

7 November 2009

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal to transfer the Elementary Education Undergraduate Degree Program to a Cross-Departmental College Level Program and Discontinue the Department of Teaching and Learning which was approved by the Graduate Council on October 26, 2009. Included in this packet are the proposal and signature page.

Please forward this proposal to the Academic Senate to be placed on the calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight
Dean, The Graduate School



To: Charles A. Wright, Dean
Graduate School

From: Michael Hardman, Dean
College of Education

Re: Proposal to Transfer the Elementary Education Undergraduate Degree Program to a Cross-
Departmental College Level Program and Discontinue the Department of Teaching and Learning

Date: September 17, 2009

Dear Chuck,

Attached please find the R401 proposal for administrative changes within the College of Education that would transfer the Elementary Education Undergraduate Degree Program to a Cross-Departmental College Level Program with oversight from the College Teacher Education Governing Board. In doing so, the College of Education is proposing to discontinue the Department of Teaching and Learning. The attached document includes an Executive Summary and Full Proposal.

This proposal has been extensively reviewed and approved by the College of Education Leadership Team (Department Chairs, Associate Deans, Chair of the College Council Executive Committee, the College Center Directors; and the Director of the Urban Institute for Teacher Education); the faculty in each of the four respective departments within the College of Education (See accompanying letters of support and cooperation from the Department Chairs); and four College Deans integrally engaged in the elementary education undergraduate degree program. These deans include David Rudd, Dean of the College of Social and Behavioral Science; Robert Newman, Dean of the College of Humanities; Pierre Sokolsky, Dean of the College of Science; and Raymond Tymas-Jones, Dean of the College of Fine Arts. (See accompanying letters of support and cooperation from each dean).

My thanks to the Graduate Council for consideration of this proposal and I look forward to our discussion on September 28th. As per our earlier conversations regarding these administrative changes, I have copied John Francis and Susan Olson. Following the meeting with the Graduate Council, I will arrange with AVP Francis to meet with the Undergraduate Council in October or November.

Please advise if further information is needed at this time.

cc: John Francis, AVP, Undergraduate Studies
Susan Olson, AVP, Academic Affairs



Utah System of Higher Education R401 Approval of Program Changes

R401 6.3.1 TRANSFER OF PROGRAM (Information Calendar) DISCONTINUANCE OF PROGRAM (Consent Calendar)

TRANSFER UNDERGRADUATE ELEMENTARY EDUCATION DEGREE TO A CROSS-DEPARTMENTAL PROGRAM IN THE COLLEGE OF EDUCATION AND DISCONTINUE THE DEPARTMENT OF TEACHING AND LEARNING

Executive Summary

Action. This request seeks approval to transfer the Elementary Undergraduate Degree at the University of Utah from the Department of Teaching and Learning to a cross-departmental College of Education program under the oversight of a Teacher Education Governing Board consisting of four Department Chairs and the Dean of the College of Education. In doing so, the College of Education seeks to discontinue the Department of Teaching and Learning and relocate one tenured faculty member and one tenure-track faculty member to the Department of Educational Psychology and one tenured faculty member to the Department of Educational Leadership and Policy. Additionally, one PhD auxiliary clinical faculty member will be transferred to the Department of Educational Psychology. All of the above faculty members have agreed to this transfer and the departments have approved their appointments. The proposed transfer of the elementary undergraduate degree to a cross-departmental College of Education program will *not* impact the program requirements, courses and/or credits for the undergraduate elementary education degree or teacher licensure.

Need. The undergraduate elementary education major is a four-year (8 semesters) cross-departmental program. The courses in this major are taught by faculty in each of the departments within the College of Education as well as the College of Fine Arts, College of Science, College of Social and Behavioral Science, and College of Humanities. The program is designed to effectively prepare candidates to work with students across various age and ability levels, and from diverse cultural, linguistic, and socioeconomic backgrounds. The college-wide focus of the elementary education degree reflects the

vision of the University of Utah to attract and retain a diverse faculty of the highest quality who have the desire and responsibility to provide teacher candidates with the mentoring, coursework, and field experiences that are rigorous and relevant for successful careers in today's schools and communities.

In transferring to a cross-department College of Education undergraduate degree in elementary education, the proposal seeks to establish a *College Teacher Education Governing Board (TEGB)* and a *Faculty Advisory Committee on Teacher Education (FACTE)*. The TEGB has oversight for 1) curriculum, course design/revision, program requirements, and scheduling for the undergraduate elementary education degree and the professional education core courses/field experiences in the teacher education programs; 2) the appointment, re-appointment review, and promotion of full or part-time auxiliary faculty appointed at the College level with responsibilities in the elementary education undergraduate degree program, and the early childhood, elementary, and secondary licensure programs; and 3) national and state accreditation through the content, process and timelines for teacher licensure programs as mandated by the Teacher Education Accreditation Council and the Utah State Office of Education.

