

California State University, Northridge
Academic Affairs
Michael D. Eisner College of Education
2014/15 PLANNING FORM

This form is intended to present the plans for the whole college. Please briefly describe the processes and actions that your college will undertake in 2014/15 and up to three years beyond that address the planning actions below and how these connect to Academic Affairs' priorities of **academic quality** (access, assessment, research, learning-centered, and ongoing programs), **student engagement** (advising, retention, graduation rates, student involvement in faculty research, and **shared values** (CSUN Planning Priorities, collaboration, IT Vision@2015, Campus Sustainability Plan, and revenue enhancement). Indicate how your plans include assessment.

Our planning is done in the context of overall university planning. In order to effectively integrate our planning efforts, please refer to the following:

- [CSUN Planning Priorities](#)
- [The Campus Sustainability Plan](#)
- [IT Vision@2015](#)

The planning document should be no longer than seven pages, using 12-pt Times new Roman font, including one page that reflects on the college's achievement of outcomes set in last year's plan.

Initial drafts are due by **November 1, 2013**; **final drafts** are due by **December 20, 2013**.

Please submit planning documents by uploading to myCSUNbox only. (Deans will be provided access to an Academic Affairs 2014/15 Planning folder in myCSUNbox.)

Planning Actions

1. Demonstrating Student Success (through access, advising, retention, graduation rates, student involvement in faculty research, and assessment)
2. Supporting New Faculty
3. Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan
4. Increasing Basic and Applied Research and Sponsored Programs
5. Increasing Revenue Generation
6. Creating and Maintaining Partnerships with the Community

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ACHIEVEMENT OF OUTCOMES SET IN LAST YEAR'S PLAN

In accordance with Academic Affairs guidelines, the College experienced several successes when analyzing the 2013-14 plan. These successes included the following improvements: (a) exploration of best practices in supervision, including contributions of full- and part-time faculty, sharing supervisory tips that can be employed out in the field with candidates; (b) promotion of faculty and student research at all levels, using a newly established tab on our College homepage that highlights research accomplishments throughout the College; (c) implementation of a *Chapters* initiative, designed to provide recognition and support to faculty all along the continuum of career development; (d) expansion of online and hybrid programs, piloting emerging technologies (e.g., tablets, gaming, simulations), expanding use of e-texts and e-materials, and developing technology standards for learning spaces of the future; (e) continued establishment of a comprehensive pipeline of potential candidates, utilizing public (e.g., Math and Science Teacher Initiative) and private (e.g., Packard Urban Teaching Fellowship) funds to drive demand for our various College programs; (f) promotion of faculty success in instructional delivery, scholarship and research, and service at all university levels; (g) continued implementation of financial transparency through the use of two best practices business tools (i.e., Schedule of Classes planning template, and the Reconciliation tool) across all departments and programs; (h) attention to the effective coordination of information, with a specific focus on improved communication with internal and external stakeholders; and, (i) analysis of College Centers to ensure best business practices and to promote service to the external community while maintaining the academic mission of the College.

Consistent with past planning, the College continues to promote a planned migration towards more mobility (i.e., College-provided laptops and iPads provide more access to virtualization), and exploration of technology-based initiatives to improve the effectiveness of our program offerings for school and non-school related professional populations.

With the hiring of a full-time *Development Officer*, and continued support from a full-time *Grants Officer*, the College has established a successful grant-writing program and has begun to build momentum in cultivating philanthropic support. Additionally, in partnership with the Tseng College of Extended Learning, faculty have been engaged in the development of a new Master's degree in Education that is exploring the feasibility of a "stackable curriculum" that spreads professional development over varied strands depending on personalized needs over the arc of a career.

Not all intended goals were achieved in the 2013-14 Plan. Several of these unachieved goals are carried forward in the 2014-15 Plan.

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COLLEGE PLAN FOR 2014-15

The College Plan, which begins below, incorporates denotation of alignment with Academic Affairs' priorities (i.e., academic quality--AQ, student engagement--SE, and shared values—SV). Additionally, the Plan is consistent with our values in the College as outlined in our Conceptual Framework (adopted by the faculty in 2008); see <http://www.csun.edu/eisner-education/conceptual-framework> for more detail).

I. Demonstrating Student Success (through advising, retention, graduation rates, student involvement in faculty research, and assessment)

As described in previous plans, the College considers student success as one of its highest priorities. We promote student success through program coordination and advising [AQ, SE, SV].

