

UNIVERSITY OF WYOMING

COLLEGE OF EDUCATION

**Professional Studies Department:
Adult Learning, Leadership, Research, Counseling & Instructional Technology**

ACADEMIC PLAN III

2009 – 2014

Introduction

The Professional Studies Department is the result of a merger of three former departments: Adult Learning & Technology, Counselor Education and Educational Leadership. The faculty and staff of these departments voted to merge as part of a college-wide conversation on restructuring. Professional Studies represents the following disciplines: Adult Learning, Instructional Technology, Educational Leadership, Educational Research, and Counseling. Graduate programs within Professional Studies include:

Adult Learning

- Ph.D. in Education, Option: Adult & Post-Secondary Education
- Ed.D. in Education, Option: Adult & Post-Secondary Education
- M.A. in Education, Option: Adult & Post-Secondary Education

Counseling

- Ph.D. in Counselor Education & Supervision
- M.S. in Counseling, Option: School Counseling
- M.S. in Counseling, Option: Mental Health Counseling
- M.S. in Counseling, Option: Student Affairs & Higher Education
- Early Childhood Mental Health Certificate

Educational Leadership

- Ed.D. in Education, Option: Educational Leadership
- Ph.D. in Education, Option: Educational Leadership
- M.A. in Education, Option: Educational Leadership
- Principal Endorsement Program

Instructional Technology

- Ph.D. in Education, Option: Instructional Technology
- Ed.D. in Education, Option: Instructional Technology
- M.S. in Education, Option: Instructional Technology

Professional Studies includes 19 faculty (4 in Educational Leadership, 2 in Educational Research, 6 in Counseling and 7 in Adult Learning & Instructional Technology) and 2 staff (office associates). As a department we deliver programs on campus and partner with UWCC and the Outreach School to deliver programs throughout the state, region and nation. We use distance technologies to increase access and to improve the learning opportunities for student learners.

Mission and Aspirations

Professional Studies is proud to be the home of graduate programs marked by excellence, accessibility, and vision. For example, our Counseling programs continue to maintain a proud and long-standing history of accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our counseling students continue to obtain significantly higher scores on the National Counselor Exam than students from other nationally accredited CACREP counseling programs.

In August 2008, the Educational Leadership Constituents Council (ELCC) gave national recognition to our Educational Leadership programs. Through this program review, the WY Professional Teaching Standards Board (PTSB) can endorse graduates as principals or superintendents in Wyoming. In addition, the National Council for the Accreditation of Teacher Education (NCATE) recognizes several of our programs along with others in the College.

Graduates of the Adult and Postsecondary Education programs are prepared for professions in higher education, human resource administration, adult literacy education, government and social service training, museum education, and related fields. Graduates of the Instructional Technology programs develop the technical and design expertise for careers within a variety of educational support services, from K-12 classrooms to corporate instructional design and development settings.

The foundation of our work with students and colleagues is based upon our core values of respect, inclusion, collaboration, lifelong learning, and leadership. We believe that our goals and aspirations can best be met by promoting the scholarly integration of all aspects of our work, the fostering of an intellectual community, and the development of an attitude of professional leadership and stewardship.

Previous Planning Accomplishments

The following list provides a few highlights of accomplishments from recent years:

1. Addressed the critical need of school counselors in Wyoming by increasing our school counseling graduation percentage to approximately 50% of the total graduating class.
2. Designed the undergraduate technology integration course to include the addition of the USP 'L' designation as part of the course outcomes.
3. Addressed the need to provide quality school leaders for Wyoming and the region by making curriculum changes (based upon surveyed program graduates), increasing recruitment efforts, revising admission procedures and adding a fourth faculty person to the educational leadership unit (through support from the Outreach School).
4. Sunsetting the Library Media Certification program.
5. Strengthened our collaborations and scholarship focus on critical issues facing children, families, and communities by developing the Biennial Summer Wyoming Institute for Play Therapy, implementing an Early Childhood Mental Health Certificate, increasing resource dissemination and outreach in the areas of substance abuse prevention and intervention and promotion of mental health

- wellness (WyoCARE), initiating a counseling program study to evaluate differential supervision strategies, actively providing student mentoring of research and writing skills, and numerous collaborations on conference presentations.
6. Continued the use of student portfolios to demonstrate professional proficiencies at both the master's and doctoral levels.
 7. Strengthened our services focus on critical issues facing administrators and school districts in Wyoming by joining and participating in Wyoming professional organizations, partnering with the Wyoming Department of Education (WDE) in grant activities focused on mentoring new principals, and by participating in a statewide initiative on systemic leadership development led by the WDE.
 8. Examined and revised the ALT admissions requirements within the master's and doctoral programs.
 9. Recruited and retained a diversity of qualified master's and doctoral counseling students consistent with CACREP standards by increasing our pool of qualified candidates.
 10. Continued to improve our programs by aligning the Principal preparation programs (Educational Leadership) and doctoral program assessments with ELCC standards and the Counseling programs and PhD e-Portfolio assessments with CACREP standards.
 11. Reviewed the ALT graduate programs including admissions requirements, assessments, curricular focus, sequence, and goals.
 12. Developed stronger counseling partnerships by engaging in collaborative projects with the Student Leadership and Civic Engagement office (SLCE), the University Counseling Center, the Mental Health and Substance Abuse Division, and Disaster Mental Health Services.
 13. Continued review of techniques and updates in the delivery of distance coursework, particularly related to online courses.
 14. Integrated the mission of the department with the mission of the college by coordinating all research courses in the College of Education and collaborating with Curriculum and Instruction on elective and required courses across multiple departmental curricula.

