

SCHOOL OF EDUCATION

PROGRAM EFFICIENCY AND ENHANCEMENT REVIEW (PEER)

INTRODUCTION TO PROGRAMS IN THE SOE

2017

From its inception as a normal school in 1893 until today, Western has been preparing teachers and educational leaders for the state of New Mexico by providing relevant, quality academic programs and educational opportunities that are affordable and accessible. The School of Education is unique among other schools and Colleges of Education in New Mexico because it provides certificate, associate, baccalaureate and graduate level programs as well as professional development opportunities for its diverse and under-resourced populations.

The Conceptual Framework establishes the foundation for the School of Education's efforts in preparing educators to work effectively in P-12 schools. The framework provides the rationale and organizing principles for the School of Education policy development, curriculum development and design and general operations. We seek to develop initiatives and programs that challenge the status quo of education and establish higher standards of academic excellence in teacher education and in the teaching, educational leadership and counseling professions.

Since the previous Program Prioritization in 2014, we have reduced all undergraduate programs to 120 hours and implemented the legislative intent of SB 329 to reduce extra general education hours so that students can graduate within four years.

The purpose of the School of Education is to **ignite and nurture a spirit of learning for both educator and student**. This has remained our vision and is translated into the languages represented by our students—Spanish, Navajo and Zuni. We are committed to preparing professional educators utilizing a curriculum that supports each candidate regardless of race, language, class or age.

The faculty members in the School of Education espouse a mission wherein they are committed to an educational experience that provides candidates with measurable knowledge, skills and dispositions to advance the learning of the students in their classrooms. This is acquired through a specific knowledge base, which is guided by two key principles: **1) maximizing opportunities for student thinking and achievement** and **2) facilitating active, participatory decision making**.

Since the last Program Prioritization, the numbers of students in our graduate programs have seen a greater increase than our undergraduate programs. This has been particularly true in our Alternative Licensure Program, which has exploded. We have made efforts to visit all alternative licensure candidates during their first semester of teaching to provide support and systematic help as they learn to become effective teachers.

Currently there are a number of students at the Gallup campus, but it is difficult to ascertain the number because of how they are listed in Advising Space. Consequently, on a daily basis we receive calls from students we have no records for who need advising, need placement for field experience or practicums if they are to satisfactorily complete their programs. Therefore, we are recommending that additional faculty in Gallup be reinstated. One faculty member in Special Education is attempting to handle all of these programs as well as work with the Navajo Nation and this has been an impossible task. So faculty members in Silver are being asked to advise students from Gallup which was not part of their original contract. In addition, students from Gallup and all of the other learning centers are part of their classes.

The reports for each program respond to the five questions for the five programs under Early Childhood, five Teacher Education licensure programs at the undergraduate, graduate and alternative levels, three endorsement areas under Teacher Education and Educational Leadership, which offers master's, endorsements, and certificates. In July 2016 the Counseling Program was returned to the School of Education after five years of languishing in other departments and schools. Since that time we have mounted a recruiting effort, developed new brochures, new degree plans, online courses, new handbooks, a restructured program and are recruiting for a new faculty member who will be willing to move the program forward, recruit students and develop some creative avenues for becoming CACREP accredited.

It was noted that programs were not listed as red, yellow and green for this review, but our green programs from the last review have stayed green, some yellow programs (special education) are now green and counseling, which was red in another department is moving toward green in the School of Education.

Two programs, however, are probably in the red zone. One is Instructional Technology and Design. The review by the faculty member supports keeping the program for work with Mexico universities as well as others. It has been recommended repeatedly that it be given more prominence in advertising on the webpage, but we have been told that it could not be advertised with the SOE so it is only listed as a certificate under MAIS. The reality is that students can take all of the ITD courses as well as the master's three core courses and get an MAT.

The other program in the red zone is physical education and health. This program as can be seen in the individual report has suffered without a full-time faculty member for several years. We depend on adjuncts and the School of Allied Health to provide courses for students in the program. Five new students have enrolled so far for the fall semester. Connected to this program are all of the physical education activity classes that were retained at the request of the committee that restructured general education about ten years ago. During the past two years, the department of Student Life has been using the classrooms we have used for those ten years in the same time slots we have used, without charging students and without have certified instructors thus decreasing enrollment in the courses we offer. When the VPSA was approached about taking this over, his response was that these were academic courses. When informed that

they were not, he was not sure Student Life could handle this and pay the instructors. Punch cards were recommended for both community members and students since they have been used previously and we were informed that there is already a punch card for the gym, the pool, the racquet ball courts and the basketball courts. Community members are also interested in the other courses but are unwilling to apply for admission, submit transcripts, and pay fees above the course fees, which is what is currently required. Finding instructors who are willing to teach at hours that are outside the hours previously scheduled in rooms that are not air conditioned has been a continuing problem. Since it appears that Community Life wants to offer these types of courses, it is recommended that the activity courses be removed from the catalog and given to Community Life to schedule and staff. There are many well qualified, certified people in the community who are willing to offer courses.

Several faculty members have been working with the VPEA to develop programs for students from Mexican universities. This has promise if all the details can be worked out including TOEFL scores, visas, degrees vs coursework, on campus or off and a myriad of other issues. It is recommended that we not jeopardize the reputation of the university by ignoring rules already in place that allow us to offer degrees. Some universities have Bridge Programs that permit students to take English courses first to raise their TOEFL scores. This needs further investigation as to how it works and still meet existing rules.

Attached are the reports from the various programs in the School of Education.