We continue to strive to improve the visibility of student research at all levels--post-baccalaureate through doctoral programs—in an effort to highlight student involvement in research activities across the College and University [SE, SV]. Through the efforts of our *College Web Developer* and *Director of Research Enhancement*, we have established a new tab of our College homepage that highlights research accomplishments of students and faculty throughout the College. This new section of our web presence represents an important step forward for the College, allowing expanded visibility--both to our internal and to our external communities alike.

Additionally, under the leadership of the Director Of Research Enhancement, the *Research Advisory Committee* (RAC), currently an ad hoc committee comprising faculty and administrative representatives of the College, and including the *Director of the EdD Program*, have developed the following goals to guide activities in the College: *to increase visibility, dissemination, faculty connectivity; to encourage development of research infrastructure; to facilitate mentoring; to increase collaboration with outside experts* (through an Annual Research Colloquium); *to promote and highlight student research accomplishments and opportunities; to support partnerships with school sites and public/private agencies; and to promote research awareness and a culture of scholarship in the College* [AQ, SE, SV].

We are committed to increasing financial support for our candidates and have dedicated space on our website to notify our students of potential scholarship opportunities (see <http://www.csun.edu/eisner-education/scholarships>). We ensure that all available scholarships are awarded through a systematic and unbiased review of applications. Each year the Equity and Student Affairs committee evaluates over 60 scholarship applications. Each application is reviewed by two raters using a rubric. Additionally, the Equity Student and Student Affairs

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Committee is developing a website that provides students with information and links about where to get help for a variety of issues [SE, SV].

II. Supporting New Faculty

Through joint efforts of the *Faculty Council* and the *Administrative Council*, the College has formed a *Chapters* initiative, designed to provide recognition and support to faculty all along the continuum of career development, ranging from mentoring of newly hired faculty through to the inclusion of retired faculty in a wide array of professional activities [AQ, SV]. We fully intend to employ a range of professional development activities to facilitate faculty success in instructional delivery, scholarship and research, and service at all university levels.

With full implementation of the *Common Core State Standards* and associated *Smarter Balanced* assessment reforms by Fall 2014, our faculty have to revise all components of teacher preparation programs so that our new teacher graduates are ready to address these major reforms. Faculty have already experienced several professional development sessions on these reforms and have begun the process of revising program materials and practices [AQ, SV].

The College, with the assistance of the Provost's Office, continues to support faculty with computers, software and minimal start-up funds usually used for travel expenses. The College will continue to look for ways to support faculty in the scholarship and research [AQ, SV].

III. Demonstrating Integrated Planning: Actions to Meet IT Vision@2015 and the Campus Sustainability Plan

The College has identified three of the initiatives listed under the umbrella of IT Vision@2015 as priorities for the 2014-15 academic year: (a) expanding online programs, redesigning priority courses and expanding support for assessment and quality rubrics; (b) piloting emerging technologies (tablets, gaming, simulations), expanding use of e-texts and e-materials and lecture capture; and, (c) developing technology standards for learning spaces of the future (e.g., video streaming, mobile device integration).

As already mentioned, the College is currently in the process of developing an online, multidisciplinary *Masters in Education with "Stackable" Options/Graduate Credit Certificates*, in collaboration with the Tseng College. This project is being undertaken with an eye towards expanding online program offerings, particularly targeted toward non-schooling professional populations [AQ, SE, SV].

Current pilots are underway in the College addressing the application of simulations in the preparation of prospective teachers [AQ, SE, SV]. For example, Dr. Sally Spencer is coordinating the *TeachLive*TM project (created by an interdisciplinary team at University of Central Florida) at

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CSUN: a virtual classroom system that gives teachers the opportunity to practice pedagogical skills and content without impacting real students. According to Dr. Spencer, the TeachLivE™ system uses a combination of artificial intelligence and a live *interactor* to provide the responses of student avatars. The program is designed to emulate the behaviors and personalities of middle school students, with behaviors personalized to the nature of the lesson and classroom. Future plans include generalizing the project to involve faculty from the Departments of Elementary and Secondary Education in an effort to explore applications to these credential programs.

