

School of Education
MOU Action Plan
December 1, 2016

Program Review Recommendations

1. Ensure that clinical practice for all candidates in the Special Education mild/moderate and moderate/severe credential programs is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.
2. Address the inconsistency reported in the Education Specialist Program regarding the need for field experiences to be in a broad range of service delivery options.
3. Implement the closure of the Inland Empire Regional Center due to declining enrollments and lack of a sufficient market for our current programs.
4. Review and realign the administrative structure of the SOE to ensure appropriate efficiency and oversight of the quality of program offerings.
5. Review the location and frequency of course offerings in order to find opportunities for greater efficiencies through strategic scheduling and possible use of technology mediated delivery methods.

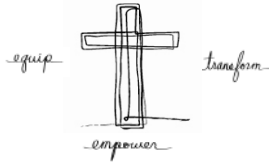
Agreement:

The Provost and the School of Education mutually agree to pursue these recommendations for the School of Education. The Provost will provide material and administrative support for the actions taken as the result of the recommendations provided that the School of Education makes satisfactory annual progress on the initiatives. The School of Education will carry out these actions and submit annual report of progress.

Handwritten signature of Kerry Fulcher

Kerry Fulcher
Provost

Deb Erickson,
Dean of the School of Education



Recommendations 1 and 2 Action Plan Progress

On February 5 – 8, 2012, a team of faculty from the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC) Board of Reviewers completed a site visitation. The NCATE report concluded that all standards in the initial and advanced programs were met, with the following area for improvement (AFI) in Standard 3: Field Experiences and Clinical Practice.

AFI: The unit does not ensure that clinical practice for all candidates in the Special Education mild/moderate and moderate/severe credential programs is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

In addition, the report from the CTC indicated that all common standards as well as program standards were met, with the exception of Education Specialist Program Standard 15: Field Experience in a Broad Range of Service Delivery Options, which was met with concerns.

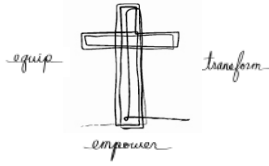
Rationale: Various stakeholder groups representing the M/M and M/S credential programs reported inconsistent field and student teaching placements; some candidates have planned experiences and/or interactions with the full range of the service delivery options and the providers of such services, including experiences in general education, while others experience a single grade span (elementary, middle, or high school) and a single service delivery model.

In order to address these concerns, the SOE has done the following:

- 1) A placement coordinator was hired in Mission Valley to oversee the placement of traditional student teachers and interns (2013)
- 2) The placement criteria and alignment of recommendation of credentials are reviewed on a continual basis (2014, 2015, 2016)
- 3) The fieldwork coordination and clinical practice of all programs in the SOE were reviewed and revised during the 2015-2016 academic year. This review included alignment of fieldwork practice to course content in all programs. A requirement of at least two weeks of fieldwork placement under the supervision of a credentialed teacher in the area of recommendation was put into place in 2015.

Recommendation 3 Action Plan Progress

- *Closure of the Inland Empire Regional Center (completed August 31, 2015)*



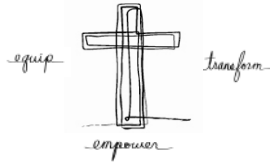
After a review of the financial costs associated with the Inland Empire Regional Center, the Board of Trustees directed the School of Education to close business at the IERC by August 31, 2015. Once the closure was approved, a series of events to successfully close the center by 8.31.15 were put in place. Over five hundred candidates, including some from the previously closed Arcadia Regional Center, were contacted. These candidates were those able to complete their original coursework within a seven-year period. Every candidate who responded in the affirmative was assigned an advisor and was given a planning guide with scheduled coursework that enabled them to complete the degree and/or credential at the IE center by 8.31.15. The regional center director developed a master schedule for all courses needed by students to complete their degree and/or credential. In August of 2015, all candidates who had not yet finished coursework at the IE center were assigned advisors at either the Mission Valley or Bakersfield regional centers.

Recommendation 4 Action Plan Progress

In the 2013-2014 academic year, the administrative load of faculty was reviewed. All units for advising candidates and school outreach was eliminated. In addition, a schedule of units allowed for each task (center director, associate dean, program direction, program lead) was established along with job descriptions for each position. The job descriptions and unit loads were approved by the SOE faculty and staff and are published in the SOE Policy and Procedures Handbook.

The following table outlines the reduction in faculty and staff since 2013.

	2012 # of personnel	2012 # of units	2015 # of personnel	2015 # of units
Associate Deans	4	60	2	24
Center Directors	4	39	3	36
Director of Assessment	NA (Associate Dean)	15	1	18
Program Directors	9	81	5	33
Program Leads	15	32.5	5	15
Fieldwork Coordinator	2 (faculty)	12	2*	(staff)
BTSA Coordinator	4	9	0	0
Admin Assistants	6	NA	4	NA
Budget and Operations	1	NA	0	NA
Outreach	3	7.5	2*	NA
Totals	48**	256	22**	126



- Staff at Bakersfield and MV are now responsible for both fieldwork/CP placement and outreach.

** Some faculty/staff are responsible for more than one role.

The above chart also reflects the reduction of all advising units/intake units.

The SOE has also recently reduced its faculty; in 2012, there were 30 full or part-time faculty working across five campuses; today, we have 15.5 faculty (four are part-time with two shared faculty positions). We have gone from 10 fulltime staff positions to eight.

In addition, the SOE has seen increases of upwards of 20% year-over-year enrollment from the 2014-15 academic year.

Recommendation #5 Action Plan Progress

Beginning in 2013-2014, whenever possible courses that had low enrollment and were needed by Mission Valley, Inland Empire, and Bakersfield candidates were revised to the PLNU online course guidelines. A number of full-time and adjunct faculty were trained in online course instruction, and by 2015 coursework for the completion of the MAT went completely online. There were a number of courses in the MA in Special Education and MAE Teacher Leadership track that moved to online in order to find greater efficiency in course offerings. In 2015, any courses below an enrollment of (8) candidates were considered "low enrollment" and the adjunct pay was adjusted accordingly. Whenever possible, full and part-time faculty were assigned full enrollment courses. Also adjusted were course enrollment caps: all F2F courses with the exception of GED 689 had a cap of 30 candidates while online course enrollment was held at 25 candidates.