

Program Change Plan School of Education¹

Provided to Faculty in the following affected units:

- Department of Counseling, Quantitative Methods and Special Education
- Department of Curriculum and Instruction
- Department of Educational Administration and Higher Education
- Department of Workforce Education and Development

This program change plan is in keeping with Sections 9.04 and 9.05 of the Collective Bargaining Agreement (CBA).

A. Description of Proposed Change:

This plan establishes a *School of Education* (headed by a Dean) by merging: the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, and the **Department of Workforce Education and Development**. Once established, the School of Education will report to the **Provost and Vice Chancellor for Academic Affairs**.

Following establishment of the School, Faculty will create an operating paper pursuant to Article 5 of the Collective Bargaining Agreement. During the period of creation of the School Operating Paper, day-to-day management of the school will be guided by applicable provisions of the former department/school operating paper and former college operating paper².

For the proposed degree inventory for the School of Education, please refer to the accompanying RME. The names and academic requirements of the degree programs will not change under the program change plan / RME.

Organizational Structure of School of Education:

The School will be led by a Dean who will serve at the pleasure of the Provost. With respect to staffing/hiring decisions in the new School, the Dean will work proactively with faculty and with the Provost to ensure that staffing needs (e.g., teaching of courses, civil service staffing needs) are addressed effectively and fairly. The administration recommends

¹ A separate and independent program change proposal will be forthcoming that pertains to the degree program in Physical Education Teacher Education. The Department of Kinesiology is not an affected unit for purpose of this program change plan.

² This is approach is provisional, recognizing that interim operating procedures could be subject to impact bargaining.

establishment of operating paper procedures that foster strong, equitable partnerships across the school.

Each of the (former) academic units that comprise the School of Education will have the status of **Division** within the School. Each Division will be led by a faculty member who serves in the functional role of Division Coordinator. The A/P Director Position in the Teacher Education Program will be assigned to the School of Education. The duties of the Division Coordinators may vary based on the complexity and needs of the Division. Division Coordinator duties will reflect a service assignment in the faculty member's annual workload assignment. Depending on the nature and intensity of the service assignment, and on the complexity of the division, coordinators may be assigned a "release" from one-to-two 3-credit hour courses per year (i.e., a 12.5% or 25% FTE service assignment). The service assignment will be determined by the Dean, in consultation with the Division Coordinator, and in compliance with the collective bargaining agreement. Depending on the complexity of the Division's programs and needs, Division Coordinators may also receive summer appointments in support of the division and its programs. Service duties of the Division Coordinator may include, but may not be limited to: consulting with the Dean and/or support staff regarding course staffing needs; providing input to the Dean to inform the Dean's assignment of workload to faculty; assisting with student concerns; coordinating accreditation-related activities if appropriate; assisting the Dean with program assessment.

Rationale

A general goal of this plan is to revitalize and reposition our academic programs in order to create opportunities for greater collaboration among students and faculty. SIU's academic programs and structure have remained largely unchanged in a changing higher education marketplace. Accordingly, this plan aligns programs that relate to each other in order to foster synergy and innovation.

The proposed School of Education integrates the academic programs that constitute the University's core educational disciplines. In doing so, we reduce barriers to innovative programming, curricula and research, and create a flexible, responsive administrative structure to support these critical programs. We elevate the status of the school that serves our historic core mission of training educators by heading the school with a Dean. The School's integrated academic environment will provide SIU students with a creative, responsive learning and training environment.

B. Impact on Faculty Lines and Faculty Workload

Faculty Lines

This plan has no effect on Faculty lines. There will be no eliminations of faculty positions under this plan.

Workload

Faculty workload assignment is governed by the terms of the Collective Bargaining Agreement (CBA). Additionally, the CBA requires School Operating papers to include the “criteria to be applied when determining workload”. Given the structure of the School, workload assignments will be made by the Dean, with consultation and input from Division Coordinators. To summarize, all Faculty workload assignments will continue to be made in accordance with the procedures established and required by the collective bargaining agreement. The merger of the planned academic unit and degree program into a school will contribute to more equitable distribution of service-related tasks across faculty, freeing faculty from some service obligations required to support the academic unit and the university. By spreading such responsibilities faculty members will have additional opportunities to engage in research, mentoring, and teaching activities.