The College, in connection with the aforementioned efforts to improve clinical supervision of candidates, has also begun to experiment with video streaming and archiving best practices across field-based programs [AQ, SE, SV]. The use of these technologies is expected to positively impact the quality of clinical experiences for students while, at the same time, addressing the faculty workload entailed by physically travelling to multiple school and clinical sites ranging across significant geographical areas in the San Fernando Valley and Greater Los Angeles areas. Our new *Director of the Credential Office* will factor into these plans as a key participant in the College's *Student Teaching and Internship Coordinating Committee* (STICC).

Consistent with previous plans, the College continues to promote a planned migration towards more mobility to promote teaching and learning efficiencies across our various academic and field-based programs [AQ, SE, SV].

As indicated in both the 2012-13 and 2013-14 plans, the College is mindful of how finite facilities and resources require increased focus on alternative instructional delivery models. Through extensive collaboration with the Tseng College, and ongoing programmatic partnerships with other colleges (e.g., the College of Engineering and Computer Science, the College of Humanities, and the Mike Curb College of Arts, Media, and Communication), we have embarked on a series of initiatives aimed at the development of hybrid and online classes to maximize involvement of our traditional population of students as well as to reach out to mid-career professionals who would comprise a non-traditional population [AQ, SE, SV].

One example of this endeavor can be found in the development of a Masters in Education with “Stackable” Options/Graduate Credit Certificates. In essence, this degree will be designed to be fully online and multidisciplinary in nature (although some specific components may be associated with a single discipline). Two key features of this degree include a required core (providing foundations of instructional design, an introduction to learning theory, methodology for teaching adults) and separate tracks that can stand alone and also link back to the core. Faculty are currently involved in developing several tracks including a *Program Evaluation and Assessment* option and an *Instructional Gaming and Simulation* option.

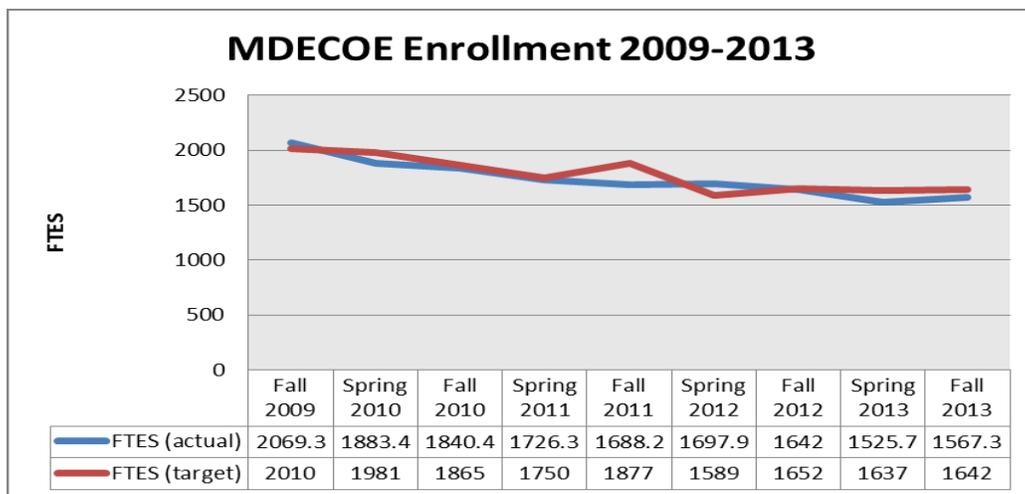
To further strengthen the Program Evaluation and Assessment option, as well as other tracks, we are initiating the *Consortium of Research and Evaluation* (CORE) to provide faculty and students with opportunities to participate in program evaluation and assessment through grant

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writing, fieldwork in program evaluation, and fieldwork in K – 12 pupil assessment as well as assessment in higher education and other education-related areas. Our ongoing efforts with the Los Angeles Unified School District to partner in the *Los Angeles Educator Pathways Project* (patterned after the New York City Pathways Project) will be supported by CORE expertise and consultation.

Based on an ongoing analysis of enrollment patterns in the College (see figure 1 on the next page), the College is in the process of hiring a full-time *Graduate Student Recruitment Coordinator* with a charge of coordinating efforts related to the recruitment of post-baccalaureate and graduate students to the programs offered at the College [AQ, SE, SV]. Additionally, the Graduate Student Recruitment Coordinator will play a pivotal role in increasing the number of inquiries and applications to all academic programs. The Director of the College's Credential Office has already begun a conversion to online applications for prospective students which should yield some immediate positive returns in the areas of outreach and recruitment.

