

Proposition: 01-17/18

Title: Proposal for School of Teacher Preparation, Administration, and Leadership

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Proposed Committee: Faculty Affairs

Assigned Committee:

Prior Approvals: All prior approvals from the departments to ADC have been completed (see signature page)

Proposal:

The College of Education proposes to merge 2 ½ departments (Curriculum and Instruction, Educational Leadership and Administration, and the Special Education unit of the Special Education/Communication Disorders department) to form the School of Teacher Preparation, Administration, and Leadership (*Please note:* The Communication Disorders group will be merged with the health-related school to be proposed as part of the next steps of the College's transformation.). Aspects of the new School of Teacher Preparation, Administration and Leadership (from here on referred to as the School) will remain similar to current departmental structure and others will change.

Rationale:

The mission of the College of Education (COE) is to serve the people of New Mexico through education, research, extension education and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology and literacy for the diverse populations of New Mexico, surrounding states and border communities. The College of Education at New Mexico State University achieves this by following the core values of excellence, integrity, diversity, transparency, leadership and innovation.

The College of Education at New Mexico State University has over 2,100 students and is a leading producer of teachers, counselors, principals, other educational leaders, and health related professionals in New Mexico. The college has approximately 75 regular tenure/tenure track faculty members and employs approximately 80 additional part-time and temporary faculty members. The undergraduate programs enrolled approximately 1,400 students and the graduate programs enrolled approximately 700 graduate students in the Fall of 2016.

The College of Education consists of five departments (See Appendix A for current descriptions):

- Counseling and Educational Psychology (CEP)

- Curriculum and Instruction (C&I)
- Educational Leadership and Administration (ELA)
- Kinesiology and Dance (KIND)
- Special Education/Communication Disorders (SPED/CD)

Historically, Colleges of Education have experienced areas of growth, opportunities, and challenges while giving little attention to structure and organizational plan. A review of our development indicates that such a review and rethinking of our academic units is long overdue if we are to remain relevant, effective, and consistent with our mission.

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, there are five main reasons for restructuring.

1. Responding to Statewide Educational Needs/Demands

According to the *New Mexico Voices Kids Count in New Mexico, 2016 Data Book*, the State of New Mexico ranks 49th nationally in overall child well-being. In New Mexico 29% of children live in poverty, which is second worst in the nation and 28% of New Mexico high school students do not graduate on time. The same report indicates that poverty and low socioeconomic status are linked to poor health and educational outcomes. In order to better serve and respond to the need of our constituents and adhere to the mission of this land-grant institution, it is paramount that we re-align our expectations and outcomes by restructuring our departments in order to create a unit that is relevant and engaged in addressing the needs of our community. By necessity, addressing these issues requires a collaborative approach with all teachers (special education, bilingual, gifted) and educational leaders working together. These efforts can be more strategically aimed at addressing issues related to poverty, educational inequity, and health disparities impacting children in New Mexico. Educating the whole child requires concerted, collaborative, and deliberate efforts by unified stakeholders.

2. Transforming an Outdated Model

The current teacher preparation model in the College of Education is dated. In order to be responsive to the current needs of the state and community, we must begin to provide an interdisciplinary and holistic approach to teaching, learning, and research, while simultaneously re-envisioning academic environments for students and faculty. This follows a nationwide model that emphasizes interdisciplinary educational environments. By merging these three departments (Curriculum & Instruction, Educational Leadership and Administration, and Special Education), students will be able to access curriculum from the entire PK-20 spectrum, including new concepts in teacher leadership, the PK-20 pipeline, and educational policy. Moreover, given the national decline of enrollment in teacher preparation programs, it is important to support a transformation that will allow re-conceptualized programs, teaching, and collaborations to thrive.

3. Enhancing Effectiveness

A holistic approach to educating students must be a guiding principle if we are to address the issues stemming from poverty, poor health, and lack of educational attainment that impact children in New Mexico. Stakeholders from all three departments must come together to increase early childhood care and learning services for pre-K students, high quality home visits, teacher-leader training, assistance through/with technology, advocating for better compensation for teachers and leaders, and PK-20 policy-making. This collaborative work will enhance and elevate our current programs, create educational opportunities for new initiatives, as well as better serve the students and children in New Mexico – our most important stakeholders. It will also create a unified, critical mass when working with statewide school districts, legislatures, and our immediate community.

4. Addressing Budget Reductions (State and University-Wide)

Budget reductions have occurred state and university-wide, and financial constraints are anticipated for the upcoming academic year. This merger will save the College of Education and the university additional funds by reducing department heads from three to one, cost saving with internal office-related administrative and managerial resources, and reducing on-going infrastructure support. In addition, teaching, graduate advising, and thesis/dissertation committee membership will be dispersed and balanced over more faculty members. Duplication of courses will be discontinued, and research threads will emerge within the School (e.g. qualitative, quantitative, and theoretical thread), that will raise and engage our renewed commitment to research and scholarship. Already, the College has introduced an *Emerging Research Scholars* program for our new assistant professors, developed a grant-writing program for faculty, and created an internal professional development program for new faculty.

