

**Western Carolina University**  
**Report of the Task Force on Rationalization of Teacher Education and Related Programs**  
**2006**

Advisory Report Submitted  
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Members of Task Force

- David Butcher - Associate Dean, College of Arts and Sciences
- Catherine Carter - Assistant Professor of English
- David Claxton - Head, Department of Health and Human Performance
- Michael Dougherty (chair) – Dean, College of Education and Allied Professions
- Elaine Franklin – Director, Center for Mathematics and Science Education
- John LeBaron - Jay Robinson Distinguished Professor of Educational Technologies
- Beth Tyson-Lofquist - Associate Vice Chancellor for Academic Affairs
- Ruth McCreary - Director, School University Teacher Education Partnership
- David Strahan – Taft B. Botner Distinguished Professor of Middle Grades Education
- David Westling – Adelaide Worth Daniels Distinguished Professor of Special Education
- Harold Williford – Associate Professor of Mathematics

## I. INTRODUCTION AND BACKGROUND

The following document contains the recommendations of the Task Force on Rationalization appointed by Provost Carter. It contains the following sections: Introduction and Background, Process and Data Collection, and Recommendations. This section provides the background information that led to the formation of the Task Force.

The Task Force was appointed in response to the charge of President Bowles for the rationalization of teacher education programs. This document is part of Western's response to that charge. It suggests some changes in teacher education program offerings at Western Carolina University. The work of the Task Force complimented the already rigorous review procedures applied by the North Carolina Department of Public Instruction (NCDPI) and the National Council for the Accreditation of Teacher Education (NCATE).

In his February *Chancellor's Update*, Chancellor Bardo noted that President Bowles was implementing a strategic study of efficiency throughout the entire University of North Carolina system. This analysis would involve both the General Administration and each campus. Campuses would need to complete internal studies to create efficiencies where feasible. The Chancellor noted that, in addition to these two general studies, President Bowles was taking a personal interest in issues regarding teacher education. There would be a series of meetings with deans of education and deans of arts and sciences followed by a discussion with provosts to focus attention on teacher education issues. At the same time, President Bowles called for a "rationalization" of teacher education offerings to eliminate low quality or under-performing programs while increasing support for high quality, strong enrollment programs.

The Chancellor asked Provost Carter to work with the deans to examine quality indicators as well as enrollment trends. In subsequent weeks, President Bowles met in Chapel Hill with the deans of education in the system and met again with a joint meeting of the deans of education and the deans of arts and sciences. There was a great deal of discussion statewide regarding the rationalization process and what it might look like. Dean Dougherty and Provost Carter met to discuss a strategy for meeting the charge of President Bowles to the institutions.

Provost Carter charged Dr. Michael Dougherty, Dean of the College of Education and Allied Professions, with coordinating the rationalization of Western's teacher education programs and related centers. The Provost's charge included the following outcomes:

- Increase efficiencies and effectiveness of Western's teacher education programs and related centers
- Enhance Western's efforts in teacher retention
- Increase the number of math, science, middle grades and special education teacher candidates
- Elevate the status of teacher education on campus
- Recommend successful ideas and models from the campus that have the potential for replication across the state and system to meet teacher education issues.

The Provost instructed Dean Dougherty to bring forth specific actions related to the rationalization process. The Provost and Dean Dougherty consulted frequently to develop the

rationalization process and discuss the issues and results of rationalization. The Provost, in turn, kept Chancellor Bardo apprised. A number of efficiencies were accomplished and these are described in the letter written to Richard Thompson, Vice President for School University Partnerships at UNC - General Administration.

<http://ceap.wcu.edu/DEANSHOMEPAGE/thompsonletter.pdf>.

