

Proposition: 38-16/17: A proposition to merge three existing departments (Curriculum & Instruction, Educational Leadership and Administration, and Special Education) in the College of Education into the "School of Teacher Preparation, Administration, and Leadership"

Title: Proposal for the School of Teacher Preparation, Administration, and Leadership in the College of Education

Date Submitted: March 29, 2017

Proposition Sponsor(s): Enedina Vasquez, College of Education; Mary Prentice, College of Education; William Gear, College of Education

Proposed Committee:

Assigned Committee:

Prior Approvals:

Department Heads:	March 15, 2017
College Associate Dean:	March 15, 2017
College Dean:	March 16, 2017
Associate Deans Advisory Council:	March 27, 2017
Academic Deans Council:	March 28, 2017

Proposal: To create a School within the College of Education (NMSU Policy 6.05G)

From: Department of Curriculum & Instruction, Department of Educational Leadership and Administration, and Department of Special Education and Communication Disorders

To: School of Teacher Preparation, Administration, and Leadership

Rationale: See attached documentation (background and rationale)

Proposal for School of Teacher Preparation, Administration, and Leadership

Presented by:

Azadeh F. Osanloo, ELA, College of Education
David Rutledge, C&I, College of Education
Debra Knapp, KIND, College of Education

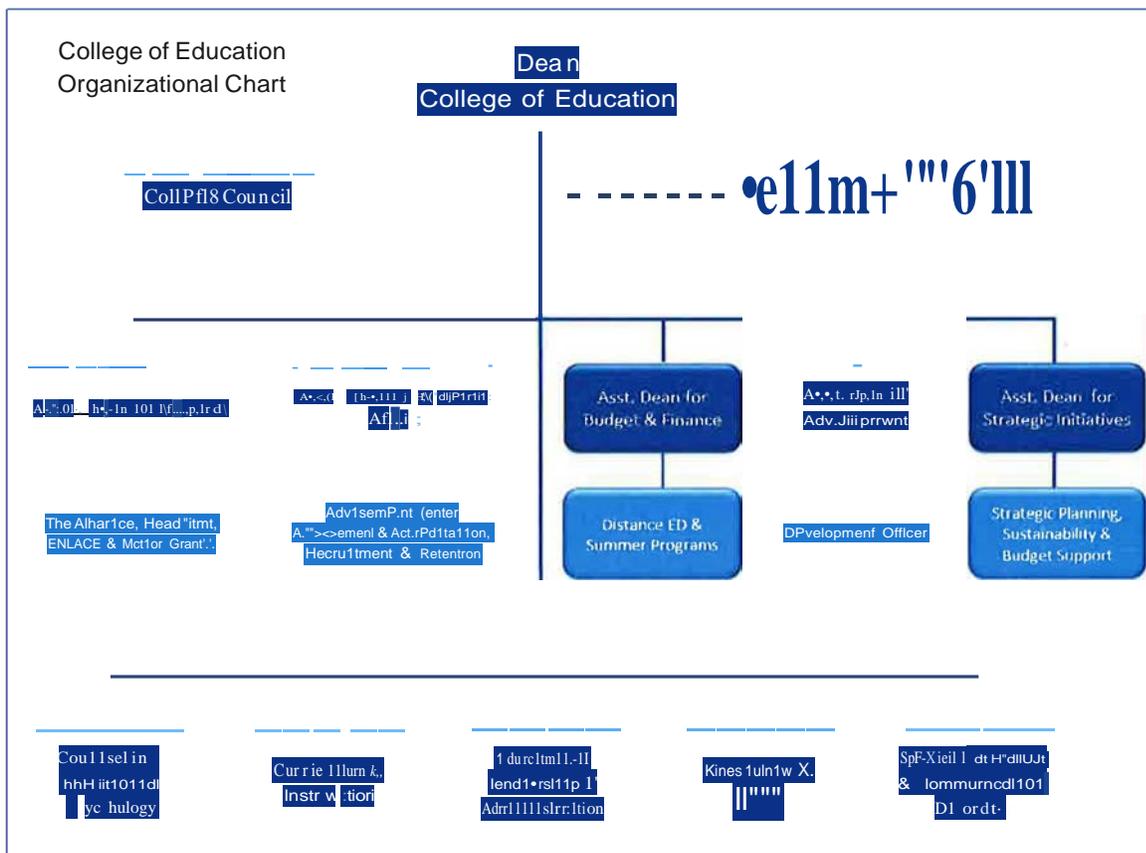
On Behalf of the College of Education

Background:

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.

Current Organizational Structure of College:



Information on Three Departments Involved in Merger:

The proposed restructuring involves three departments in the College of Education -Curriculum & Instruction, Educational Leadership and Administration, and Special Education and Communication Disorders.