Figure 1.



Consistent with the 2013-14 plan, and in order to address enrollment reductions, we continue to build a comprehensive pipeline of potential candidates, utilizing public (e.g., *Math and Science Teacher Initiative*) and private (e.g., *Packard Urban Teaching Fellowship*) funds to drive demand for our various College programs [AQ, SV]. These efforts will be targeted to increase enrollments in the Elementary and Secondary Education programs. Exploration of undergraduate course offerings (through collaboration with Liberal Studies and other areas) will also be undertaken to promote education related careers among this population, resulting in modest enrollment increases across several programs [AQ, SV]. The Department of Deaf Studies has begun planning for a re-launch of the *National Leadership Program*, in collaboration with the Departments of Special Education and Educational Leadership & Policy Studies, which

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will re-establish CSUN as a nationally recognized preparation center for future leaders in the Deaf Community [AQ, SE, SV].

A full-time Web Developer has been in place for the past two years, with a charge to coordinate information, improve communication with the outlying community, and generally disseminate the College and University brands. We continue to expect that this investment will magnify recruitment efforts resulting in enrollment gains across the College [SE, SV].

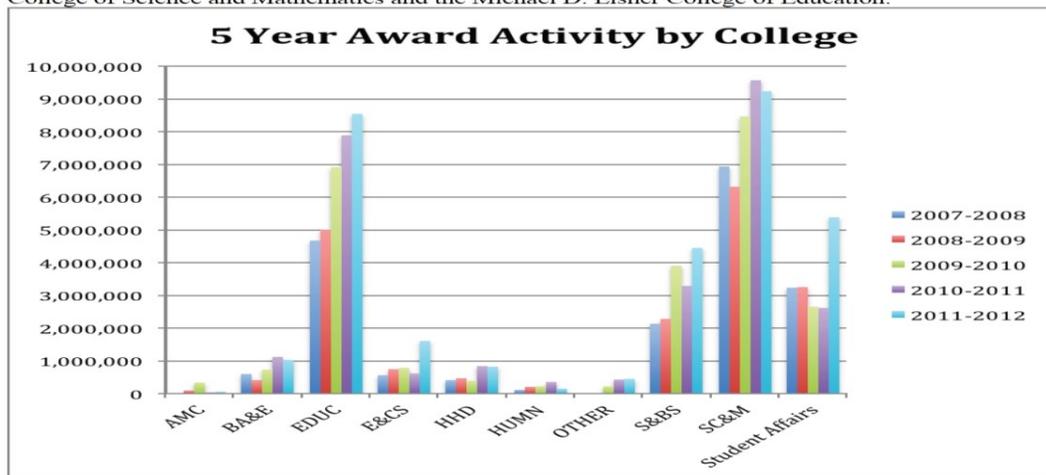
IV. Increasing Basic and Applied Research and Sponsored Programs

With the introduction of a research tab on our College homepage, and under the supervision of our Director of Research Enhancement, we have championed research, both basic and applied, as a key priority [AQ, SE, SV]. By increasing the visibility of research in the College, through the accomplishments of our students and faculty, we will continue to promote and maintain a wide range of highly successful sponsored programs such as our *Valley Trauma Center* and our *Family Focus Resource and Empowerment Center*. Participation in the *Institute for Community Health and Wellbeing* also emphasizes our shared commitment to serving clients through transdisciplinary programs [AQ, SE, SV]. We have encouraged the promotion of a research culture in the College through events held at national conferences such as a recent reception at the American Educational Research Association Annual Conference held in San Francisco (see <http://www.csun.edu/education/research/aera-2013.php>).

As depicted in figure 2 below, we have been on a positive trajectory over the past five years in terms of securing grant awards to fund the research of our faculty.

Figure 2.

Since 2007-2008, the top two colleges in the amount of external funding dollars received are the College of Science and Mathematics and the Michael D. Eisner College of Education.