The Faculty Advisory Committee for Teacher Education (FACTE) shall be established as a standing *advisory* committee to the TEGB. As a standing committee for TEGB, the FACTE is charged to 1) advise and make recommendations to the Governing Board on the conceptual framework of the elementary education undergraduate degree and teacher licensure courses/field experiences in meeting the basic tenets of the University's teacher education program; 2) the qualifications, responsibilities, and professional development of full and part-time auxiliary faculty teaching and supervising within early childhood, elementary, and secondary licensure programs; 3) development of the national accreditation program inquiry brief and candidate performance assessments; and 4) other relevant issues in the implementation of the elementary education undergraduate degree and teacher licensure programs.

The process for the appointment, re-appointment, review, and promotion of full-time or part-time auxiliary faculty appointed at the college level shall be consistent with University Policy 6-300 and 6-310.

Institutional Impact. The proposed transfer of the elementary education undergraduate degree to a college-wide program will have no affect on student enrollment or program requirements in the College of Education or university departments/colleges. This administrative structure will not require any new or additional faculty, physical facilities, or equipment.

University students who seek to enter the teacher education program at the graduate level will be required to meet the graduate admission standards of one of the departments within the College of Education, College of Science, College of Fine Arts, College of

Social and Behavioral Science, as well as be admitted for completion of a teaching license in conjunction with a Masters Degree in a graduate department.

Finances. There are no additional costs associated with the proposal. The transfer will result in an annual cost savings in the implementation of the University's teacher education programs.



**R401 6.3.1 TRANSFER OF PROGRAM (Information Calendar)
DISCONTINUANCE OF PROGRAM (Consent Calendar)**

**TRANSFER UNDERGRADUATE ELEMENTARY EDUCATION DEGREE TO A
CROSS-DEPARTMENTAL PROGRAM IN THE COLLEGE OF EDUCATION
AND DISCONTINUE THE DEPARTMENT OF TEACHING AND LEARNING**

Full Proposal

Section I: The Action

Program Transfer. The College of Education at the University of Utah is seeking approval to transfer the undergraduate elementary education bachelor's degree currently located in the Department of Teaching and Learning to a cross-departmental college level undergraduate degree program. The elementary education undergraduate major/degree would be overseen by the *College Teacher Education Governing Board (TEGB)*. In addition to the undergraduate degree with teaching licensure in elementary education, the TEGB has oversight of the: 1) early childhood and secondary education teacher licensure programs; 2) appointment, evaluation, and retention/promotion of auxiliary faculty providing instruction and field supervision within the above licensure programs; and 3) Urban Teacher Education Institute (UTE) which serves as the coordinating unit for teacher education programs within the College of Education. The UTE also provides coordination of teacher licensure programs for the academic departments offering teaching majors in early childhood education, (Department of Family and Consumer Studies), special education (Department of Special Education) and secondary education (Colleges of Science, Fine Arts, Social and Behavioral Science, Health, and Humanities). (See attached College of Education Organizational Chart in Appendix A.).

Discontinuance of the Department of Teaching and Learning. With the transfer of elementary education undergraduate degree to a cross-departmental program within the College of Education, this proposal seeks to discontinue the Department of Teaching and Learning. The elementary education program is the only undergraduate degree currently offered within this department, and the *graduate programs and faculty* within in the Teaching and Learning Department have been relocated as follows:

- The Reading and Literacy Masters and PhD Degrees are being transferred to the Department of Educational Psychology, Learning Sciences Program, in the College of Education. The transfer involves the relocation of two tenure-track faculty members (one tenured and one untenured) and one and PhD level clinical auxiliary faculty member.
- The Science and Mathematics Education Masters Degree and PhD Programs are being transferred to an interdisciplinary graduate program within the College of Science and the College of Education. Two open faculty lines are being transferred to this interdisciplinary cross-college program which will also involve establishing a new University Center for Science and Math Education.

In addition to the relocation of the above graduate programs and faculty, one tenured faculty member with expertise in child development, prevention education, and character education, will be relocated to the Department of Educational Leadership and Policy within the Teacher Leadership Program. All of the above faculty members have agreed to this transfer and both departments have approved their appointments.