Department of 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.

Department of 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 the second phase of restructuring in the COE. It will join the 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.

The department has one interim department head, one program director, one student teaching coordinator, an undergraduate degree program (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.

Total for all three departments:

Department Heads = 4 (all interim)

Program Directors = 3

Program Coordinators = 6

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 about what a college of education should look like in the 21st century. CC members met with the Dean to discuss the purpose and desired outcomes.
2. CC Chair, Debra Knapp, assigned each CC member with the task of leading focus groups within their departments.
 - a. An email was created and 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 organized all comments and presented them at the August 10, 2016 EC meeting. No substantive changes were required.

Proposed Mission of the School of Teacher Preparation, Administration, and Leadership:

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.

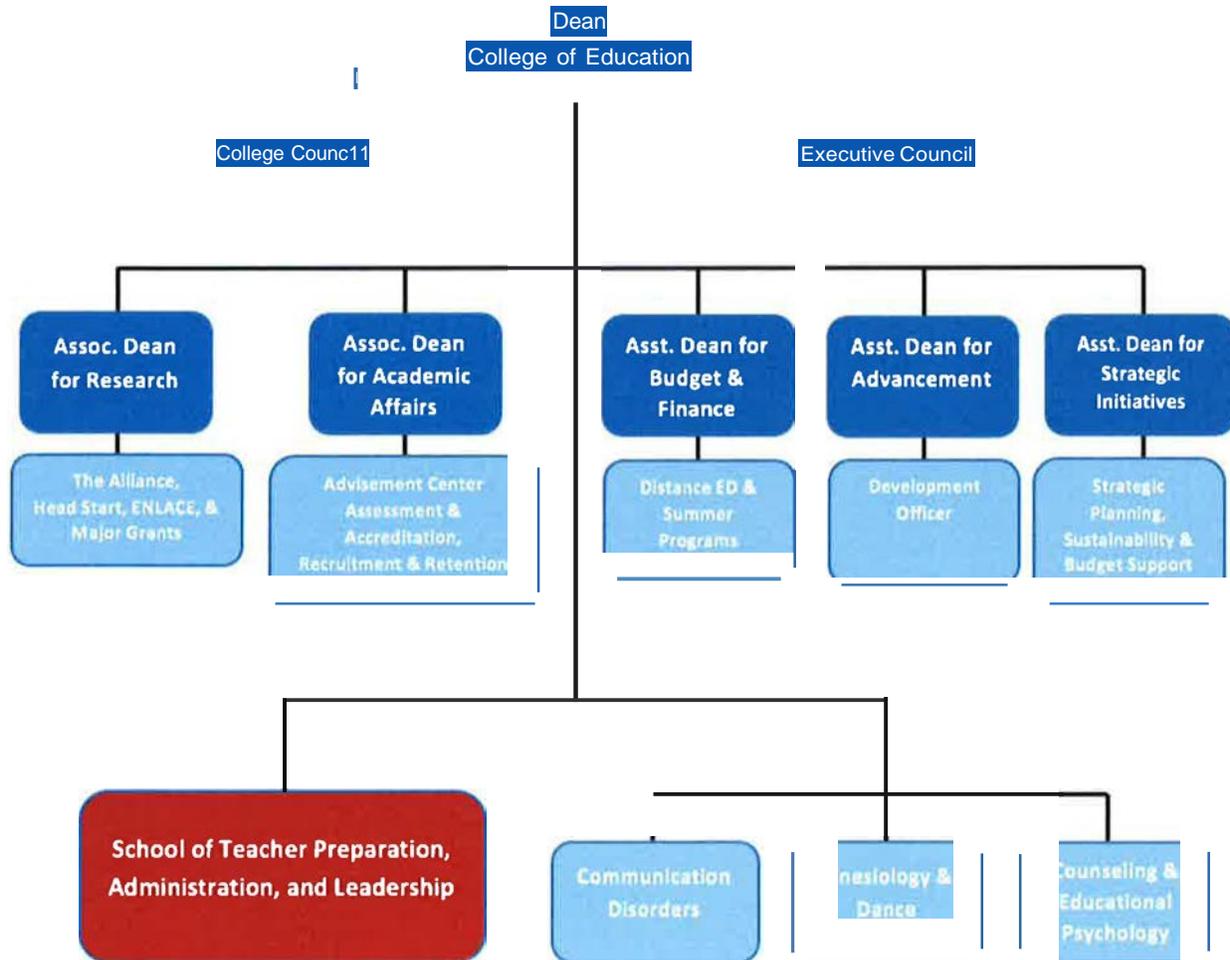
Please note: This working mission for the new School was created by taking parts of and ideas from the three existing missions of the three individual departments. It is a proposed mission and will undergo review and revision by faculty once the departmental merger has been approved.