General Promotion and Tenure Considerations for Tenured and Tenure Track Faculty.

When creating the Operating Paper for the School of Education, attention will need to be given to the tenure and promotion processes associated with a School that is headed by a Dean. SIU Carbondale’s Library Affairs unit and the School of Law may provide models to advance such discussion.

Affected Faculty members who hold tenure in the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, or the **Department of Workforce Education and Development** shall have their tenure transferred to the School of Education. The plan will not result in any loss of tenure for any Faculty member in the four departments that comprise the School.

Affected Faculty members who hold tenure track appointments in the **Department of Counseling, Quantitative Methods and Special Education**, the **Department of Curriculum and Instruction**, the **Department of Educational Administration and Higher Education**, or the **Department of Workforce Education and Development** shall have their continuing, tenure-track appointments transferred to the School of Education, with no change to their tenure probationary period.

Promotion Considerations for Tenured Faculty. Under the terms of the current Collective Bargaining Agreement, the promotion guidelines and procedures articulated in the operating papers in force at the time of the tenured faculty member's most recent promotion will apply to a promotion review case that occurs after the proposed establishment of the School of Education. Note, however, that the tenured faculty member may elect to apply the promotion guidelines and procedures of the operating paper of the new School of Education to the promotion / tenure review case. The promotion standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion review.

Tenure and Promotion Considerations for Tenure Track Faculty. Under the terms of the current Collective Bargaining Agreement, the tenure and promotion guidelines and procedures in the operating papers in force at the time the faculty member was hired into the tenure-track position will apply to an initial tenure / promotion review case that occurs after the proposed merger and creation of the School of Education³. Note, however, that a tenure-track faculty member may elect to apply the tenure/promotion standards of the operating papers of the new School of Education to the promotion / tenure review case. The promotion and tenure standards and procedures articulated in the 2016 SIUC Employees Handbook also apply to promotion and tenure review.

Provisional Promotion and Tenure Procedures⁴ for **Current** Tenured and Tenure track Faculty.

SCHOOL-LEVEL REVIEW

It is proposed, based on current practice for academic units headed by a Dean (e.g., Library Affairs) that an A/P administrator (e.g., Director or Associate Dean) shall coordinate the first-level promotion / tenure review process and shall write the first-level recommendation letter.

1. For candidates formerly appointed in the **Department of Counseling, Quantitative Methods and Special Education**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Counseling, Quantitative Methods and Special Education shall govern the process and shall define the standards and criteria for promotion and/or tenure.

³ Clarification: If promotion and /or tenure occurs after the ratification of the new school operating paper, such operating paper will govern future promotion applications

⁴ The procedures outlined in this section are provisional given that the Faculty Association reserves the right under Article 9 to bargain impact of any implemented program change.

- a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Counseling, Quantitative Methods and Special Education Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Counseling, Quantitative Methods and Special Education Operating Paper) faculty members who had held appointments in the former Department of Counseling, Quantitative Methods and Special Education, augmenting if needed per CBA requirements.
2. For candidates formerly appointed in the **Department of Curriculum and Instruction**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Curriculum and Instruction shall govern the process and shall define the standards and criteria for promotion and/or tenure.
- c. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Curriculum and Instruction Operating Paper shall apply.
 - d. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Curriculum and Instruction Operating Paper) faculty members who had held appointments in the former Department of Curriculum and Instruction, augmenting if needed per CBA requirements.
3. For candidates formerly appointed in the **Department of Educational Administration and Higher Education**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Educational Administration and Higher Education shall govern the process and shall define the standards and criteria for promotion and/or tenure.
- e. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Educational Administration and Higher Education Operating Paper shall apply.
 - f. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Educational Administration and Higher Education Operating Paper) faculty members who had held appointments in the former Department of Educational Administration and Higher Education, augmenting if needed per CBA requirements.

4. For candidates formerly appointed in the **Department of Workforce Education and Development**: unless the faculty member chooses to apply the new School of Education Operating Paper provisions, the former Operating Paper of the Department of Workforce Education and Development shall govern the process and shall define the standards and criteria for promotion and/or tenure.
 - a. For such candidates, any academic-unit-level requirements regarding letter-solicitation, etc. that were included in the former Department of Workforce Education and Development Operating Paper shall apply.
 - b. For such candidates, the academic-unit-level committee would be comprised of appropriate (as defined by the former Department of Workforce Education and Development Operating Paper) faculty members who had held appointments in the former Department of Workforce Education and Development , augmenting if needed per CBA requirements.