Relocation of Currently Admitted Graduate Students in the Department of Teaching and Learning to New Graduate Departments. Currently admitted master's and doctoral students in the Department of Teaching and Learning will transfer to a department in which their graduate advisor/committee chair has been relocated. The receiving departments (Ed Psych and ELP in the College of Ed and FCS in the College of Social and Behavioral Science) have agreed to accept T&L graduate students into their respective masters or doctoral degree programs without additional admissions or program requirements. These "pipeline" students will be given the option of receiving a degree that identifies them with the receiving department (e.g., Educational Psychology) or the Department of Teaching and Learning. The agreement with the receiving department is that students who are currently admitted to a graduate program in T&L will be able to complete their original program of study without additional course work or program requirements.

Plan for Graduate Student Admission in the 2010-2111 Academic Year. Applicants seeking admission to a master's degree program with teaching license beginning in the 2010-2111 academic year will be able to do so as follows:

Early Childhood Education: Department of Family and Consumer Studies

Elementary Education: Graduate Programs within the College of Education

EdPsych: Reading & Literacy Masters Degree w/Teaching

License

ELP: Teacher Leadership Masters Degree w/ Teaching License
SpEd: Special Education Masters Degree w/Teaching License.

Secondary Education: (Applicants must have completed the requirements for a major or minor within a content discipline(s) prior to admission.) ECS Masters Degree w/ License.

Applicants seeking admission to a T&L doctoral degree program beginning in the 2010-2111 academic year will apply to one of the existing doctoral programs in the academic departments in the College of Education.

Section II: Need

The undergraduate elementary education major is a four-year (8 semesters) cross-departmental program that prepares candidates with evidence-based knowledge and skills through an extensive professional education core. The courses in this major are taught by faculty in each of the departments within the College of Education as well as the Colleges of Fine Arts, College of Science, College of Social and Behavioral Science, and College of Humanities. The program is designed to effectively prepare candidates to work with students across various age and ability levels, and from diverse cultural, linguistic, and socioeconomic backgrounds. As a professional development program in a research extensive university located in an area that is experiencing rapidly changing student and family demographics, a major focus is preparing elementary education candidates to be culturally competent and responsive professionals in an urban setting. The cross-departmental and college-wide focus of the elementary education degree reflects the vision of the University of Utah to attract and retain a diverse faculty of the highest quality who have the desire and responsibility to provide all teacher candidates with the mentoring, coursework, and field experiences that are rigorous and relevant for successful careers in today's schools and communities.

The professional education core (completed by all students in the elementary education program) was developed by faculty in each of the departments within the College of Education in collaboration with faculty in the College of Science, the College of Fine Arts, the College of Humanities, and the College of Social and Behavioral Science. The professional education core develops a common understanding of the goals and purposes of schooling; knowledge and skills to meet the educational needs of all students in urban schools; collaboration across educators in a school-wide support system; and the use of evidence-based instruction leading to advanced skills in one or more teaching specializations. The Interstate New Teacher Assessment and Support Consortium (INTASC) (2001) calls for a cross-disciplinary core in which every teacher candidate across licensure programs develops understanding of content and pedagogy. Using the INTASC framework and its principles for student-centered learning, the cross-departmental teacher education degree program with teaching license incorporates the following content domains:

- *Child, Adolescent, and Human Development (3 credit hours)
- *Ethnic Studies, Multicultural/Multilingual Education, and Effective Instructional Approaches for English Language Learners (12 credit hours)
- *Foundations Exceptionality & Inclusive Education Students w/Disabilities (6 credit hours)
- *Research and Inquiry in Education (3 credit hours)
- *Educational Assessment and Data-Based Decision Making (3 credit hours)
- *Behavior Management (6 credit hours)

- *Communication and Language Development (6 credit hours)
- *Reading /Writing Foundations and Methods and Global Children and Adolescent Literature (20 credit hours)
- *Math and Science Foundations and Methods (23 credit hours)
- *Integrating the Arts into Academic Learning (15 credit hours)
- *Using Technology in Diverse Classrooms (4 credit hours)
- *Education Law and Policy for Classroom Teachers (3 credit hours)
- *Safe Schools, Family, and School-wide Support (3 credit hours)

Upon completion of the professional education core, the undergraduate elementary education candidates complete their B.S. degree with licensure through a two-semester course and field experience sequence (i.e., student teaching or internship) with content emphasis in reading, mathematics, science, social studies, and classroom management.

Section III: Institutional Impact

The proposed transfer of the elementary education undergraduate degree to a college-wide program will have no affect on student enrollment or program requirements in the College of Education or university departments/colleges. This administrative structure will not require any new or additional faculty, physical facilities, or equipment.