Maintaining Degree Programs:

All programs (undergraduate and graduate) will remain intact. There will be no changes to any programs in the different units.

Proposed Organizational Structure of College including School of Teacher Preparation, Administration, and Leadership:

College of Education
Organizational Chart



Summary Rationale for Restructuring & Merger:

Historically, like many Colleges of Education, we have experienced growth, opportunities, and challenges while giving little attention to our 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. Thus, as a first step, we believe that the time has come for the College of Education to rethink its academic structure so that a new (proposed) restructuring will lead to a more efficient, student-centered, and academically streamlined School of Teacher Preparation, Administration, and Leadership. In response to and in consideration of NMSU Policy, 6.05 G and 6.05 I, there are five main reasons for restructuring. They are:

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 systemically. 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 reconceptualized 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 interdisciplinarity 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.

Faculty Governance Considerations:

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 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 equitable representation by faculty regarding these decision-making processes.

Budget Considerations:

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 work closely with the Dean of the College of Education (Dean Donald Pope-Davis), Associate Dean for Academic Affairs (Enedina Vazquez), Assistant Dean for Budget & Finance (Dr. Juanita Hannan), the Director for the School of Teacher Preparation, Administration, and Leadership, and the respective faculty and staff to develop a successful and financially sound budget structure. The financial and

programmatic needs of each unit will be taken into consideration when developing the budget. All programs will have equitable representation by faculty regarding these decision-making processes.

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:

- One Director of School;
- Two Assistant Directors (one for undergraduate and one for graduate programs);
- Approximately 45 (+/-) faculty members;
- A Coordinator of Teacher Candidate Preparation and Accreditation; and
- Eight Program Coordinators. The program areas are:

Early Childhood Education
Teacher Education & Leadership
Special Education
Bilingual, Language, & Literacy
TESOL
Higher Education Leadership
Culture, Foundations, and Critical Pedagogies
EDLT

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.

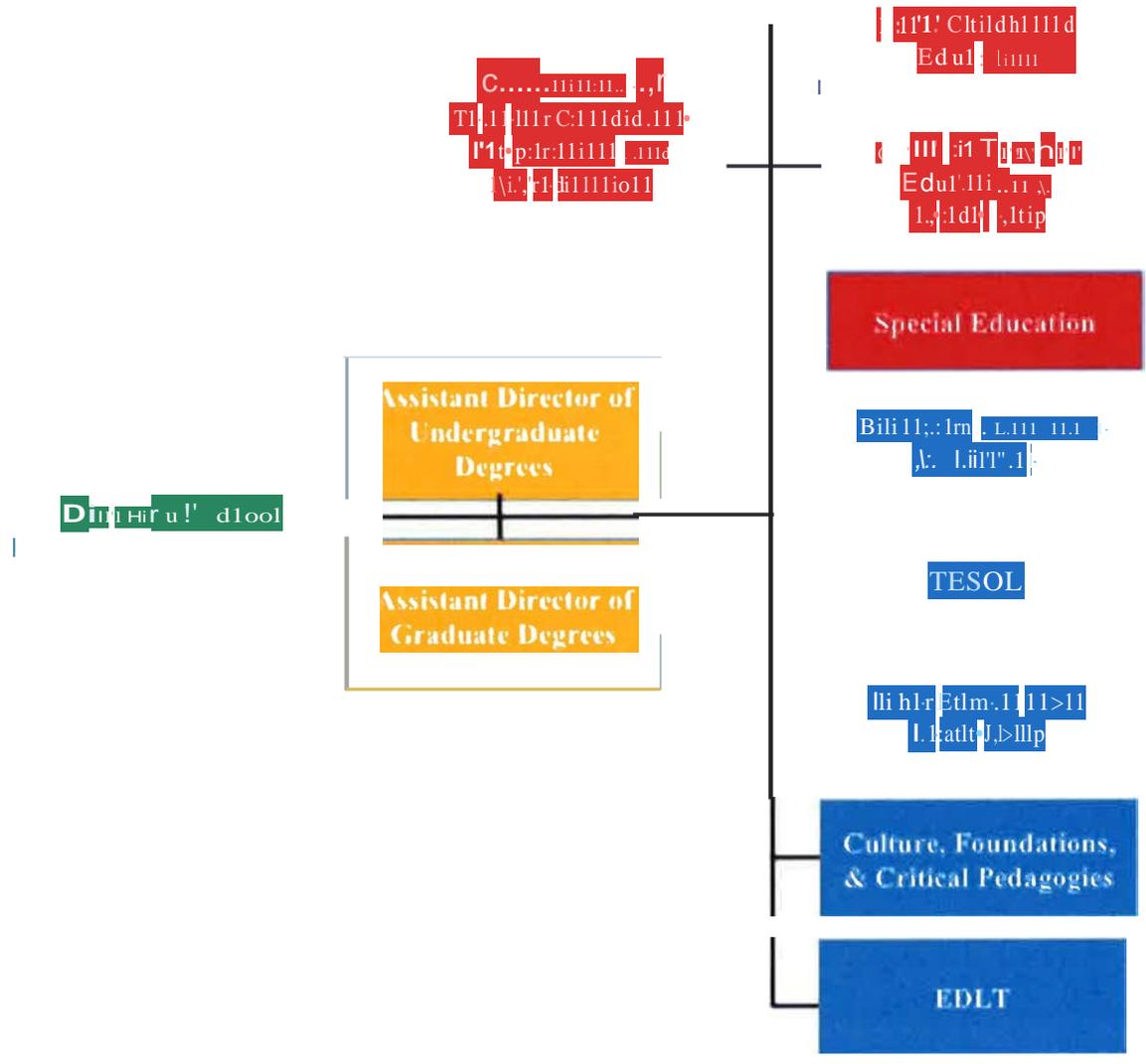
The *Assistant Director of Undergraduate Degrees* for the School of Teacher Preparation, Administration, and Leadership is responsible for acting as a liaison between the Director and Program Coordinators as well as managing undergraduate programs.