COLLEGE LEVEL REVIEW

As noted previously, upon formation of the School of Education, it will be headed by a dean who reports to the Provost and Vice Chancellor of Academic Affairs area. The following College-level procedures will apply:

1. Unless the candidate elects to apply the to-be-developed operating paper procedures and criteria for the School of Education, the “prior” College of Education and Human Services (COEHS) Operating Paper shall govern with respect to college-level procedures, standards and criteria.
2. In such case, the College-level committee shall be comprised of appropriate (as defined by the COEHS Operating Paper) faculty members who previously had held appointments in the applicable College.
3. The College-level committee vote / recommendation shall go to the Dean of the School of Education. The Dean shall make an independent recommendation based on the evidence in the dossier, applying the governing standards of the appropriate operating papers and taking into consideration , the vote / recommendation of the unit-level committee, the vote/recommendation of the college-level committee, and the recommendation of the School director.

PROVOST LEVEL REVIEW

The Dean's recommendation shall be forwarded to the Provost who shall proceed according to current policies, procedures and practice.

C. Impact on Students and Ability to Maintain Curricula

There will be no negative impact on students. To the contrary, we anticipate significant benefits to students in the integrated school model. They will have exposure to a wider range of faculty and will have opportunities to engage in cross disciplinary research, curriculum, and co-curricular activities.

The catalog under which a student enrolled as a major will continue to govern that student's curricular requirements. That is, an existing student whose major will be housed by a School rather than a department will have identical requirements to those in place when s/he entered the major. S/he will be able to continue their current programs through graduation based on the requirements specified in the Undergraduate or Graduate Catalog as of the date they enrolled in the program. We will ensure that we deliver on our commitments to students enrolled in every program. Future changes to curriculum will be the responsibility of the faculty, and such changes would follow established campus procedures (e.g., the NUI or RME process).

Given no reduction in faculty as part of the reorganization plan, there are no implications for ability to maintaining the curricula⁵. Again, the degree programs currently housed by the component academic units will be housed in the broader administrative structure of the School.

D. Estimated Financial Costs or Savings, Including Source(s)

Although cost-reduction was not the principal purpose of the overall reorganization proposal, we anticipate that implementation of the campus-wide plan will result in permanent (projected) administrative cost savings by way of a campus-wide reduction of administrative positions (e.g., fewer dean positions, elimination of department chair and school director positions), which will allow us to invest strategically in future initiatives. Across campus, for each former department chair / school director, the difference between Faculty salary and chair/director salary, plus any summer salary committed for the chair/director will be saved on a permanent/projected basis. Such savings will be balanced

⁵ With exception of any proposal to eliminate a degree program. Any such proposals will be separate and apart from this program change proposal.

against the salary costs associated with appointing an A/P School Director on a 12 month basis, plus any summer salary expenditures committed for division coordinators.

For the School of Education cost savings will accrue principally via the net reduction of 4 Department Chair positions.

An analysis of support staff needs will be undertaken for the proposed school. Note that there will be no layoffs of employees in civil service positions as a result of the program change plan, although it is possible that there will be re-assignment of some civil service positions, allowing us to allocate positions to the areas of greatest need.

E. Comparison of similar programs at Peer Institutions (if applicable)

This program change plan represents an administrative restructuring of existing degree programs and academic units. The “School Model”, with multiple degree programs housed in the School, is already functioning effectively at SIU in the School of Allied Health, the School of Art and Design, the School of Music, the School of Architecture and the School of Information Systems and Applied Technology. In such programs, faculty members who serve as division, area, or program coordinators / directors provide support and consultation to the School Director as part of their service assignments, with adjustment to workload assignments provided as appropriate, and with commitment of summer assignments in some cases, as required by the needs of the unit. School Directors at SIU have demonstrated their ability to understand, support, and represent the disparate academic disciplines represented in their schools, to advocate for wide-ranging academic programs, and to support, mentor, and evaluate fairly and equitably the faculty who teach and engage in scholarship in varied disciplines. School Directors at SIU have also demonstrated their success at supporting undergraduate and graduate students from multiple academic disciplines.

