

## College of Education

Context: We are here recommending a stronger focus and investment of resources in teacher preparation. There are also other State needs in areas such as school counseling and physical therapy. Our recommendations are aimed at making new resources available to facilitate the development and expansion of these much-needed programs.

### *Summary of Recommendations*

- Combine the Departments of Educational Administration and Educational Foundations. Consider merging the MEd programs into one, with concentrations.
- Combine the Departments of Curriculum Studies, Learning Design & Technology, and the Institute for Teacher Education.
- Combine the Departments of Educational Psychology, Special Education, and possibly, the Center for Disability Studies.
- Decrease the size of the college-wide PhD program (all concentrations), and graduate programs in Educational Administration, Educational Foundations, Educational Psychology, and Learning Design & Technology.
- Stop-out admission to the Rehabilitation Counseling program.
- Stop-out concentrations in the MEd in Curriculum Studies that do not support teacher licensure (or add-a-teaching-field), and those that do not generate tuition through Outreach College.
- Consider stop-out for the MS in Athletic Training until accreditation issues are addressed (off probation).
- Consider increasing the size of cohorts in the MEd in Early Childhood Education.
- Increase the size of the EdD program.
- Reallocate faculty to the Institute for Teacher Education.
- Revise the proposed effective dates for the MEd in School Counseling and the Doctor of Physical Therapy to 2024 or later.

<b>Current Organizational Structure</b> <i>(academic units only)</i>	<b>Proposed Organizational Structure</b> <i>(academic units only)</i>
<ul style="list-style-type: none"> <li>• Department of Curriculum Studies</li> <li>• Department of Educational Administration</li> <li>• Department of Educational Foundations</li> <li>• Department of Educational Psychology</li> <li>• Department of Kinesiology &amp; Rehabilitation Science</li> <li>• Department of Learning Design &amp; Technology</li> <li>• Department of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Department of Educational Leadership, Foundations, and Policy Studies</li> <li>• Department of Educational Psychology, Counseling, and Special Education</li> <li>• Department of Kinesiology, Physical Therapy, and Athletic Training</li> <li>• Department of Teacher Education, Learning Design, and Curriculum Studies</li> </ul> <p style="text-align: right; font-size: small;"><i>Gray = Programs under development</i></p>

## College of Education

- |                                   |  |
|-----------------------------------|--|
| • Institute for Teacher Education |  |
|-----------------------------------|--|

DRAFT

## College of Education

### Department of Curriculum Studies; Department of Learning Design & Technology, Institute for Teacher Education → Department of Teacher Education, Learning Design, and Curriculum Studies

#### *Summary Recommendations*

- Stop-out concentrations in Curriculum Studies that do not support teacher licensure (or add-a-teaching-field), and those that do not generate tuition through Outreach College.
- Decrease the size of the Curriculum & Instruction concentration in the college-wide PhD program.
- Decrease the size of the LTEC PhD and MEd programs.
- Encourage the reassignment of faculty to teacher prep programs as graduate advising load (for Curriculum Studies, LTEC) lightens.
- Consider increasing the size of cohorts in the MEd in Early Childhood Education.

#### *Details: Curriculum Studies*

- There are 16 enrolled in the MEd in Early Childhood Education (ECE), and 35 in the MEd in Curriculum Studies. Faculty also support the Curriculum & Instruction concentration within the college-wide PhD in Education.
- There are 17 tenure-track positions in the department: 13 instructional faculty; 4 specialists.
- Four (4) instructional faculty appear to support the PhD program in Education exclusively; 5 support the PhD and the MEd core and select cohorted concentrations.
- Faculty workload is heavy on advising MEd and PhD students, judging by the course load (mostly 699, 700, 800, 799, and 740 (internship/field project course)).
- Decreasing the size of the PhD in Education could free up faculty time to support increased enrollment in the teacher prep and licensure programs. Suggest reviewing departmental workload policies to better understand teaching loads.

#### *MEd in Early Childhood Education*

- The ECE program is cohort-based. Recommend investigating whether the cohort size can be increased beyond the 16, and whether cohorts can run concurrently.