Relevant Institutional Issues

Reinforcing and refining areas of distinction: With an impending shortage of Wyoming school leaders (principals, superintendents, instructional facilitators, etc.) there is a pressing need to prepare highly qualified school leaders. With increasing accountability due to the demands of No Child Left Behind (NCLB), effective school leaders are critically important. Also critical to Wyoming are the professions of counseling, adult education and instructional technology. Lifelong learning and enhancement of knowledge, skills and competence are growing critical needs that the Professional Studies Department is poised to address.

Promoting access to education: As a department, we offer programs in collaboration with the Outreach School to address the issue of access. We are proud of our continued successful recruitment and retention of nontraditional students into our UWCC Counseling cohort and our Principal program located in two outreach locations in Wyoming. Educational Leadership has secured an Ellbogen Scholarship that serves as an

incentive to potential applicants. Adult Learning and Instructional Technology faculty provide ongoing leadership in online and hybrid-course delivery. These programs attract students statewide and beyond our borders. Many of our programs in Professional Studies are designed to meet the needs of individuals with families and full-time employment.

Fostering excellence: Our nationally recognized accredited programs in Counseling and Educational Leadership foster excellence in our faculty and students. With a renewed attention to grant writing, we hope to increase our number of graduate assistantships, thus emphasizing scholarly production of faculty and doctoral students.

Cultivating leadership: Leadership development is a priority across programs in Professional Studies. This includes leaders in public schools, higher education, community mental health centers, state agencies, adult education organizations, and corporate settings. Mentoring of graduate students includes collaborating on research, professional presentations, and service in professional associations. In addition, faculty and graduate students are involved in statewide, regional and national policy discussions in the areas of P-20 education, mental health wellness, substance abuse prevention, and early childhood mental health.

Action Items and Implementation

Goal 1: As a newly formed department, develop a departmental structure that will assist in clarifying our collective identity and support the continued success of programs and individual faculty and staff members.

2009 - 2010	Individual meetings with all faculty and staff to discuss their hopes for the department, professional needs and concerns.
2009 - 2010	Develop a communications process and a meeting structure that supports clear and open sharing of ideas and invites leadership <u>and collaboration</u> .
2009 – ongoing	In collaboration with faculty and staff, develop <u>and refine</u> specific departmental policies.

Goal 2: Strengthen our department by reviewing and revising existing programs, partnerships and options for the future.

2009 – ongoing:	On a rotating schedule, review and revise existing programs to address: (a) standards of the profession, (b) workforce shortages and needs of the state, (c) student/graduate feedback, (d) <u>student</u> assessment and outcome measures, (e) course delivery methods, and (f) procedures from admissions to graduation.
2009 - ongoing:	Strengthen and improve collaborations with partner organizations (Outreach School, Office of International Programs, <u>WY</u> community college system, professional associations, school districts, the Wyoming Department of Education, Wyoming Mental Health and Substance Abuse Division and other agencies, as appropriate).

2010 – ongoing: In cooperation with partner departments and agencies, support existing programs and assess the viability of new program options (Teacher Leader, Leadership...) certificates/endorsements (Superintendent, Addictions, Infant-Parent Mental Health...) and professional development opportunities (Addictions Conference, Wyoming Professional Development Plan, Wyoming Institute for Play Therapy, Supervision Training...)

Goal 3: Promote and elevate the scholarly productivity of department faculty members.

2009 – ongoing As a department, identify and engage in department-wide professional conversations that serve to connect individuals within and across programs in the areas of research, teaching and service.

2010 – ongoing: Explore and identify strategies and funding opportunities that advance the department's national stature in research, teaching and scholarship (grants, collaborative writing teams, remodeled Counselor Training Clinic...)

Goal 4: Implement recruitment, retention and graduation strategies to improve student graduation rates and increase the diversity of our faculty and student populations.

2009 – ongoing: Implement a variety of strategies to increase the pool of minority faculty candidates with the ultimate goal of hiring at least one faculty member from an underrepresented group.

2009 – ongoing: Maintain a departmental website that is visually engaging, interactive, and accurate.

2010 – ongoing: Develop and maintain policies and procedures to monitor and support timely graduation rates.

2010 – ongoing: Develop and provide student orientation sessions and continuing activities to develop a sense of community and enhance retention of graduate students.

2010 – ongoing: Maintain or increase funding for student support related to professional activities (scholarly production, conference attendance/presenting, national leadership...)

2010 – ongoing: Increase the number of graduate students through scholarship and graduate assistant support.