



October 12, 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 College Structure Process

I am grateful for the thought and deliberation of the College of Education's 2-13 committee. Their report, informed by hours of meetings and consultation with the College of Education community and contributing members, has proven invaluable in considering alternative structures for the College. Each of the models presented in their report aims to better align the College structure with our longstanding core priorities and the realities of another significant round of resource reduction.

I have carefully considered the report's alternative models and how they might better support a smaller College with a more tightly scoped set of priorities and related activities. In addition to the Committee's report, I have reviewed enrollment and staffing data for each program in the College, student progression and completions, historical and current budgets, faculty and staff workloads, external market conditions, and state needs. In addition to holding several college-wide open forums, I have also consulted at length with the College's leadership team and heard from many members of the College of Education community.

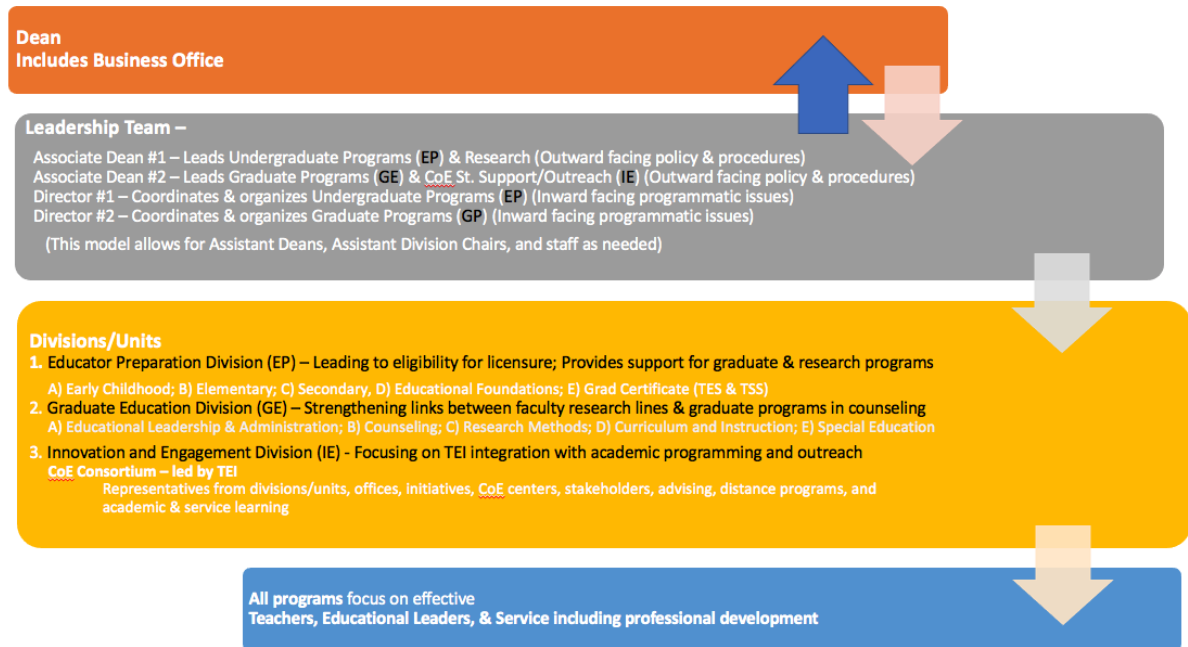
I note at the outset that the College has experienced destabilizing reductions in staffing over the past six years. We have lost one-quarter of our faculty positions since 2015-16 (from 65 faculty in 2015-16 to our current 49). Outlined in this memo is a plan to eliminate another four positions in the College. These reductions have come across the same period in which the Trustees Education Initiative was implemented and serve at cross-purposes with the intent of that significant investment and the imperative embedded within that commitment.

The importance of optimal staffing in the College of Education cannot be overstated. President Seidel's deliberate focus on "building a best-in-class 21st-century land grant university true to its Wyoming roots" centers the College's responsibility in the creation of a foundation for Wyoming's new economy. Teachers and other educational leaders are cornerstones of this foundation. The College of Education plays a singularly essential role in ensuring that the pipeline of talent into that "best in class 21st century university" is capable of engaging in that renewed form of the university. In short, our work evolving teacher preparation and K-12 school leadership programs to shape those inputs to the university simply must be resourced at a level commensurate with the challenge underlying President Seidel's vision and commitment.

