



October 21, 2021

TO: Kevin Carman, Provost and Executive Vice President

FROM: Scott L. Thomas, John P. "Jack" Ellbogen Dean, College of Education

RE: College of Education Recommendations on the 2-13 Process – FOLLOW-UP MEMO

This follow-up memo provides a set of revised 2-13 recommendations based on our recent discussions about restructuring and the 2-13 process. My new recommendation to withdraw the discontinuation proposal for the School of Counseling, Leadership, Advocacy, and Design (CLAD) is at the heart of the changes proposed in this memo. The restructuring described and recommended in the original memo results in the reconstitution of both Schools within the College of Education and adds an Innovation and Engagement Division designed to support both the divisions offering degree programming. The *de facto* result is the same as the original proposal for the discontinuance of CLAD and therefore renders the original proposal unnecessary.

The revised budget solutions offered here are contingent upon the approval of the new structure proposed in the 10-11-21 memo. We will meet the simultaneous goals of creating a more effective structure for our academic programs and meeting the targeted budget reduction by discontinuing two active Ph.D. programs (Counseling and Learning, Design, and Technology) while also eliminating two active faculty positions (one in Counseling and another in Special Education), and surrendering several other positions in our current budget.

College Restructuring

The College's 2-13 Committee has offered three alternatives that speak to the future of education in Wyoming and our role in preparing tomorrow's teachers and school leaders. My recommendation is that we go forward with a close version of the Committee's third model. This recommendation remains unchanged from the original memo.

Current and proposed organizational charts for the College are found in Appendix A.

The School of Counseling, Leadership, Advocacy, and Design and Broad Program Areas

A major piece of the 2-13 process in the College of Education is the proposed discontinuation of the School of Counseling, Leadership, Advocacy, and Design. I recommend that the proposed discontinuation of CLAD be removed from further consideration, contingent upon approval of the proposed structure outlined in the section above. This is a new recommendation.

It is my recommendation that the new "Graduate Education Division" includes broad program areas reconstituted as Learning, Design, and Technology; Educational Leadership and Administration (Leadership and Higher Education combined in a single unit); Counseling; Special Education; Research Methods; and Curriculum & Instruction (moved from the current School of Teacher Education). This

recommendation has been changed to include Learning, Design, and Technology in the proposed Graduate Education Division.

The new structure would place the broad undergraduate program areas of Early Childhood Education, Elementary Education, Secondary Education, and Educational Foundations in the new "Educator Preparation Division." Each of these areas leads to eligibility for initial teacher licensure. The Post-baccalaureate Graduate Certificate Program (also leading to initial teacher licensure) would also be placed in this division.

Specific Degree Program Recommendations (REVISED)

The budget constraints underlying this reconfiguration lead to the necessary elimination of degree programs and faculty lines. To balance the promise of the new college structure with the significant reduction of staffing resources, I recommend the discontinuation of the following degree programs:

Ph.D.

1. Counseling Education & Supervision (19 students currently enrolled)
2. Learning, Design, and Technology (2 students currently enrolled)

This revised recommendation here preserves the MS and Ed.D. in Learning, Design, and Technology.

I recommend the discontinuance of the Ph.D. in Counseling. While discontinuing the Ph.D., we intend to continue with the MS in Counseling—an essential degree for the state and one with high demand historically. The Ph.D. has proven to be an expensive program for the College, enrolling a larger proportion of out-of-state and international students who receive a high share of internal financial support. The Council for Accreditation of Counseling and Related Education Programs (CACREP) maintains strict expectations of student-to-faculty ratios across all degree programs. Given the firm expectations of CACREP, our continued commitment to staffing the PhD limits our ability to meet the need at the master's level. We will focus exclusively on the MS, given the significant external need at the master's level and the budget challenges forcing a rebalancing of the College's graduate program portfolio. I propose we revisit the Ph.D. in Counseling when we review our capacity to strategically support doctoral training across the college.

Learning, Design, and Technology (LDT) is an important, forward-looking program. The enrollments are a testament to demand at both the master's and doctoral levels. The program has shaped vital parts of our undergraduate programming, as well. While continuing with both the MS and Ed.D., I recommend the discontinuance of the Ph.D. in LDT. Here too, is a question of program focus. The Ed.D. and MS degrees are the most valued credentials for our needs in the state. The tightening of focus on these programs will also allow the faculty to continue integrating their important work into other programs across the College.

I recommend combining the existing Educational Leadership and Higher Education Administration programs as a single program (Educational Leadership and Administration). We are proposing no degree changes at this time. Given the intellectual commonality of core components of these programs, the merger should create synergy, strengthening both. This is a high-priority area that needs stabilization in the short term. This recommendation is unchanged.

No programs are proposed for discontinuation in our Special Education program. This is unchanged.

No programs are proposed for discontinuation in our Research Methods program. This is unchanged.

I recommend removing the Modern Languages Education baccalaureate (with concurrent majors in French, German, or Spanish) from the discontinuation proposal. This recommendation is unchanged.

Staffing Implications (REVISED)

Staffing changes implied by these recommendations are summarized in the table below, mapping the current CLAD staffing onto the proposed College restructure. We propose removing two active lines, one line in Counseling and one line in Special Education.

Broad Program Area		EXISTING FTE	PROPOSED FTE	NET CHANGE
A	Counseling	6	5	-1
B	Educational Leadership (moving 1 faculty line to a new unit – see line G)	1	0	-1
C	Higher Education (moving 2 faculty lines to a new unit -- see line G)	2	0	-2
D	Special Education	3	2	-1
E	Research Methods	2	2	0
F	Learning Design & Technology	2	2	0
G	Educational Leadership & Administration (consolidating lines B & C above) *	-	3	3
FACULTY FTE TOTALS AND TOTAL NET PROPOSED CHANGE =>		16	14	-2

* Line G designates a proposed new program consolidating the resources from the existing Educational Leadership (1 faculty line) program and the existing Higher Education Administration (2 faculty lines) program. See the explanation at the bottom of page 3.

The elimination of two active faculty lines (one in Counseling and another in Special Education), along with the surrender of two positions being held from previous searches, an open line associated with a retirement from FY21, and an administrative support position, allow us to meet the permanent budget targets set by the provost's office. The detailed budget plan is submitted separately.

Outside Unit Reassignments

In addition to the proposed restructuring outlined above, there is ongoing consideration of the reassignment of the Early Care and Education Center (ECEC) and the Science and Math Teaching Center (SMTC) to the College of Education.

Science and Math Teaching Center (SMTC)

My recommendation is that the College of Education assume responsibility for the SMTC, provided there are additional resources allocated to the College of Education that would enable both SMTC and the College to support and advance their respective and collaborative grant-funded activity adequately.

Early Care and Education Center (ECEC)

I recommend that the ECEC be moved to the College of Education, with additional administrative and budgetary support, and the consideration of relocating the Human Development and Family Sciences programming and faculty to the College of Education.

Appendix A

Current and Proposed CoE Organizational Charts