Schools of Education headed by a Dean exist routinely at research-oriented universities. Some such Schools include discrete academic departments whereas others include a program-oriented structure similar to that proposed here.

F. Possible Consequences of the Proposed Change on the University’s Carnegie Status

The proposed change will have no direct / explicit impact on the University’s Carnegie Status. However, one of the goals of the campus-wide re-organization plan (see point B) is to invigorate, enhance and expand Faculty research and creative activity by increasing synergy and collaboration. This includes the goal of expanding extramural grant / contract activity and increasing Ph.D. production. The reorganization plan will contribute to the

broader institutional goal of increasing the University's Carnegie Status to R1 (Highest Research Activity).

[END of Program Change Plan]

RME for Program Change Plan

Reasonable and Moderate Extension (RME)

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF EDUCATION AND HUMAN SERVICES

I. Program inventory

This RME is to create a School of Education by way of merger of Department of Counseling, Quantitative Methods, and Special Education, the Department of Curriculum and Instruction, the Department of Educational Administration and Higher Education, the Department of Workforce Education and Development and the Teacher Education Program. All units are currently in the College of Education and Human Services. The degree programs, graduate certificates, and minors will remain intact. Additional details are provided in the accompanying Program Change Plan.

A. Current listing of approved programs (list all within the major)

CIP code	Major/Minor	Degree	Unit
19.0799	Child and Family Services	BS	Curriculum and Instruction
13.1210	Early Childhood	BS	Curriculum and Instruction
13.1202	Elementary Education	BS	Curriculum and Instruction
13.1001	Special Education	BS	Counseling, Quantitative Methods, and Special Education
13.1320	Workforce Education & Development	BS	Workforce Education & Development
13.1206	Curriculum & Instruction Secondary Education	MAT	Curriculum and Instruction
13.1299	Mathematics & Science Education	MS	Curriculum and Instruction
13.1101	Counselor Education	MSED	Counseling, Quantitative Methods, and Special Education
13.0301	Curriculum and Instruction	MSED	Curriculum and Instruction
13.0401	Educational Administration	MSED	Educational Administration and Higher Education
13.0406	Higher Education	MSED	Educational Administration and Higher Education
13.1001	Special Education	MSED	Counseling, Quantitative Methods, and Special Education
13.1320	Workforce Education & Development	MSED	Workforce Education & Development
45.0102, 13.1001	Education	PHD	College of Education and Human Services
13.0301, 13.0401			
13.1320, 13.1307			
13.0406	College Teaching	GR CERT	
13.0401	Educational Administration	GR CERT	
45.0102	Quantitative Methods	GR CERT	
	Child and Family Services	Minor	
	Workforce Education & Development	Minor	

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

B. Proposed listing

CIP code	Major/Minor	Degree	Unit
19.0799	Child and Family Services	BS	Education
13.1210	Early Childhood	BS	Education
13.1202	Elementary Education	BS	Education
13.1001	Special Education	BS	Education
13.1320	Workforce Education & Development	BS	Education
13.1206	Curriculum & Instruction Secondary Education	MAT	Education
13.1299	Mathematics & Science Education	MS	Education
13.1101	Counselor Education	MSED	Education
13.0301	Curriculum and Instruction	MSED	Education
13.0401	Educational Administration	MSED	Education
13.0406	Higher Education	MSED	Education
13.1001	Special Education	MSED	Education
13.1320	Workforce Education & Development	MSED	Education
45.0102, 13.1001	Education	PHD	Education
13.0301, 13.0401			
13.1320, 13.1307			
13.0406	College Teaching	GR CERT	
13.0401	Educational Administration	GR CERT	
45.0102	Quantitative Methods	GR CERT	
	Child and Family Services	Minor	
	Workforce Education & Development	Minor	

II. Reason for proposed action

This action relates to the Program Change Plan for creation of a School of Education.

III. Program delivery mode

Same as current delivery mode.

IV. Anticipated budgetary effects

PROPOSED ADDITION/ABOLITION, RE-ALLOCATION, OR RE-ESTABLISHMENT OF AN EDUCATIONAL UNIT, CURRICULUM, OR DEGREE IN THE COLLEGE OF APPLIED SCIENCES AND ARTS AND THE COLLEGE OF EDUCATION AND HUMAN SERVICES

Please refer to the accompanying Program Change Plan.