5. Initiating New Interdisciplinary Programs

Programs could be designed that specifically target educational issues unique to New Mexico students with strong support from faculty in different disciplinary areas. In addition, students have the opportunity to take classes in each area of specialization with great flexibility. This interdisciplinary can aid in developing new cutting edge educational programs, services, and degrees; offering practical and problem-based learning experiences; highlighting students’ strengths; and providing more ways for students to learn and connect with learning. Moreover, this hybridity of learning could potentially increase student recruitment and retention, graduation, and job placement.

It is anticipated that key components will remain intact.

Maintaining Faculty Lines and Degree Programs

All programs (undergraduate and graduate) will remain intact. There will be no changes to any programs in the different units. All the faculty lines in the departments currently in place for ELA, C & I, and SPED will be reallocated to the new School of Teacher Preparation, Administration, and Leadership.

Tenure and Promotion

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, the School will maintain and implement all current P & T policies and procedures agreed upon by the respective academic faculty. This will remain intact until such time that the faculty of the School believe P & T policies and procedures should be modified while remaining consistent with University policies.

Changes are expected with the merger (See Appendix B for more information).

Administrative Structure

Currently, there are four department heads for the three respective departments. Moving forward, there will be one Director of the School, who will oversee the three areas. Additional information on program structure can be found in Appendix B.

In addition, under the current structure there are three executive administrative assistants. This number will also be reduced to one. Other administrative support, however, is anticipated.

New Mission of the School of Teacher Preparation, Administration, and Leadership

The following is the “working mission” based upon the three existing mission statements. The faculty of the new school will collaboratively construct the final mission statement.

“The School of Teacher Preparation, Administration, and Leadership has a mission to prepare professionals who engage in becoming educational change agents and are committed to being responsible to learners’ diverse experiences, exceptionalities, and potential. Through the enactment of theory to practice, we strive to demonstrate how committed professionals create educational, cultural, and social change.”

Budget Considerations:

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, the School will work closely with the Dean of the College of Education, Associate Dean for Academic Affairs, Associate Dean for Research, Assistant Dean for Budget & Finance, the member of the Executive and College Councils, and the respective faculty and staff to develop a successful and financially sound budget structure for the new school. The financial and programmatic needs of each unit (based upon current FTE, program needs, under/graduate enrollment, generated credit hours, and other considerations deemed appropriate) will be

taken into consideration when developing the budget. All programs will have equitable representation by faculty regarding these decision-making processes.

Faculty Governance Considerations:

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, the School will adopt a faculty governance structure that embraces the philosophy and intent of each program while keeping in line with the College of Education's and NMSU's governing policies and Core Values. All programs will have representation by faculty regarding these decision-making processes. Regardless of the ultimate structure that is implemented, decisions regarding the deployment of discipline specific academic and programmatic resources will be made with input from the respective faculty and staff in that discipline to ensure that the various programs do not lose significant autonomy in the delivery of their programs or freedom in the execution of scholarly activities.

APPENDIX A

DESCRIPTIONS OF CURRENT DEPARTMENTS

Curriculum and Instruction (C&I)

Department Mission

C&I prepares teachers for schools, community agencies, post-secondary teaching and scholarship, and educational leadership through programs in Bilingual Education; Critical Pedagogies; Early Childhood, Elementary, and Secondary Education; Language, Literacy, and Culture; Learning Technologies; and, TESOL through a critical multicultural lens.

C&I envisions and enacts dispositions, competencies, and pedagogies that will build and sustain social justice communities within geo-political, socio-cultural, and historical contexts. The multicultural professional experience for undergraduates and graduates is intended to begin a process of learning about themselves, their social roles, and the necessity of that process for their socio-cultural and socio-political transformations through activism, which is fundamental for students and faculty to become responsible and committed professionals to create educational, cultural, and social change. Change emanates from understanding the intersections of race, ethnicity, nationality, class, gender, language, gender orientation, sexuality, diverse abilities, and many other hidden or seemingly invisible manifestations.

The department has two interim co-department heads, four program coordinators, two directors (elementary and secondary education), one undergraduate program, a Master's degree with three strands (MA in Education, MA in Teaching, and MA + Licensure), an Ed.D., and a Ph.D.

Educational Leadership and Administration (ELA)

Department Mission

ELA's mission is to prepare and graduate capable, skillful and dynamic educational leaders for a diverse society. Through the use of theory and practice, we aim to develop change agents and role models for socially-just educational systems.

The department adheres to the standards and guidelines defined by the National Council for Accreditation of Teacher Education (NCATE), the University Council for Educational Administration (UCEA), and the NM State Department of Education.

The department has one interim department head, one program coordinator, an undergraduate degree, two Master's degrees, an Ed.D., and a Ph.D.