Elementary Education Undergraduate Degree Faculty Governance. In transferring to a cross-departmental College of Education undergraduate degree in elementary education, the proposal seeks to establish faculty governance through a *College Teacher Education Governing Board (TEGB)*. The five voting members of the *TEGB* shall include each of the four department chairs and the dean of the College of Education. The dean serves as the chair of *TEGB* and is the day-to-day liaison to the Urban Institute for Teacher Education which is the implementation arm of the *TEGB*. The *TEGB* is charged with the *oversight* and *approval* of:

- 1) Curriculum, course design/revision, program requirements, and scheduling for the elementary education undergraduate degree and the undergraduate/post-bachelor's teaching licensure programs in early childhood elementary, and secondary education. Responsibilities include review and approval of new courses and curriculum as well as proposed changes to existing courses prior to submission to the College Council Curriculum Committee.
- 2) The process and timelines for the review, retention, and promotion of full and part-time auxiliary faculty appointed at the College level. Responsibilities include auxiliary faculty who provide instruction and field supervision in the early childhood, elementary education, and secondary education licensure programs. Auxiliary faculty are appointed and supervised on an annual basis by *TEGB* and assigned to the Institute for Urban Teacher Education. (Policy and procedures for

the appointment, re-appointment, review, and promotion of auxiliary faculty are described in a later section of this document.).

- 3) Recruitment and appointment of the Director of the Urban Institute for Teacher Education (UITE) who shall work under the supervision of the Dean of the College of Education. The UITE serves as the implementation unit for the teacher licensure programs in early childhood, elementary and secondary education, as well as the undergraduate degree in elementary education. The UITE Director has day-to-day supervisory responsibilities for all full and part-time auxiliary faculty (described above and appointed by the TEGB) and staff (Executive Assistant, Academic Program Advisors, and Receptionist) who are assigned to the Institute. The Director's programmatic roles shall include the coordination of:
- The elementary education undergraduate degree and teacher licensure program courses and curriculum in early childhood, elementary and secondary education with the TEGB, the FACTE and each of the university colleges that offer teaching majors.
 - Scheduling of the professional education core and specialization courses across the various teacher licensure programs in conjunction with each department and participating university college.
 - School/agency field placements, student teaching, and internships for the elementary and secondary education teacher licensure programs.
 - Teaching and supervisory loads for full and part-time auxiliary faculty appointed by the TEGB and assigned to the Institute.
 - On-going performance evaluation of the teaching and supervisory performance of auxiliary faculty assigned to the Institute and under the oversight of the TEGB.
 - National accreditation content, process and timelines for teacher licensure program as prescribed by the Teacher Education Accreditation Council (TEAC) and the Utah State Office of Education. This shall include development and implementation of the TEAC candidate performance data system and its utility in evaluating teacher education program quality and improvement.
 - Professional development opportunities for practicing teachers as part of the UITE Summer Institute series.
 - Professional development for UITE faculty and staff to promote the mission of teacher education programs at the University of Utah.
 - Licensure policies, issues, and curriculum goals in collaboration with faculty from the Utah colleges of education and the Salt Lake Community College.

A *Faculty Advisory Committee for Teacher Education (FACTE)* shall be established as a standing committee of the TEGB. The FACTE shall consist of five voting members, including both regular and full-time auxiliary faculty. Regular faculty shall constitute the majority of the membership. Four tenure-track or tenured voting members shall be elected by the faculty in each of the college departments (one member per department) and one voting member shall be elected by and from the auxiliary faculty appointed at the College level and assigned to the Urban Institute for Teacher Education. Voting members shall serve a three-year renewable term. At the discretion of the FACTE, additional faculty members within the College of Education and the university may be invited to participate in committee discussions and deliberations.

As a standing committee for TEGB, the FACTE is charged with making recommendations to the TEGB that include, but are not limited, to the following:

- 1) The effectiveness of the elementary education undergraduate degree and teacher licensure courses and field experiences in meeting the basic tenets of program design, including:
 - a) implementation of the integrated program model;
 - b) use of evidence-based practice in the design of courses and field experiences;
 - c) preparation of teacher candidates to be culturally competent and responsible professionals;
 - d) analysis of teacher candidate acquisition of knowledge, skills, and dispositions that foster learning for all students;
 - e) teacher candidate access to course curricula, assignments, and field-based experiences in school or agency settings that reflect cultural and linguistic diversity, as well as the inclusion of students with disabilities;
 - f) socialization of teacher candidates to the expectations of continuous professional development and improvement; and
 - g) implementation of a college-wide accountability system that evaluates the quality and impact of program graduates over time.
- 2) The qualifications, responsibilities, and professional development of full and part-time auxiliary faculty assigned to the Urban Institute for Teacher Education, and teaching and supervising within the elementary education undergraduate degree with licensure, as well as the licensure (pedagogical) courses in early childhood and secondary education.
- 3) Development of the national accreditation program inquiry brief and candidate performance assessments.