The *Assistant Director of Graduate Degrees* for the School of Teacher Preparation, Administration, and Leadership is responsible for acting as a liaison between the Director and Program Coordinators as well as managing graduate programs.

The *Coordinator of Teacher Candidate Preparation and Accreditation* for the School of Teacher Preparation, Administration, and Leadership is responsible for coordinating, managing, and placing teacher candidates in school districts 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.

Proposed Organizational Structure of School of Teacher Preparation, Administration, and Leadership:



Feedback and Revisions from ADAC & ADC Meetings

ADAC Feedback – Monday, February 27, 2017:

SUuIIICStfOn	Status	ACTiOn Taken
Include proposed Mission of new School	Completed	Added to page 4
Refer explicitly to NMSU Policy 6.05 G & I	Completed	Added to pages 3, 6, and 7
Define difference between director and coordinator	Completed	Added to page 8
Expand on School organization visual	Completed	Revisions made on pages 8-9
Be explicit about programs remaining the same	Completed	Added to page 4
Describe how the faculty were involved in the process	Completed	Added to pages 3-4
Make clear that CD is not moving with SPED	Completed	Added to page 3
Remove asterisk from page 7 (*proposed structure may change)	Completed	Removed from page 7

ADC Feedback – Tuesday, February 28, 2017:

Su22esfion	Status	Actioii Taken
Remove names of departments in reorg chart	Completed	Removed from page 5
Refer to the head of the School as Director	Completed	Added to pages 8-9
Expand on the notion of interdisciplinarity	Completed	Added to page 7
Expand on how to reorg will better address poverty, educational inequity, and health disparities	Completed	Added to page 6

College of Education
School of Teacher Preparation, Administration, and Leadership Proposal

B. Lebell F. D. R. R. R.

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Date

A. F. O. Saulo

ELA Department Head

3/15/17

Date

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SPED/CD Department 1-lead

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College Curriculum Committee, Chair

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Date

M. Waggins

Associate Dean for Academic Affairs

3/15/17

Date

D. Pope Davis

Dean, College

3/16/17
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R. B. B. B.

ADAC, Chair

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Date

Faculty Senate

Date

Provost

Date

President

Date

Timeline of Meetings and Approvals (as of March 28, 2017)

February 26, 2017 – Draft of proposal emailed to ADAC

February 27, 2017 – Draft of proposal emailed to ADC

February 27, 2017 – Meeting with ADAC for feedback

February 28, 2017 – Meeting with ADC for feedback

March 1-March 14, 2017 – Feedback and suggestions incorporated/proposal revised

March 13, 2017 – Final Draft of Proposal emailed to COE Executive Council for Review

March 14, 2017 – Electronic feedback received from members of COE Executive Council

March 15, 2017 – Discussion with COE Executive Council

March 15, 2017 – Department Head signed approvals (C&I, ELA, and SPED)

March 15, 2017 – Chair of College Council (COE) signed approval

March 15, 2017 – Associate Dean for Academic Affairs (COE) signed approval

March 16, 2017 – Dean of College of Education signed approval

March 22, 2017 – Proposal emailed to ADAC and ADC

March 27, 2017 – Meeting with ADAC for vote (unanimous approval)

March 27, 2017 – Chair of ADAC signed approval

March 28, 2017 – Meeting with ADC for vote (unanimous approval)

March 28, 2017 – Chair of ADC signed approval