- V. Arrangements to be made for (a) affected faculty, staff and students; and (b) affected equipment and physical facilities

Please refer to the accompanying Program Change Plan. There will be no reduction in faculty resulting from this plan. There are no changes in curricula, so there is no effect on current students. Staff may be re-assigned or added depending on the needs determined by the new school. All inventory will be assigned to the new school. The physical facilities will remain the same in the short term. A campus wide space plan is being developed that will address the needs of the new school in relationship to the campus.

- VI. Will other educational units, curricula, or degrees be affected by this action?

The plan has no direct effect on other educational units, curricular or degrees. In general, the merger should build on the existing collaboration between the units.

- VII. Assessment of Student Learning Outcomes

This criteria only applies to new programs. All current assessment activities will remain in place.

- VIII. Catalog copy to be deleted or added

Will be provided once the approval is completed.

- IX. The requested effective date of implementation

July 1, 2018

- X. Approval signatures to submit Proposal for Processing

☐ Approve ☐ Disapprove

Signature, Dean of College of Education and Human Services

Date

Submit signed forms to the Associate Provost for Academic Program, Room 15 Anthony Hall, MC 4305. For assistance, please contact apap@siu.edu or call Ruth O'Rourke at 3-7654,

Additional Materials Submitted by Affected Units

David L. Dilalla

From: Barbara Elizabeth Hagler
Sent: Monday, February 12, 2018 3:27 PM
To: David L. Dilalla
Cc: Deborah A Bruns
Subject: Re: Faculty Vote

Dr. Dilalla:

All three tenure-track faculty in Workforce Education voted to extend for 30 days.

Barbara Hagler, Ph.D.
Professor and Interim Chair
Workforce Education and Development

From: David L. Dilalla <ddilalla@siu.edu>
Sent: Saturday, February 10, 2018 11:17:20 AM
To: Barbara Elizabeth Hagler
Cc: Deborah A Bruns
Subject: RE: Faculty Vote

Good Morning –

Please provide the # of votes in favor the extension and the # of represented (tenured/tenure track Faculty who do not hold administrative appointments [except for interim chairs directors!])

Thanks !

Dave

DAVID L. DILALLA
Associate Provost for Academic Administration

OFFICE OF ASSOCIATE PROVOST FOR ACADEMIC ADMINISTRATION
MAIL CODE 4311
SOUTHERN ILLINOIS UNIVERSITY
1265 Lincoln Drive
CARBONDALE, ILLINOIS 62901

ddilalla@siu.edu
P: 618 | 536-5535
F: 618 | 453-3400
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From: Barbara Elizabeth Hagler
Sent: Wednesday, February 7, 2018 3:03 PM
To: David L. Dilalla <ddilalla@siu.edu>
Cc: Deborah A Bruns <dabruns@siu.edu>
Subject: Faculty Vote

Dr. Dilalla:

Workforce Education and Development faculty voted to extend the Article 9 process by 30 days. The vote was taken yesterday.

Barbara Hagler, Ph.D.
Professor and Interim Chair
Workforce Education and Development

David L. Dilalla

From: Deborah A Bruns
Sent: Saturday, February 10, 2018 11:36 AM
To: David L. Dilalla; Barbara Elizabeth Hagler
Cc: Deborah A Bruns
Subject: Re: Faculty Vote

I believe I have already shared this information for CQMSE: 9 of 11 in favor of extension (remaining two did not attend the meeting where voting occurred).

Deborah A. Bruns, Ph.D.
Professor, Special Education program
Coordinator, Special Education program at UCLC
Department of Counseling, Quantitative Methods and Special Education
Southern Illinois University Carbondale
Mailcode 4618
Carbondale, IL 62901

Phone: (618) 453-2311
Fax: (618) 453-7110
E-mail: dabruns@siu.edu
Web: <http://ehs.siu.edu/cqmse/undergraduate/>
<http://ehs.siu.edu/cqmse/graduate/special-education/>
TRIS project: <http://tris.siu.edu>

From: David L. Dilalla <ddilalla@siu.edu>
Sent: Saturday, February 10, 2018 11:17 AM
To: Barbara Elizabeth Hagler
Cc: Deborah A Bruns
Subject: RE: Faculty Vote

Good Morning –

Please provide the # of votes in favor the extension and the # of represented (tenured/tenure track Faculty who do not hold administrative appointments [except for interim chairs directors!])