- 4) Other relevant issues in the implementation of the elementary education undergraduate degree and teacher licensure programs as determined by the TEGB.

Appointment, Re-Appointment, Review, and Promotion of College Level Auxiliary Faculty Appointments in Teacher Education. The TEGB, in conjunction with the FACTE, shall have the responsibility for the appointment, re-appointment, review, and promotion of full-time or part-time auxiliary faculty appointed at the college level and providing instruction and/or field supervision in the early childhood, elementary, and secondary programs. Consistent with University Policy 6-300 (See <http://www.regulations.utah.edu/academics/6-300.html>, auxiliary clinical appointments are defined as full-time (.75 FTE or above) instructional faculty whose primary professional expertise is in the practice context or whose primary professional responsibility is conducted in a clinical, professional or practicum setting. Auxiliary faculty include part-time adjunct faculty who are instructional and/or advisory faculty whose professional activities do not span the full range of responsibilities of regular faculty members in the college Accordingly, adjunct faculty shall not serve on a full-time basis.

The appointment of auxiliary faculty at the college level shall be consistent with University Policies 6-302 (Appointments) and 6-310 (Appointment, Reappointment & Evaluation of Auxiliary Faculty & Other Instructional Personnel).

See <http://www.regulations.utah.edu/academics/6-302.html> and <http://www.regulations.utah.edu/academics/6-310.html>.

In meeting the intent and requirements of 6-302 and 6-310, the following procedures shall be established:

The *FACTE* (described in an earlier section of this proposal) shall serve in the role of the “Department Appointments Advisory Committee.”

The four department chairs who serve on the *TEGB* (described in an earlier section of this proposal) shall serve in the role of “Department Chair.”

The Dean of the College shall make the final recommendation following the deliberations of the *FACTE* and *TEGB*.

All other levels of appointment are as described in University Policy 6-302.

The continuing role of the University Advisory Council on Teacher Education (UACTE). The UACTE currently exists in policy--As per University PPM, Revised October 31, 2008. See College of Education website: <http://www.ed.utah.edu/UACTE/UACTE.htm>). The role of UACTE is to assist the College of Education and the other university colleges involved in teacher education in responding to the interests and concerns of the university in matters pertaining to the

education of teachers with reference to substantive rather than pedagogical issues. [This Advisory] Council is to be concerned with policy and is not to perform operational functions. The current proposal to establish a cross-departmental elementary education undergraduate degree with licensure does not seek to change the current roles and responsibilities of the UACTE. The relationship of the UACTE to the College of Education is one of counsel and recommendation. The UACTE formulates for the College of Education and other colleges involved in teacher education recommendations for the training of teachers. At the same time, UACTE members serve as a conduit to transmit recommendations of the College of Education and recommendations of the Council on the functioning of the colleges in preparing teachers.

Section IV: Finances

There are no additional costs in the transfer of the undergraduate elementary program to a cross-departmental program under the governance of the College Teacher Education Governing Board. Annual *cost savings* the transfer of the administrative and operational components of the elementary education undergraduate degree and teacher licensure programs to the college level are approximately \$250,000 in state-funding.

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Education, University of Utah

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

Program/Administrative Unit Title: College of Education

Recommended Classification of Instructional Programs (CIP) Code: __ __. __

Certificate, Diploma and/or Degree(s) to be Awarded: Undergraduate Bachelors Degree in Elementary Education and Institutional Recommendation for Teaching Licensure in Early Childhood, Elementary Education, and Secondary Education

Proposed Beginning Date: 2010-211 Academic Year

Institutional Review/Approval and Date:

Dean of the College of Education

Michael L. Hardman

Dean of Undergraduate Studies

John G.
Francis

Dean of the Graduate School

Charles A. Wight

Senior Vice President

David W. Pershing

Date:

APPENDIX A

*COLLEGE OF EDUCATION ORGANIZATIONAL CHART
FOR*

*ELEMENTARY EDUCATION
UNDERGRADUATE DEGREE W/ TEACHING LICENSE*

Organizational Chart for Cross-Departmental Elementary Education Undergraduate Degree with Licensure