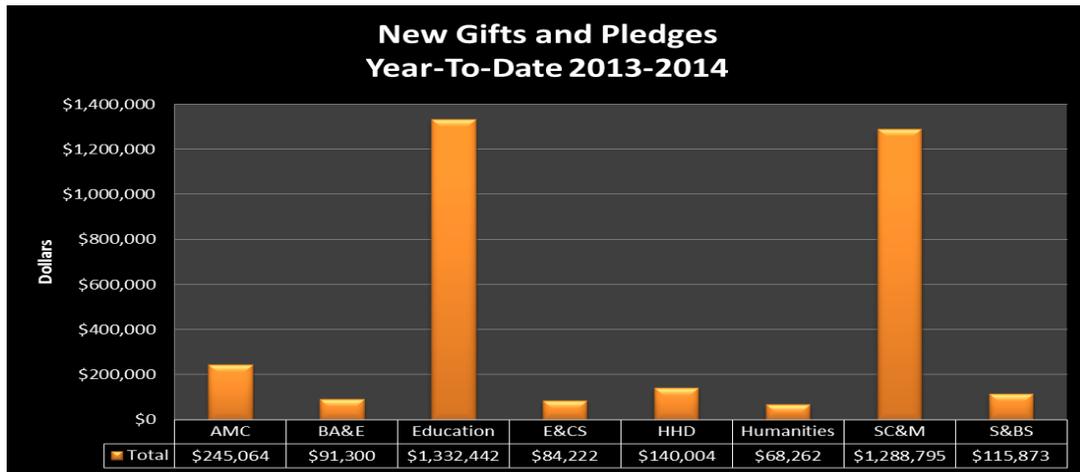


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V. Increasing Revenue Generation

Along with the College’s strategy of increasing the ongoing successful grants-making work of its faculty, the College has hired a new Development Officer who has facilitated increased philanthropic support [AQ, SV]. As noted in figure 3, the College has achieved notable new gifts and pledges over the past several months.

Figure 3.



The College plans to create an Advisory Board to explore additional revenue opportunities consistent with our mission of preparing high quality educators, administrators, counselors, and school psychologists [AQ, SV].

A second revenue stream involves designing professional development programs through various College Centers (e.g., the Center for Teaching and Learning, etc.) that have wide appeal to the greater community, including school related and non-school related professionals [AQ, SV].

VI. Creating and Maintaining Partnerships with the Community

As described in our *Conceptual Framework*, the College values collaborative partnerships within the College as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities. Consistent with this belief, the College is committed to participation in intra- and interdisciplinary partnerships with internal and external groups, including community agencies, other universities, and local, state, and national agencies with common interests. The College has hired a School Partnership Liaison who is charged with promoting these partnerships going forward. The College has also

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engaged in collaborative efforts with Dr. Steve Graves to map current partnership activities in an effort to better represent and coordinate these activities within the College and across the University [AQ, SE, SV].

Currently, our partnerships include numerous schools (for a complete list of partnership sites, including interviews with principals, see <http://www.csun.edu/eisner-education/partner-schools>) [AQ, SE, SV]. As examples of our collective work with these sites, we offer the following illustrations:

1. *Arnold Schwarzenegger CHIME Charter Elementary School, and CHIME Charter Middle School:* The College has had a relationship with CHIME since 1990, beginning with the preschool inclusion program. CSUN and CHIME share resources, and College faculty are engaged with governance of the schools. The College conducts a series of clinical placements at CHIME schools, faculty from CHIME teach classes at CSUN and act as guest lecturers on our campus, CSUN faculty provide extensive professional development to CHIME faculty.
2. *Northridge Academy High School:* Since the opening of the school in 2003, NAHS has worked extensively with CSUN to collaborate on curriculum, professional development, and program accountability. The Departments of Secondary Education and Special Education have arranged a series of fieldwork placements for credential candidates on the campus. Through a series of learning academies, NAHS students have the opportunity to visit classes on the CSUN campus, and NAHS faculty collaborate with CSUN faculty on a variety of subject-specific and interdisciplinary projects.
3. *Julie Korenstein Elementary School:* This is the fourth year of our partnership with Julie Korenstein Elementary school. The College places fieldwork candidates at the school and the College has provided professional development in the areas of climate and culture development, brain-based learning, STEAM activities (i.e., art lessons for teachers to enable them to deliver Next Generation Science Common Core Standards.) The College's Writing Project is in place at the school, as well as an introduction to the CSUN GEARS Project. CSUN's Student Outreach and Recruitment Unit has provided resources to the Korenstein College and Family Night for the past three years. The College's School Partnership Liaison has provided mentoring to the Principal and staff.