Thanks !

Dave

DAVID L. DILALLA
Associate Provost for Academic Administration

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From: Barbara Elizabeth Hagler
Sent: Wednesday, February 7, 2018 3:03 PM
To: David L. Dilalla <ddilalla@siu.edu>
Cc: Deborah A Bruns <dabruns@siu.edu>
Subject: Faculty Vote

Dr. Dilalla:

Workforce Education and Development faculty voted to extend the Article 9 process by 30 days. The vote was taken yesterday.

Barbara Hagler, Ph.D.
Professor and Interim Chair
Workforce Education and Development

David L. Dilalla

From: Deborah A Bruns
Sent: Wednesday, January 31, 2018 7:50 AM
To: David L. Dilalla
Cc: Deborah A Bruns
Subject: Extension

Good morning

The Department of Counseling, Quantitative Methods, and Special Education has voted "Yes" to requesting the 30 day extension by a count of nine "Yes" and two abstaining.

Please confirm receipt of this message.

All the best,
Debbie Bruns

Deborah A. Bruns, Ph.D.
Professor, Special Education program
Coordinator, Special Education program at UCLC
Department of Counseling, Quantitative Methods and Special Education
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Web: <http://ehs.siu.edu/cqmse/undergraduate/>
<http://ehs.siu.edu/cqmse/graduate/special-education/>
TRIS project: <http://tris.siu.edu>

David L. Dilalla

From: Christina C McIntyre <cherimc@siu.edu>
Sent: Monday, February 5, 2018 1:31 PM
To: David L. Dilalla
Subject: C&I vote and update

Dave,

We had our monthly C&I Faculty meeting on Friday. I asked faculty if they wanted to take a straw vote on moving forward or extending the process by 30 days. They decided to take a vote. 11 of the 13 were present for the vote. 8 voted to move forward, 2 voted for a 30 day extension, and 1 abstained. I was present but did not vote. I also emphasized they could take the straw vote on Monday with no administrators present.

Sincerely,

Christie McIntyre, PhD

Department of Curriculum & Instruction, chair
Southern Illinois University- Carbondale
Association of Teacher Educators, Second Vice-President

Proposal from the Department of Counseling, Quantitative Methods, and Special Education

We agree that a reorganization of the Colleges on campus can be a vibrant and inspiring opportunity to make our units better. In light of the currently proposed organizational chart it appears some naturally synergies that already exist within the current College of Education and Human Services could be split across several schools and/or colleges. Concurrent with the Chancellor's "Vision 2025" restructuring proposal, several programs within the current College of Education and Human Services reached section 9.04 of the Collective Bargaining Agreement to merge. The Rehabilitation Institution (RI) faculty, in concurrence with the Counseling, Quantitative Methods and Special Education (CQMSE) faculty, supports the merger of six College of Education and Human Services (CoEHS) programs (i.e., Behavior Analysis and Therapy (BAT), Communication Disorders and Sciences (CDS), Counselor Education (CE), Rehabilitation Counseling and Administration (RCA), Quantitative Methods (QUAN) and Special Education (SPED), as a realigned unit. The full proposal is available upon request, but several important points are highlighted herein. There are at least four reasons why such a merger is feasible. First, the Counselor Education and Rehabilitation Counseling program areas will fall under the auspices of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This merger would bring programs with similar goals and objectives into one new academic unit, provide increased national visibility for both program areas, and maintain the strong ranking nationally and visibility of all programs on campus. Second, the affected program areas across units share a common mission to assist people from diverse backgrounds, disabilities and disorders across the age span. As such, this merger would reflect the interdisciplinary model of service delivery seen in community mental health agencies, school settings, and other human service environments. Third, many of the faculty across the program areas hold similar credentials (e.g., Licensed Clinical Professional Counselor [LCPC], Board Certified Behavior Analyst [BCBA]). Finally, some faculty across program areas already hold joint appointments across the two academic units.