#### *MEd in Curriculum Studies*

- There are 14 concentrations. Because we cannot pull data on enrollment by concentration, it's unclear how large these are, but many of them are cohort-based. Enrollment sits at 35 across all concentrations.
- 4 concentrations qualify as "add a teaching field" to licensure, per the Hawai'i Teacher Standards Board. These include PK-3, Math Education, Literacy Specialist, Teacher Leader.

## College of Education

- 4 concentrations are offered through Outreach College (exclusively?): Aloha 'Aina Educational & Leadership; Teacher Leader; PACMED, and STEMS<sup>2</sup>.
- 7 concentrations are neither “add-a-field” nor tuition-generating through Outreach College. Five of these are non-cohorted and likely low enrolled (based on courses taught). Suggest eliminating these concentrations to focus on licensure (add-a-field) and tuition-generating programs through Outreach.

### *Details: Learning Design & Technology*

- Tenure-track Faculty FTE is currently 9.92.
- The graduate program is large, with 74 students enrolled in the PhD program, and 50 in the Master's program. The department also houses the Grad Certificates in Teaching Technology (previously stopped out), and Online Learning and Teaching (21 enrolled).
- LTEC 112: Technologies for Academic Success is a very popular course for undergraduates (sections close early). The course is required for admission to Business, and recommended for other majors including Journalism. The course is taught primarily by the two faculty specialists in the department.
- With 74 doctoral students, the advising load is heavy. Current teaching load averages about 2:2.
- There are issues with the transition to day school as students take courses in both day and extension terms. Recommend follow-up on these issues.

### *Details: Institute for Teacher Education*

- The Institute for Teacher Education operates as three separate departments: Elementary Education, Secondary Education, and the Master's in Teaching.
- Elementary Education offers the BEd in Elementary Education (including tracks in Early Childhood, Early Childhood/Special Education, Special Education, and Multilingual Learning), and the Post-Baccalaureate Certificate in Teacher Education (Elementary Education). There are 368 enrolled in the BEd in Elementary Education. The Post-Baccalaureate Certificate program was recently modified to establish a track in Elementary Education. Because it is new, we're unable to pull data on enrollment at this time.
- Secondary Education offers the BEd in Secondary Education (multiple tracks) and the Post-Baccalaureate Certificate in Secondary Education. There are 109 enrolled in the BEd in Secondary Education, and 26 enrolled in the Post-Bacc Certificate.
- There are 116 enrolled in the MEd in Teaching.
- There are currently 21.83 tenure-track FTE, and 18.23 non-tenure track FTE.
- Faculty will be needed to expand capacity to increase enrollment in these programs.

## College of Education

### Department of Educational Administration, Department of Educational Foundations → Department of Educational Leadership, Foundations, & Policy Studies

#### *Summary Recommendations*

- Combine the Departments of Educational Administration and Educational Foundations
- Decrease the size of the MEd and PhD programs.
- Consider merging the MEd programs into one, with concentrations.
- Increase the size of the EdD program. Invest in online delivery.
- Inspiration: <https://education.illinoisstate.edu/about/departments/eaf/>

#### *Details*

- The Department of Educational Administration offers the MEd in Educational Administration (with tracks in Higher Education and K-12), the Higher Ed and K-12 tracks within the college-wide PhD program, and the Doctor of Education. There are 44 enrolled in the MEd, and 28 in the EdD.
- The Department of Educational Foundations offers the MEd in Educational Foundations (with concentrations in Ed Foundations, Educational Leadership, Global Perspectives, and Private School Leadership), and the Educational Foundations, Educational Policy Studies, and Global/International tracks within the college-wide PhD program. There are 43 enrolled in the MEd.
- Both programs attract UH faculty and staff (waivers). Recommend that the MEd programs be combined, with concentrations, and downsized.
- Tenure-track FTE is 5.00 in Ed Admin, and 8.92 in Ed Foundations.
- The EdD program is cohorted and in high demand in the state and across the Pacific. Program directors are in the process of developing an online program that could meet this demand. Recommend reallocating faculty to support this program as positions become available.
- The graduate programs in Education are scheduled for an external review in 2020-21. Suggest requesting a detailed review with recommendations on combining the EDEA/EDEF master's programs, and right sizing the PhD and EdD programs.