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.

REVISED (10/7/21): **Model 3 – Continued Governance with Wyoming Connections and Collaboration**



This model offers significant opportunities to strengthen support for our educator preparation programs in an "Educator Preparation Division," focusing exclusively on degree and certificate programs leading to eligibility for initial teacher licensure. It also promises mechanisms for greater support of our graduate and research programs through a "Graduate Education Division." Important here is an opportunity to strengthen linkages between our faculty's research programs and the graduate degree programs in education and counseling.

The third "division" in this model draws on the strengths of our programs of practice and research to create a formal area for innovation and engagement. This division allows for formal integration of the Trustees Education Initiative into the heart of the College's academic programming and outreach. Moreover, this model promises opportunities to strengthen student success and completion by concentrating professional advising resources and reconfiguring the College's administrative support structure, centralizing staff and administrative support.

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)

The College of Education has had a long relationship with the Science and Math Teaching Center, and we feel a great deal of synergy remains between the units. While we believe the interdisciplinary ideal and success of the SMTC is best achieved in a cross-college configuration, we also see this as an important moment to realign our resources. We note, however, that the SMTC lacks the administrative support

necessary to ensure sustainable operations. As a primarily extramurally funded unit, adequate support for pre- and post-award administration is essential, as is basic administrative support for its daily operations. The College of Education currently lacks sufficient support for its own extramurally funded operations and ambitions, and it would be irresponsible for us to take on another unit similarly unsupported. My recommendation, therefore, 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)

The Early Care and Education Center is also proposed to be relocated from the College of Agriculture and Natural Resources to the College of Education. On the surface, it may seem logical that an "Education Center" be connected to a College of Education. We would tend to agree. There are, however, important considerations that inform our position on this proposed move.

First, like the SMTC, we feel that the administrative support for the ECEC is insufficient for the scope of operations. This unit runs on a fragile margin, and any deficit encountered will be consequential for the College of Education, especially given the delicate financial situation we are navigating. Greater dedicated administrative support is necessary to safeguard the integrity of operations.

Second, as what is effectively an income/expense unit, we need to understand the flexibility governing the fee structures, enrollment management, and staffing. These conversations have not taken place to date and would better inform our understanding of an ability to support the ECEC responsibly.

Third, and perhaps most substantive, the academic purposes of the ECEC should be aligned with the academic programs connected to Human Development and Family Sciences and Early Childhood Education. With these two programmatic areas located in separate colleges, there is a distinct possibility of underutilizing this valuable academic asset – an inefficiency we can ill afford as a university.

With these considerations noted, 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.

Other Considerations

Programs Outside the College of Education Leading to Initial Teacher Licensure

We note that three formal degree programs leading to licensure are located outside of the College. The College of Arts and Sciences runs both Art Education and Music Education. Physical Education is run out of the College of Health Sciences. The College of Education is the formal home for programs connected to the professional field of education. This is our reason for being. We are responsible for all such programs meeting accreditation and state standards and yet have little regular connection to the programs located in these other colleges. All of these programs have healthy enrollment and are popular with students. While we have no desire (or intent!) to upset popular programs, we do seek a formal role in their quality assurance and governance processes. Since the College of Education bears the ultimate responsibility for meeting state and national standards (and the costs associated with reaccreditation processes), we feel it essential to clarify the formal relationships between the colleges

housing each to ensure that all of our interests are well served and that we have a shared understanding and commitment to student success.

Degree and Enrollment Accounting

Part of our work at the front end of the 2-13 process was carefully mapping the reporting of program enrollments onto the [existing approved or proposed degree programs in the College](#). There are almost 90 degree and certificate programs on the [official duplicated enrollment report](#). Yet, fewer than 30 approved degrees and majors are on the Master List of Degrees and Majors authorized by the Board of Trustees. At first glance, the [official enrollment report](#) suggests a wide range of programs with problematically low enrollment (or no enrollment). This discrepancy results from the enrollment report necessarily tracking enrollment in discontinued programs. While there are several "zombie programs" (those discontinued programs with 0 enrollment), other discontinued programs on this report reflect students enrolled through a teach-out period. The Office of Institutional Analysis has been very helpful in building a crosswalk between these two reports. We attach that crosswalk as [Appendix A](#) for future reference. We are grateful for the support of the OIA staff.