Special Education and Communication Disorders (SPED/CD*)

Department Mission:

SPED/CD* prepares professionals to positively impact the lives of a diverse community of individuals with exceptionalities.

The Special Education Program has three goals: 1) to prepare highly effective early interventionists and educators who use and develop evidence-based instructional practices and who collaborate with families, professionals, and community members to improve academic achievement, post-school outcomes, and quality of life for individuals (ages birth through 21) with exceptionalities from culturally and linguistically diverse backgrounds; 2) to perform on-going research that will inform practice and will expand the knowledge base in special education; and 3) through focused research, artistic/ creative production, teaching and advocacy, the Special Education Program seeks to increase societal acceptance of disability, to promote greater awareness of the experiences of people with exceptionalities, and to serve as a social change agent in schools and communities.

* = Please note: CD is not part of the merger. Due to the nature of the programs and health-based services provided in CD, the discipline area will be part of a second school in the COEd. Most importantly CD will join with other health-based departments to form another School within the College. In the interim, CD will reside in organization 350600, will not be adversely impacted by any of these changes, and will maintain rights and responsibilities previously granted under the Department of SPED/CD. CD will have a department head and continue to follow all tenure and promotion guidelines currently in place.

Currently the SPED/CD department has one interim department head, one program director for SPED, one interim program director for CD, one student teaching coordinator, an undergraduate degree program in CD and an undergraduate teaching license area In Special Education (linked to elementary and secondary education in the C&I department), a Master's degree with four strands (traditional licensure, alternative licensure, scholarly without licensure, Visual Impairment), an Ed.D. and a Ph.D.

APPENDIX B

Proposed Administrative and Faculty Structure of School of Teacher Preparation, Administration, and Leadership:

The School of Teacher Preparation, Administration, and Leadership will have the following:

- 1 Director of School;
- Assistant Directors (specifics to be determined);
- Approximately 45 (+/-) faculty members;
- Accreditation Coordinator; and
- Program Coordinators (specifics to be determined).

The *Director* for the School of Teacher Preparation, Administration, and Leadership is responsible for leading the School, working with internal administration in the School, as well as serve on the Dean's Executive Council.

The *Assistant Directors* for the School of Teacher Preparation, Administration, and Leadership will be determined by the needs of the undergraduate and graduate academic programs.

The *Coordinator of Accreditation* for the School of Teacher Preparation, Administration, and Leadership is responsible for managing and placing students in school districts and/or community agencies, as well as, working with administration to ensure accreditation standards are being met.

The *Program Coordinators* for the School of Teacher Preparation, Administration, and Leadership are responsible for coordinating their individual program areas and working with administration to ensure program success. Faculty will determine specifics.

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, the School of Teacher Preparation, Administration, and Leadership will adopt an organizational structure that embraces the philosophy and intent of each program while keeping in line with the College of Education's and NMSU's governing policies and Core Values. All merging programs will have equitable representation by faculty regarding these decision-making processes.

Methods for Faculty and Staff Involvement, Feedback, and Suggestions:

In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, the following is an outline of the process that was undertaken to engage faculty, staff, and administration in discussions on restructuring the College of Education:

1. Dean Pope Davis, in early spring of 2016, assigned College Council (CC) the task of working with for faculty, administrators, and staff to discuss what a college of education

- should look like in the 21st century.
2. CC Chair, Debra Knapp, assigned each CC member with the task of leading focus groups meeting within their departments.
 - a. An email was sent to all faculty, administrators, and staff on March 22, 2016.
 - b. Each department met and offered suggestions to CC members. 10 focus groups were assembled.
 - c. Staff met and asked Debra to attend on April 27, 2016.
 - d. Debra Knapp received and compiled the suggestions from all parties and presented them to the Executive Council on May 11, 2016.
 3. Executive Council (EC) met on May 23, 2016. Two plans were developed from the suggestions of each department's focus groups.
 4. Dean Pope Davis presented both plans to the Provost and was given the go-ahead to proceed with Plan A.
 5. Three town halls were scheduled to share Plan A and address any questions or concerns as well as suggestions. These meetings were held on June 24, 2016 at 9:00 AM and June 30, 2016 at 9:00 AM & 4:00 PM. These town halls were held in Milton Hall. Sixty-Eight Faculty and staff attended in person or through a live feed.
 6. After the town halls, faculty and staff were given two weeks to send comments, suggestions, and/or concerns to Debra Knapp, deknapp@nmsu.edu.
 7. Debra Knapp organized all comments and presented them at the August 10, 2016 EC meeting. No substantive changes were required.
 8. In April 2017, Dean Pope Davis provided two addition opportunities for faculty and staff to participate in two town hall meetings in the College of Education for the purpose of addressing any lingering concerns regarding the current proposal for the new school. At the end of the meetings, a vote was taken that reaffirmed support (8:1) in favor of the proposal.