In our letter to President Bowles regarding rationalization we described Western's rationalization process. We then described the number of efficiencies that Western is now implementing. Finally, we described the additional planned efficiencies that the rationalization process has produced. Among these planned efficiencies are the following:

- Review all licensure programs that have graduated an average of less than five students per year for the past five years for discontinuation or as a basis for collaborating with other universities in program delivery. The following high need programs are exempt from this review: secondary science, secondary math, middle grades education, and special education.
- Review the operation of the College's Reading Center to consider converting from twelve to nine months and reallocating resources to the Director of Assessment and the Center for the Support of Beginning Teachers.
- Review moving the Summer Ventures Program and the Upward Bound Math and Science Program to the Center for Math and Science Education.

Additionally, Provost Carter and Executive Director Mary McDuffie of NCCAT have agreed to explore how WCU and NCCAT can better cooperate and collaborate on issues affecting teacher retention. Although in the formative stage, this joint effort has great potential for the state.

## **II. PROCESS AND DATA COLLECTION**

This section describes the process and data collection procedures engaged in by the Task Force. The Provost and Dean Dougherty determined that a task force was the best course of action to review the above efficiencies and to make related recommendations. These efficiencies were those related to licensure programs, the College's Reading Center, and the Summer Ventures and Upward Bound Math and Science Programs. The Provost asked Dean Dougherty to chair the Task Force. The Provost pointed out that ordinarily he would turn some of these tasks over to a faculty curriculum committee, but that we did not have time to do this. He charged Dean Dougherty with the responsibility of ensuring that faculty and other stakeholders were engaged throughout the process. The charge of the Task Force was to develop criteria for reviewing each of the three planned efficiencies, conduct the review and make recommendations. At first, the due date for the report of the Task Force was to be May 15, 2006. That date was later moved to June 1, 2006 due to the great number of activities going on at the end of the academic year and to provide time for all stakeholders to have adequate input.

Provost Carter asked Dean Dougherty for recommendations for membership of the Task Force. The membership appointed included David Butcher (Associate Dean, College of Arts and Sciences), Catherine Carter (Assistant Professor of English), David Claxton (Head, Department of Health and Human Performance), Michael Dougherty {(chair) Dean, College of Education and Allied Professions}, Elaine Franklin (Director, Center for Mathematics and Science Education), John LeBaron (Jay Robinson Distinguished Professor of Educational Technologies), Beth Tyson-Lofquist (Associate Vice Chancellor for Academic Affairs), Ruth McCreary (Director, School University Teacher Education Partnership), David Strahan (Taft B. Botner Distinguished Professor of Middle Grades Education), David Westling (Adelaide Worth Daniels Distinguished Professor of Special Education), and Harold Williford (Associate Professor of Mathematics).

The Task Force met three times: April, 17<sup>th</sup>, May 3<sup>rd</sup> and May 8<sup>th</sup>. In its first meeting the Task Force listed the programs to be examined and developed criteria for reviewing each of the planned efficiencies. The programs included: BSEd in Art Education; BSEd in German Education; BSEd in Spanish Education; MAT and MAEd in Art Education; MAT and MAEd in English Education; MAT and MAEd in Music Education; MAT and MAEd in Physical Education; MAEd in Reading; MAT and MAEd in Social Sciences Education; the Reading Center; Summer Ventures Program; and the Upward Bound Math/Science Program. A survey was developed and sent to each of these programs to complete. For the degree programs, the survey was based on the criteria used in the last WCU undergraduate program review. An electronic copy of the completed surveys was sent to each Task Force member prior to the second meeting. A Task Force website was also developed: <http://ceap.wcu.edu/DEANSHOME/PAGE/TFRationalization.html>. This website contains a variety of information about the Task Force and its operation.

At its second meeting the Task Force interviewed representatives from the above-mentioned programs. At its third meeting the Task Force developed its recommendations to the Provost.

### **III. RECOMMENDATIONS**

This section lists the recommendations of the Task Force. The Task Force makes the following recommendations:

#### **BSEd in Art Education**

Recommendation: The Task Force recommends keeping the BSEd in Art Education.