College of Education

Appendix A

CoE Majors Master List – Crosswalked with Official Duplicated Enrollment

University of Wyoming College of Education
Beginning of Semester Duplicated* Headcounts by Department & Master List Location

Department	Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Master List Degree	Master List Title	Master List Page Number	
School of Counseling, Leadership, Advocacy, & Design	Cert in Comm Coll Leadership	0	0	3	4	4	Graduate Certificate	Community College Leadership	Pg 9	
	Second Cert in Comm Coll Leadership*	0	0	0	0	2				
	Cert in K-12 Special Educ	7	8	8	4	3	Graduate Certificate	K-12 Special Education	Pg 9	
	Second Certificate in K-12 Special Educ*	1	1	1	1	1				
	Cert in Online Instruction	2	0	4	6	7	Graduate Certificate	Online Instruction Certificate	Pg 9	
	Second Certificate in Online Instruction*	4	4	3	4	0				
	Cert in Online Play Therapy	0	14	0	12	8	Graduate Certificate	Certificate in Play Therapy	Pg 9	
	Second Cert in Online Play Therapy*	0	0	0	2	2				
	Cert in School Dist Superntdnt	3	4	12	8	7	Graduate Certificate	School District Superintendent	Pg 9	
	Second Cert in School Dist Superntdnt*	0	0	0	0	2				
	Cert in School Principalship	32	38	34	40	45	Graduate Certificate	School Principalship	Pg 9	
	Second Cert in School Principalship*	1	1	1	4	3				
	MA in Educ-Adult & Post Secondary Educ	2	4	0	0	0	Master of Arts	This concentration has been eliminated.		
	MA in Educ-Educational Administration	52	24	12	3	0	Master of Arts	This concentration has been eliminated.		
	Second Masters in Educ-Educ Admin*	4	4	0	0	0				
	MA in Educ-Educational Leadership	5	24	28	29	39	Master of Arts	Education with an Educational Leadership concentration	Pg 5	
	MA in Educ-Higher Ed Administration	0	6	28	32	27	Master of Arts	Education with a Higher Education Administration concentration	Pg 5	
	MA in Educ-Special Education	49	47	49	44	34	Master of Arts	Education with a Special Education concentration	Pg 5	
	Second Masters in Educ-Special Education*	0	0	0	0	1				
	MS in Counseling	63	54	51	59	62	Master of Science	Counseling	Pg 5	
	Second Masters in Counseling*	0	0	0	1	0				
	MS in Educ-Instructional Technology	25	23	8	4	0	Master of Science	This concentration has been eliminated.		
	MS in Educ-Learning Design & Technology	0	2	5	7	20	Master of Science	Education with a Learning Design & Technology concentration	Pg 5	
	EdD in Educ-Adult & Post Secondary Educ	5	3	2	0	0	Doctor of Education	This concentration has been eliminated.		
	EdD in Educ-Educational Administration	40	24	18	11	8	Doctor of Education	This concentration has been eliminated.		
	EdD in Educ-Educational Leadership	23	29	27	29	22	Doctor of Education	Education with an Educational Leadership concentration	Pg 5	
	EdD in Educ-Higher Ed Administration	0	10	15	16	20	Doctor of Education	Education with a Higher Education Administration concentration	Pg 5	
	EdD in Educ-Instructional Technology	12	13	7	6	3	Doctor of Education	This concentration has been eliminated.		
	EdD in Educ-Learning Design & Technology	0	2	2	3	11	Doctor of Education	Education with a Learning Design & Technology concentration	Pg 5	
	EdD in Educ-Student Affairs in Higher Ed	4	0	0	0	0	Doctor of Education	This concentration has been eliminated.		
	PhD in Couns Ed & Supervision	18	17	16	15	19	Doctor of Philosophy	Counselor Education and Supervision	Pg 6	
	PhD in Educ-Adult & Post Secondary Educ	0	4	4	4	0	Doctor of Philosophy	This concentration has been eliminated.		
PhD in Educ-Educational Administration	5	4	4	0	0	Doctor of Philosophy	This concentration has been eliminated.			
PhD in Educ-Educational Leadership	3	4	0	0	0	Doctor of Philosophy	This concentration has been eliminated.			
PhD in Educ-Higher Ed Administration	0	2	2	7	6	Doctor of Philosophy	This concentration has been eliminated.			
PhD in Educ-Instructional Technology	5	4	3	2	2	Doctor of Philosophy	This concentration has been eliminated.			
PhD in Educ-Learning Design & Technology	0	0	0	4	2	Doctor of Philosophy	This concentration has been eliminated.			
Second-Doc in Educ-Learning Design & Tech*	0	0	0	0	4	Doctor of Philosophy was eliminated, still available under Doctor of Education on page 5.				
School of Counseling, Leadership, Advocacy, & Design Total		359	362	341	355	361				
School of Counseling, Leadership, Advocacy, & Design	Cert English/Second Language	13	17	8	10	29	Graduate Certificate	English as a Second Language Certificate	Pg 9	
	Second Cert English/Second Language	6	6	3	3	1				
	Cert Teach Secondary Content	16	17	17	19	9	Graduate Certificate	Teaching Secondary Content	Pg 9	
	Second Cert Teach Secondary Content*	0	1	0	2	3				
	Cert Teaching Elem School	8	6	5	6	1	Graduate	Teaching Elementary	Pg 9	

