ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW
DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college:
Name of department/program:
Date:

Introduction
As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review
Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:

The SPED program is a "one person" program with an associate professor, Dr. Cinda Johnson, teaching and coordinating the program and supporting and mentoring adjuncts. Dr. Johnson brought the Center for Change in Transition Services (CCTS) to SU from the University of

Washington in 2004 supported by a $300,000.00 grant from the Office of the Superintendent of Public Instruction, Special Education Programs. This grant has been renewed yearly since 2004 and increased to $349,000.00. In February Dr. Johnson secured a $3,000,000.00 2-year contract with the Division of Vocational Rehabilitation in addition to the OSPI grant. Dr. Johnson has supported the research of 4 doctoral students with 3 additional students preparing to work with her to develop their research questions using CCTS data. Dr. Johnson is collaborating with faculty in the COE on two research articles using data collected from studies and onsite with pilot school districts.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

None. There are no external accreditation limitations or limitations internal to the program that limits the ability of the faculty to generate credit hours.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:

Opportunities were, in part, identified and addressed in the proposal submitted to the University for consideration and approval of a revision to the special education program, moving it to a hybrid and online program.

In addition to the courses offered through a hybrid and online learning environment, the master's degree in special education further supports the needs of working adult learners through flexible programs of study. Up to 24 credits offered through the Professional Development/Continuing Education Endorsement Academies in ELL/Reading and/or Special Education will transfer into the master's degree with program permission. These courses, with differentiated assignments for graduate level credit, offer a pathway to a graduate degree that is accessible, flexible and cost-effective. Continued efforts are made to increase this access.

What particular constraints or challenges does the department/program face?

Response:

Challenges to the program are low enrollment with competition from across the nation with online and less expensive special education programs. Increasing online courses, offering a special education certification program through the Professional Development/Continuing Education Endorsement Academy and having the ability to transfer up to 24 credits into the SPED M.Ed. program addresses many of these challenges.

Is there anything else you would like to put on the record?

Response:

Courses in the SPED program are required for students in the SPSY, COUN and MIT programs. Faculty work closely together to assure that required standards of individual programs are met. The courses are opportunities for future special educators, school psychologists and school counselors to learn from and collaborate with each other as they will do in their future practices.