Rationale: Throughout the state there are few BSEd programs in Art and, unlike most, we have a wonderful studio facility. This provides the program with a comparative advantage. In addition, our state of the art Fine and Performing Art Center demonstrates that we should have the resources to grow this program. There is a new program director who is working proactively to increase enrollment and community involvement. The Task Force encourages that recruitment be added as a specific function of the program director and suggests that Western's Youth Art Program be used as a tool to invite teachers to send children to the university. Comments under **All Academic Degree Programs Reviewed** also apply.

### **BSEd in German Education**

Recommendation: The Task Force recommends deleting the BSEd in German Education.

Rationale: Currently no students are enrolled in the program and only two high schools in the region teach German. The Task Force believes our efforts are better served focusing on programs with clear possibilities of growth.

### **BSEd in Spanish Education**

Recommendation: The Task Force recommends keeping the BSEd in Spanish Education.

Rationale: Although this program currently has low enrollment, the Task Force believes this program is important. The state of North Carolina has one of the nation's fastest growing Hispanic populations. The university should keep this program as it is mission related and advantageous to have for accreditation purposes. The Task Force sees the changing demographics of our state, the need for Western to supply the region with Spanish teachers, and the 100% placement rate of our graduates, as compelling reasons to keep the BSEd in Spanish. Comments under **All Academic Degree Programs Reviewed** also apply.

### **MAT and MAEd in Art Education**

Recommendation: The Task Force recommends keeping the MAT and MAEd in Art Education.

Rationale: Because there will be a new department head, the Task Force believes that the department head should have the opportunity to review the program and report annually on the program. The Task Force suggests an extensive recruitment plan directed at enrollment. If progress has not been demonstrated, the program should be evaluated for inactive or deletion status. Comments under **All Academic Degree Programs Reviewed** also apply.

### **MAT and MAEd in English Education**

Recommendation: The Task Force recommends keeping the MAT and MAEd in English Education.

Rationale: The Task Force finds that these programs are cost effective and overlap with the MA English. No additional faculty will be required to offer this degree. The Task Force does suggest that the department review course scheduling for efficiency and proper cross-listing. Comments under **All Academic Degree Programs Reviewed** also apply.

### **MAT and MAEd in Music Education**

Recommendation: The Task Force recommends keeping the MAT and MAEd in Music Education.

Rationale: Currently there is an interim department head in Music and the Task Force notes the small but consistent number of students in these programs. The Task Force recommends that after a two year period, if progress has not been demonstrated, the program should be evaluated for inactive or deletion status. Comments under **All Academic Degree Programs Reviewed** also apply.

### **MAT and MAEd in Physical Education**

Recommendation: The Task Force recommends keeping the MAT and MAEd in Physical Education.

Rationale: There are no special courses or equipment required for the MAEd. Western is the only university west of Greensboro offering graduate programs in PE. The Task Force also notes the commitment and passion demonstrated by the program director. A plan of action for recruitment and increasing enrollment is already in place. The Task Force encourages the department to assess the need for teaching courses in Asheville and online. Comments under **All Academic Degree Programs Reviewed** also apply.

### **MAEd in Reading**

Recommendation: The Task Force recommends deleting the MAEd in Reading.

Rationale: Deleting this program does not preclude a student from obtaining a master's level license in reading. A master's level license in reading can be added on to a master's program in another licensure area. (If a student does not have initial level licensure in reading, the student would have to meet both initial level and advanced level competencies and requirements.) Given this flexibility, the Task Force recommends that the BKEMGE department promote the reading option as a "value added" feature of the master's degree programs in elementary and middle grades education

### **MAT and MAEd in Social Sciences Education**

Recommendation: The Task Force recommends keeping the MAT and MAEd in Social Sciences Education.

Rationale: Because the related courses are not taught separately and the strong link to NC Teach, the Task Force believes these programs should be kept and suggests the program place a focused effort on recruitment. Comments under **All Academic Degree Programs Reviewed** also apply.

