like.
 - Keep in mind academic policies with regard to number of units for major, minors, etc. See resource section at the end of this template.

<p>Catalog Copy (Present)</p> <p>1. Required Concentration: Every Liberal Studies major currently chooses one a 12-unit concentration as an area of emphasis within their Liberal Studies degree. The seven areas are (1) Reading, Language & Literature, (2) Visual & Performing Arts, (3) PE/Health, (4) Human Development, (5) Science, (6) Math, and (7) History/Social Science.</p> <p>While the catalog allows a liberal studies student to choose any of the seven concentration, it is essential with a cohort</p>	<p>Catalog Copy (New)</p> <p>The Liberal Studies Major offered at off campus regional centers has the same academic requirements as the on-campus version.</p>
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<p>program to choose one for all students. The proposal illustrates the curriculum using the Human Development concentration as it is the most widely chosen one with current students and blends favorably with the Special Education credential. The proposal outlines the Human Development concentration as outlined in the 2010-11 undergraduate catalog.</p>	
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Old Descriptions	New Descriptions
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V. Recorded Department/School Vote:

Please state the number and percentage of department school faculty who voted for the proposal.

The School of Education voted unanimously at the October 12, 2011 faculty meeting to approve this proposal and request a hearing from APC. The original proposal was approved by the SOE in 2010-11.

If other departments are affected, please inform the committee how those departments voted. There are nine undergraduate departments that offer courses in the Liberal Studies Major. The Provost council met with the department chairs of these departments during fall semester 2011. Two meets were set on November 2 or November 14. Department chairs were asked to send in an email confirming that their department would support the proposal by agreeing to hire qualified adjuncts.

VI. Library Impact:

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.)

There are no new library acquisitions required for this program.
None

VII. Technological Impact:

What new software, hardware or additional lab space will be needed to support the proposed changes? (If none, please state that.)

None

VIII. Final Summary: Review course and staffing impact with your College Dean.

Total course additions: none

Total course deletions: none

Total unit additions: none

Total unit deletions: none

Rotation of courses or deletion of sections to accommodate additions:

Staffing impact/increase or decrease:

An entirely new revenue and cost center would be requested of the CFO to evaluate the cost effectiveness of the program

IX. Academic Policies Information to facilitate your work:

Majors:

1. Maximum number of units for a B.A. major: **49 units beyond G.E.**
2. Maximum number of units for a B.S. major: **59 units beyond G.E.**
3. Minimum number of upper division units in any major: **24 units**, half of which must be completed in residency.

Minors:

1. Minimum number of units for a minor: **16 units**
2. Minimum number of upper division units: **12 units**
3. Minimum number of units completed in residency: **9 units**

NON ACTION OR PROCEDURAL CHANGES: These changes will not go to the faculty floor for a vote. These are changes that include: revision of course descriptions including title, number or prerequisites, alternate year listing in the Catalog and the cross listing of courses.

I. List proposals with a one line abstract.

Examples:

Proposal I: To change xx description to read.....

Proposal II: To change pre-requisites for xx course....etc.

Proposal I:

Crosslist the three Mild/Moderate courses currently in the Graduate catalog (left column) in the undergraduate catalog using the undergraduate course numbers in the right column. Course Descriptions and Course Learning outcomes are the same as the undergraduate format.

Proposal II:

