



CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

Memorandum of Understanding

This MOU has been read and approved by:

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Department of Advanced Studies in Education and Counseling,
Master of Art in Education, Social and Cultural Analysis of Education
College of Education
February 2022

This Memorandum of Understanding outlines the consensus reached by the Master of Art in Education, Social and Cultural Analysis of Education (SCAE) within the Department of Advanced Studies in Education and Counseling (ASEC), the College of Education (CED), and the Division of Academic Affairs, based on the program review (Self-study in 2016 with update in 2020; External Review in April, 2021; and UPRC report in October, 2021). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The last program review with MOU occurred in 2010. The MOU at that time focused on: 1) Faculty resources were found to be the greatest challenge; the program had only two full-time faculty members. The external reviewer identified a need for a faculty member who could focus on language and literacy. 2.) The heavy thesis advising load was considered a strain on faculty resources. 3.) The program could benefit from assistance at the college level with recruitment, marketing, and outreach to alumni. It is noted that although this MOU was for SCAE, it also included recommendations for other programs within the Department.

A number of strengths were identified in the program review reports, including: 1) a highly qualified faculty; 2) the efforts of SCAE faculty in aligning the main theoretical areas of the program with faculty mentoring and pedagogy; 3) faculty advising and professional development opportunities for students; and, 4) strong thesis and service-learning programs.

Areas of concern and opportunities for development included: 1) a high faculty-student ratio and non-teaching responsibilities that are difficult to maintain with 2 tenure/tenure-track professors, and 2 part-time faculty. This was also an unresolved concern from the previous MOU. Students have identified the need for diverse faculty members to represent the demographic makeup of the student body. Lack of faculty resources also limits potential growth of this increasingly popular program; 2) the program plans to elevate from an option and rename. Graduate degree programs must have 5 FTEF, therefore increased faculty may be needed. Cross-college collaborations may strengthen the interdisciplinary aspect of the program, while also adding to FTEF; 3) need to delve further into graduation rates to determine if 3-year graduation rates are indicated by the degree plan, or an extension of time to degree; 4) course availability was reported as an issue by SCAE majors, which could cause bottlenecks and delayed time to graduation; and, 5) SCAE majors also reported feeling

“undervalued” and marginalized within the College of Education.

It is therefore agreed that the Program will:

1. Consistently engage in an ongoing program of assessment of institutional, programmatic, and student learning outcomes across the curriculum. The Program will provide an annual update using the University assessment template (due June 1) reporting on annual assessment and progress made towards the actions agreed to in this MOU to the CED dean, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. The next program review cycle was scheduled to be from 2016-2023. Because the program review was delayed, the review cycle will be partially modified, and will now be from 2018-2024. A comprehensive self-study will be due June 2024 for the 2024/25 Program review process.
2. Develop a strategic plan for hiring diverse faculty as resources allow to support current students and the potential growth and degree elevation of the SCAE program.
3. Analyze and address potential enrollment bottlenecks in regard to course registration priorities for SCAE students.
4. Solicit feedback from students who feel that their programs are marginalized within the College and collaboratively develop and implement concrete solutions.
5. Examine and address factors that may impact student progress toward graduation so as to improve graduation rates.
6. Explore cross-college collaborations which may be mutually beneficial in terms of resources and programming.

The College of Education and CSULB Administration will:

1. Support the department in hiring diverse faculty, as resources allow.
2. Engage in a dialogue with SCAE over faculty work-load issues related to student support in terms of increased student mentoring and engagement as social justice leaders in the college in relation to other faculty duties; explore ways such support may be provided college/university wide.
3. Support SCAE in researching and developing cross-college collaborations that are mutually beneficial.