## College of Education

### Department of Kinesiology & Rehabilitation Science → Department of Kinesiology, Physical Therapy, and Athletic Training

#### *Summary Recommendations*

- Move the Rehabilitation Counseling faculty and program to Educational Psychology and stop-out admission (discussed under Educational Psychology).
- Stop-out admission to the Kinesiology concentration in the PhD in Education
- Consider stop-out of admission for Athletic Training (until accreditation issues resolved).
- Revise the proposed effective date for the Doctor of Physical Therapy program to 2024 or later (after stabilizing Athletic Training).

#### *Details*

- The undergraduate program is large, averaging 500 majors. There are 50 students enrolled in the MS in KRS (unclear how many are in Rehabilitation Counseling concentration), and 17 in the MS in Athletic Training. It is unclear how many students are enrolled in the PhD program (Kinesiology concentration).
- Athletic Training is on probation with its accreditor (CAATE) owing to low licensure pass rates. If the program cannot improve, recommend stopping out and terminating the program. The program is still provisional.
- There are 12.5 tenure-track FTE in the department, and 4.58 non-tenure track faculty. The tenure-track faculty have heavy teaching loads, indicating that they may be supporting too many students/programs. Excluding directed reading and practicum courses, the average load is 3:3 or higher.
- The authorization to plan for the Doctor of Physical Therapy is approved and the College is working on the full proposal, with a target effective date of AY 2023. The DPT will require accreditation (CAPTE) as well as the hiring of a CAPTE-approved director to develop the program. Recommend that the effective date be pushed to 2024 or later.

## College of Education

### Department of Educational Psychology, Department of Special Education → Department of Educational Psychology, Counseling, and Special Education

#### *Summary Recommendations*

- Combine Special Education and Educational Psychology Departments.
- Move the Rehabilitation Counseling faculty and program from KRS to this Department. Stop out admission to the Rehabilitation Counseling track of the program.
- Revise proposed effective date for the School Counseling program to 2024 or later.
- Inspiration:
  - Penn State Department of Educational Psychology, Counseling & Special Education: <https://ed.psu.edu/epcse>
  - Michigan State Department of Counseling, Educational Psychology, and Special Education (includes Educational Technology): <https://education.msu.edu/cepse/>
  - Texas A&M Department of Educational Psychology (includes Ed Tech, Special Education, Center on Disability Studies, School Counseling): <https://epsy.tamu.edu/>

#### *Details*

- The Department of Educational Psychology offers the MEd and PhD. There are 18 enrolled in the MEd and 25 in the PhD program. Tenure-track FTE is 6.00.
- The Department of Special Education offers the MEd and the Post-Baccalaureate Certificate in Special Education, and supports the Special Education programs in the Institute for Teacher Education. There are 104 enrolled in the MEd, and 71 in the PCert. Tenure-track FTE is 13.33 (down from 19.92 in 2014).
- The Rehabilitation Counseling program is housed in the Department of Kinesiology & Rehabilitation Science. CACREP accreditation for the program will lapse October 2020. The program does not meet the standards owing to the low number of full-time faculty and other issues. Recommend stopping this program out.
- Recommend revising the proposed effective date for the School Counseling program to 2024 or **after** budget crisis ends. This program will require CACREP accreditation. Recommend reallocating faculty from the Rehab Counseling and Ed Psyche retirements to position the unit to support the program.
- The senior faculty workload is heavy on advising, with average 1:1 course load when directed readings/practicum/thesis courses are excluded.
- In Special Education, there is a heavy reliance on I2s to cover the undergraduate and graduate SPED courses. The workload for the regular faculty averages 2:1 for courses, heavy on directed readings and practicum courses, indicating the tenure-track faculty are more focused on the graduate program.