There are also several opportunities created by this merger. First, collaboration and support on external funding initiatives will enhance the visibility of the program areas, provide funding for TA/GA/RAs, and increase enrollment for doctoral students. Second, faculty can expand additional online, hybrid, and distance learning classes and innovative certificate programs. Third, the Autism Research and Treatment Center (ARTC) provides opportunities for disability-specific collaboration to encourage clinic-based to school-based interventions. Relatedly, such a merger facilitates collaboration among faculty to explore research and course offerings that attract students interested in school-to-

work transition for students with disabilities. It should also be noted that many existing courses are taken by students across program areas (e.g., SPED and CDS). Therefore, there may be benefits for graduate and undergraduate students in the six program areas to take courses across programs, and to participate in interdisciplinary research. No negative consequences on SIU's Carnegie Research status is anticipated. This merger expands opportunities for interdisciplinary research and increases capacity for external funding. Therefore, this merger will help sustain the current Carnegie Research status.

Table 1. Representative Sample of Universities with Similar Academic Units

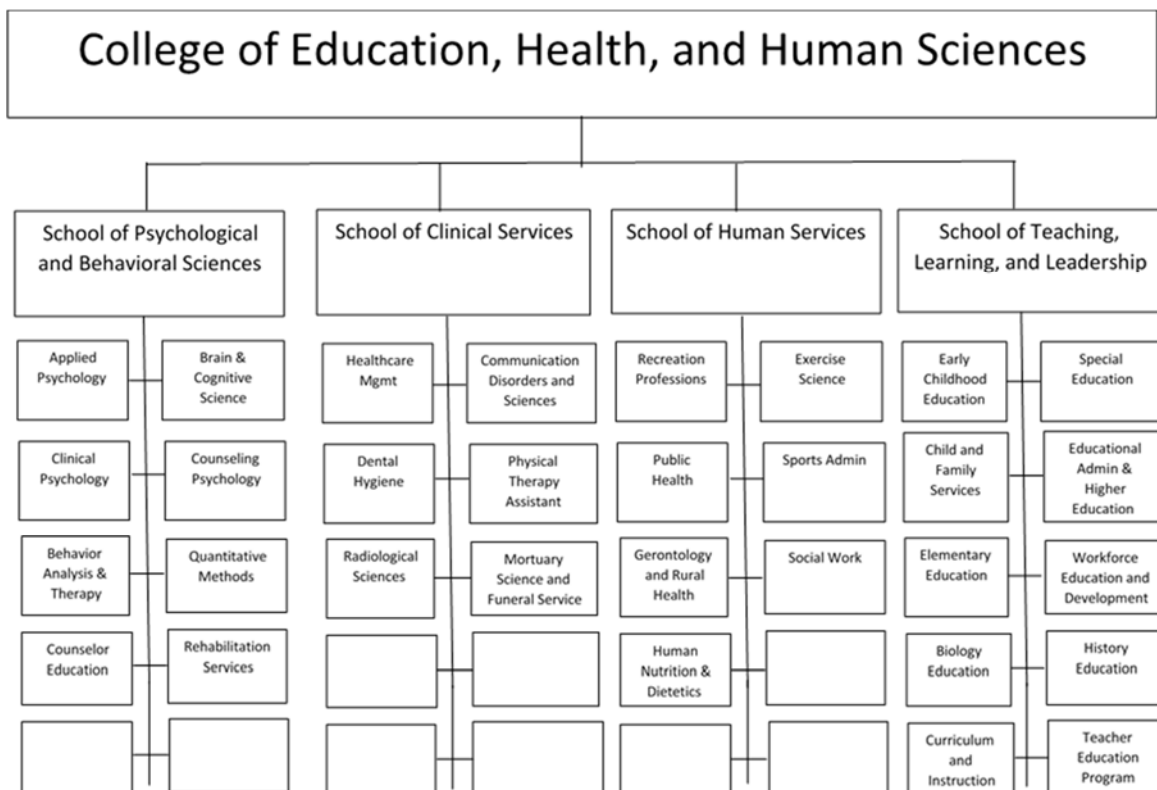
University	College	Unit Name	Major/Specialty	Degrees Offered
Georgia State University	College of Education and Human Development	Department of Educational Psychology, Special Education, and Communication Disorders	Communication Disorders	MS, PhD
			Applied Behavior Analysis	MS
			Special Education	MEd, MAT, PhD
Utah State University	College of Education and Human Services	Department of Special Education and Rehabilitation		BS, MS
			Special Education	BS, MEd, MS
			Disability Disciplines	PhD Concentrations: Special Education Behavior Analysis Rehabilitation Counseling, Disabilities Studies, Speech-Language Pathology Audiology
			Rehabilitation Counseling	MRC, CMHC
Auburn University	College of Education	Department of Special Education, Rehabilitation, and Counseling	Clinical Mental Health Counseling	MEd, MS
			Collaborative Teacher Special Education	BS, MEd, MS, EdS
			Counseling Psychology	PhD
			Counselor Education	PhD
			Early Childhood Special Ed	BS, MEd, MS
			Rehabilitation and Disability Studies	BS
			Rehabilitation Counseling	MEd, MS, Grad cert
			School Counseling	MEd
			Special Education	MEd, MS, EdS, PhD, Grad cert: Transition Specialist or Autism and Dev. Dis.
University of Kentucky	College of Education	Early Childhood, Special Education, and Rehabilitation Counseling	Early Childhood Education	BA, MEd, PhD
			Special Education	BS, MS (SPED), EdS, PhD