Department	Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Master List Degree	Master List Title	Master List Page Number	
School of Teacher Education	Second Cert Teaching Elem School*	0	0	1	0	1	Certificate	School	Pg 9	
	Certificate in Literacy	3	6	8	4	4	Graduate Certificate	Literacy Certificate	Pg 9	
	Second Certificate in Literacy	5	7	4	1	1	Bachelor of Arts	New major created in Arts & Sciences; this was eliminated	Pg 2	
	BA in Art Education	22	26	14	10	0				
	Second Bachelors in Art Education*	1	1	1	1	0	Bachelor of Arts	Science Education with concurrent majors in Biology	Pg 5	
	BA in Biological Sci Educ	17	25	20	17	12				
	Second Bachelors in Biological Sci Educ*	1	0	0	0	0	Bachelor of Arts (BS is not an option)	Science Education with concurrent majors in Chemistry	Pg 5	
	BA in Chemistry Educ	8	5	5	4	3				
	BS in Chemistry Educ	0	0	1	1	0				
Second Bachelors in Chemistry Ed*	0	0	0	1	0					
School of Teacher Education continued	BA in Earth Science Education	0	1	2	7	5	Bachelor of Arts	Science Education with concurrent majors in Earth Science	Pg 5	
	BA in Earth/Space Sci Educ	3	1	1	0	0	Bachelor of Arts	Science Education with concurrent majors in Earth Science	Pg 5	
	BA in Elementary Education	362	384	389	355	309	Bachelor of Arts	Elementary Education	Pg 5	
	Second Bachelors in Elementary Education*	5	5	3	3	0				
	BA in Elementary/Special Educ	0	0	0	7	19	Bachelor of Arts	Elementary Education with concurrent major in Special Education (K-12)	Pg 5	
	Second Bachelors in Elem/Special Educ*	0	0	0	0	2				
	BA in French Education	1	1	0	0	0	Bachelor of Arts	Modern Languages Education with concurrent majors in French	Pg 5	
	Second Bachelors in French Education*	1	0	0	0	1				
	BA in German Education	1	0	0	0	1	Bachelor of Arts	Modern Languages Education with concurrent majors in German	Pg 5	
	BA in Math Education	32	37	36	29	25	Bachelor of Arts	Mathematics Education with concurrent major in Mathematics	Pg 5	
	Second Bachelors in Math Education*	1	1	0	1	0				
	BA in Physics Educ	1	2	1	2	3	Bachelor of Arts	Science Education with concurrent majors in Physics	Pg 5	
	BA in Secondary Ed/English	60	57	62	63	60	Bachelor of Arts	English Education with concurrent major in English	Pg 5	
	Second Bachelors in Secondary Ed/English*	2	3	4	3	1				
	BA in Social Studies Educ	72	71	65	66	75	Bachelor of Arts	Social Studies Education with concurrent majors in History or Political Science	Pg 5	
	Second Bachelors in Social Studies Educ*	1	0	0	2	3				
	BA in Spanish Educ	14	15	12	9	7	Bachelor of Arts	Modern Languages Education with concurrent majors in Spanish	Pg 5	
	Second Bachelors in Spanish Educ*	0	1	1	1	0				
	BGS in General Studies	0	0	0	1	1	Bachelor of General Studies	Interdisciplinary major listed under Academic Affairs	Pg 8	
	BS in Agricultural Educ	19	23	31	37	32	Bachelor of Science	Agricultural Education	Pg 5	
	BS in Industrial Technology-Ed	7	6	3	4	2	Bachelor of Science	Eliminated in 2017, these are students finishing their degrees.		
	ED Undeclared Major	8	1	6	1	2	Not on the Master List because a degree can't be awarded			
	Secondary ED Undeclared	3	4	0	3	3				
	MA in Educ-Curriculum & Instruction	74	66	43	36	36	Master of Arts	Education with a Curriculum & Instruction concentration	Pg 5	
	Second Masters in Educ-Curr & Inst*	2	1	0	4	4				
	EdD in Educ-Curriculum & Instruction	20	18	16	10	8	Doctor of Education	Education with a Curriculum & Instruction concentration	Pg 5	
	Second Doctorate in Educ-Curr & Inst*	1	0	0	0	0				
	PhD in Curr & Inst-Curriculum & Instruction	25	0	0	0	0	Doctor of Philosophy	This concentration has been eliminated.		
	PhD in Curr & Inst-Curriculum Studies	0	4	4	7	9	Doctor of Philosophy	Curriculum & Instruction with a concentration in Curriculum Studies	Pg 6	
	PhD in Curr & Inst-Literacy Education	0	14	15	14	13	Doctor of Philosophy	Curriculum & Instruction with a concentration in Literacy Education	Pg 6	
Second Doctorate in Curr & Inst-Literacy Ed*	0	0	1	0	0					
PhD in Curr & Inst-Mathematics Education	0	3	10	13	13	Doctor of Philosophy	Curriculum & Instruction with a concentration in Mathematics Education	Pg 6		
PhD in Curr & Inst-Science Education	0	8	8	9	7	Doctor of Philosophy	Curriculum & Instruction with a concentration in Science Education	Pg 6		
PhD in Educ-Curriculum & Instruction	7	3	3	3	4	Doctor of Philosophy	This concentration has been eliminated.			