### **All Academic Degree Programs Reviewed**

In addition to specific program recommendations, the Task Force issued the following recommendations for all academic degree programs reviewed:

- Review program enrollment/graduation rate annually.
- Place program on a two-year modified program review cycle for re-evaluating program status. Although there is a five-year program review process in place, a modified two-year review will permit more timely information on making decisions regarding the program.
- Encourage the program to work proactively to develop and implement an effective, organized recruitment plan.

To assist with the implementation of the above recommendations, the Task Force further recommends:

- For the annual review of program enrollment, the Office of University Planning will provide enrollment/graduation rate data to the department head and program coordinator. The department will then write a brief report that responds to the enrollment/graduation data. The department will submit the report and an updated copy of the department/program recruitment plan to the Dean of the College of Education and Allied Professions (as NCATE/DPI unit head) through the Dean of Arts and Sciences if the department resides in that college.
- For the two-year modified program review cycle for re-evaluating program status, the department will write a report that responds to the enrollment/graduation data and to the Program Review Survey. The department will submit the report to the Dean of the College of Education and Allied Professions (as NCATE/DPI unit head) through the Dean of Arts and Sciences if the department resides in that college. The Dean of the College of Education and Allied Professions will then recommend a course of action to the Provost. The Dean will make one of three recommendations: 1) remove the program from the Task Force program review list; 2) maintain the program on the Task Force program review list for another cycle; or 3) delete the program offering. The recommendation will be in consultation with the Dean of Arts and Sciences for programs housed outside the CEAP.

### **Reading Center**

To date, a series of recommendations have been delivered to the Dean of the College of Education and Allied Professions. The Dean has accepted these recommendations and is in the process of implementing them. Effective July 1, 2006, the Director of the Reading Center will report directly to the Dean. A strategic plan for the Reading Center has been approved by the Dean and is being implemented. The Dean will oversee its implementation. The plan calls for a systematic evaluation of the Reading Center over the next six months and recommendations to the Dean by January 2007. The Task Force

encourages the Director of the Reading Center to collaborate with the Curriculum and Materials Center in Hunter Library to serve our students more efficiently and to avoid possible duplication of services.

### **Summer Ventures Program**

The Task Force could not make a recommendation because a consensus could not be reached. In the opinion of the chair, the issues among Task Force members surrounding moving the Summer Ventures Program were not reconcilable within the time frame of the Task Force.

The Task Force agrees that the Summer Venture program is a successful academic program. The Center for Math and Science believes that there is an opportunity to increase the number of students from western North Carolina who apply to this program through recruitment efforts which the Center currently conducts for other programs that it oversees. The College of Arts and Science has indicated that the A & S faculty's willingness to continue participation in the Summer Ventures program would diminish if the program is relocated. Some members of the Task Force viewed the program from the "if it's not broke, don't fix it (move it)" perspective. Collectively the Task Force acknowledged that there are issues between the colleges about the program and that these issues should be addressed in another venue. The Task Force suggests that there be an advisory committee established for the Summer Ventures Program. The Task Force recommends College of Education and Allied Professions representation, such as the Director of the Center for Math and Science Education, and representation from stakeholders outside of the university.

### **Upward Bound Math/Science**

**Recommendation:** The Task Force recommends leaving the Upward Bound Math/Science Program under its current organization structure.

**Rationale:** The mission of this grant-funded program suggests it should remain in its current location. The Task Force encourages a written plan between the program and the Center for Math and Science that focuses on collaborative initiatives, particularly for the promotion of careers in math, science, math education and science education.

### **Additional Rationalization**

The Task Force also recommends a reactivation of the advisory committee for the Center for Math and Science Education. This committee should include representation from the College of Arts and Sciences, particularly from the math and sciences departments, and representation from stakeholders outside of the university.