I. List current descriptions and new descriptions side by side.

<p>Current Descriptions EDU 650 (3) ASSESSMENT AND SERVICES FOR STUDENTS WITH DISABILITIES This methodology course explores current knowledge and best practice in the screening, referral, assessment, and placement procedures necessary to identify and qualify learners with disabilities for special education services. The significant issues of learners with disabilities is reviewed through discussions of the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of individual learners in order to develop and implement effective programs. Strategies in consultation and coordination of the assessment process are addressed. Prerequisite: EDU404.</p>	<p>New Descriptions EDU492 (3) ASSESSMENT AND SERVICES FOR STUDENTS WITH DISABILITIES This methodology course explores current knowledge and best practice in the screening, referral, assessment, and placement procedures necessary to identify and qualify learners with disabilities for special education services. The significant issues of learners with disabilities is reviewed through discussions of the developmental, academic, behavioral, social, communication, vocational, and community life skill needs of individual learners in order to develop and implement effective programs. Strategies in consultation and coordination of the assessment process are addressed. Prerequisite: EDU404.</p>
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<p>Current Descriptions EDU 651 (3) CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES This methodology course provides current knowledge in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for learners with mild/moderate disabilities. This course provides the necessary knowledge</p>	<p>New Descriptions EDU493 CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR STUDENTS WITH MILD/MODERATE DISABILITIES This methodology course provides current knowledge in the major educational practices of special education, including emergent issues, theories and research as they relate to curricular and instructional decision making for learners with mild/moderate disabilities. This course provides the necessary knowledge regarding curriculum, instruction, and</p>
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regarding curriculum, instruction, and technology, learning methodology and skill acquisition necessary to provide special education services. Prequisite: EDU404.	technology, learning methodology and skill acquisition necessary to provide special education services. Prequisite: EDU404.
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<p>Current Descriptions</p> <p>EDU 652 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION, AND PROGRAM IMPROVEMENT</p> <p>This methodology course provides expanded knowledge regarding the synthesis of all aspects of educating learners with disabilities. The candidate is given the opportunity to synthesize information related to the assessment of standards, short-range and long-range planning for learners, transition services language, and the effective use of consultation and collaboration skills. An emphasis of this course is training for collaboration with learners, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.</p>	<p>New Descriptions</p> <p>EDU494 (3) COLLABORATION AND CONSULTATION FOR IEP IMPLEMENTATION, EVALUATION, AND PROGRAM IMPROVEMENT</p> <p>This methodology course provides expanded knowledge regarding the synthesis of all aspects of educating learners with disabilities. The candidate is given the opportunity to synthesize information related to the assessment of standards, short-range and long-range planning for learners, transition services language, and the effective use of consultation and collaboration skills. An emphasis of this course is training for collaboration with learners, parents, family members, school personnel, and agency representatives to build teams to ensure effective transitions across the lifespan of all learners.</p>
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II. Rationale.

Include such things as:

1. To make descriptions more efficient;
2. To align content with what is actually being taught;
3. To meet standards for.....

<p>Rationale:</p> <p><i>To make the Mild/Moderate Special Education credential available to undergraduate students at the regional centers.</i></p>
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Final Check-off List:

YES The SOE does not report to a College Dean. _ The College Dean has been consulted.

Yes All affected departments have been contacted and the results are indicated in the proposal.

YES The proposal has been voted on by the department.

YES Appropriate contacts have been made with the library and media services.

Yes Staffing impact has been addressed.

Frequently asked questions about the proposal

1. *Will the program be offered through “distance learning?”*

No, The proposal does not request video conference, web-enhanced or hybrid learning models.

2. *Does this proposal include “Credit for Life or work Experience?”*

No, the proposal does not request that students transferring into the program be granted “credit for life or work experience.”

3. *Why is the program starting in Bakersfield?*

The Bakersfield school districts have requested this program as they have an urgent need for highly qualified special education teachers and have a pool of qualified instructional assistants that do not have bachelor’s degrees and thus cannot earn a teaching credential.

4. *When would the program start?*

Once the proposal is approved the SOE would advertise, obtain applicants, interview them and start the first class approximately 3-6 months after approval.

5. *Would department chairs be required to travel to the regional centers?*

No, with the advent of technology we do not anticipate that department chairs would be asked to travel there.

6. Would department chairs be compensated for the additional work required to hire new adjuncts, support them in teaching their content, and evaluating their performance?

Yes, the Provost council has approved a financial plan that would compensate department chairs on a formula of $.125 \times \#$ of units offered.

7. *Would this department chair stipend be continuing throughout the life of the program?*

No, the Provost council agreed that this would be a one time stipend for the initial hiring and support of an adjunct. It would only be repeated if there was a new hire.

8. *How many courses would students take each semester?*

In order to complete the 72 unit minimum program in 8 semesters they would need to enroll in 9 units per semester. The proposal calls for one class to be scheduled out over an entire semester or 15 weeks, and two courses to be offered in the quad format.

9. *What would that schedule look like for one student?*

For Quad 1 a student might take a class on Monday night, and on Quad 2 take another class on Monday night. The third class would be spread out over the semester meeting Saturdays once per month for an entire semester.