Department	Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Master List Degree	Master List Title	Master List Page Number
	PhD in Educ-Literacy Education	3	4	0	0	0	Doctor of Philosophy	This concentration has been eliminated.	
	PhD in Educ-Mathematics Education	2	0	0	0	0	Doctor of Philosophy	This concentration has been eliminated.	
	PhD in Educ-Science Education	8	5	2	0	2	Doctor of Philosophy	This concentration has been eliminated.	
School of Teacher Education Total		835	853	805	766	708			
Science Mathematics Teaching Center (split in 1/2 with A&S)	Natural Science	0.5	1.0	0.5	Moved to Transdisciplinary Graduate Programs		Master of Science in Teaching	No longer split with A&S, completely counted in A&S	Pg 4
	Natural Science-Middle Level Math	9.0	7.5	4.0					
	Natural Science-Middle Level Science	4.0	4.5	4.0					
	Natural Science-Natural Science Education	14.5	9.5	11.0					
Science Mathematics Teaching Center (split with A&S) Total		28.0	22.5	19.5	---	---			
Total College of Education		1,222	1,238	1,166	1,121	1,069			

*Secondary majors include second, third, and fourth majors on the primary and/or second program as well as the primary major on the second program.

NOTE: The Teachers of American Indian Children certificate has been moved to the College of Arts & Sciences.

No majors in the Bachelor of Applied Science Career and Technical Education major or the Literacy Education concentration under Master of Arts on page 5. Also, none in the Computer Science Education undergraduate certificate, the Teaching Middle School Math certificate, or the Teaching Middle School Science certificate located on page 9 of the