

CALIFORNIA STATE UNIVERSITY, LONG BEACH
VICE PROVOST FOR ACADEMIC PROGRAMS

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