			Applied Behavior Analysis	MS
			Rehabilitation Counseling	MS, PhD, Grad Cert
University of Iowa	College of Education	Department of Rehabilitation and Counselor Education	Rehabilitation and Mental Health Counseling	MS
			School Counseling	MS
			Marriage and Family Therapy	PhD
			Counseling Education and Supervision	PhD
			Rehabilitation Counselor Education	Phd
University of Washington	College of Education	Department of Special Education	Special Education	BS, MS, PhD
			Early Childhood Special Education	MEd/cert
			Applied Behavior Analysis	MEd
Old Dominion University	College of Education	Department of Communication Disorders and Special Education	Speech Language Pathology & Audiology	BS, MEd
			Special Education	BS, MS, PhD
		Department of Counseling and Human Services	Human Services	BS
			Mental Health Counseling	MEd
			School Counseling	MEd
			Counselor Education	PhD
University of Georgia	College of Education	Department of Communication Sciences and Special Education	Communication Sciences and Disorders	BS, MEd, MA, EdS, PhD
			Special Education	BS, MEd, MAT, MA, EdS, PhD

After reviewing the Chancellor's proposal, we see some additional opportunities that compliment his vision. The reasons for this are many, but two important factors can emphasize some of the challenges splitting up the natural synergies may present. First, our Counselor Education program degrees are in Education, and we concur the program belongs in a College or School of Education. However, the Chancellor's proposal places the Rehabilitation programs in a College of Health and Human Services. In order to maintain CACREP accreditation, the two programs must be in the same unit or the University must support two separate accreditations from the same accreditation body. It is not known how degrees in Education can be aligned with a program that is in a College of Health and Human Services. Second, we have several SIU Foundation accounts tied to our current department of Counseling, Quantitative Methods, and Special Education. If faculty hired in to this Department are split across campus, it is unknown how those SIU Foundation accounts can be managed equitably across units. Third, Psychology recently submitted a proposal to form a School of Psychology and Behavioral

Sciences, which allows faculty to be affiliated with whichever program best matches their interests and expertise and continued collaboration and interaction. The Department of Psychology at present has many cross-listed faculty. They proposed combining faculty from Behavior Analysis and Therapy (BAT), Rehabilitation Services, Quantitative Methods (from our department), and some affiliated faculty in Political Science, Special Education (similar credentials as faculty in BAT), and Exercise Science (all of whom are trained as psychologists/neuroscientists). This increases the potential for interdisciplinary collaboration leading to external grant proposals and funding. They suggested inclusion as the third School within the College of Health and Human Services. We agree there are additional synergies and opportunities with the inclusion of Psychology. There are faculty in the Department of Curriculum and Instruction (i.e., Child and Family studies), Kinesiology (i.e., Exercise Science- movement psychology), and our department (i.e., Quantitative Methods) who are cross-appointed with psychology now. Indeed, Quantitative Methods has several cross-listed courses with Applied Psychology they teach, including mentoring students at the graduate level.

In the spirit of collaboration and helping the Chancellor achieve his vision for this campus, the following four schools are proposed within one college:



11/6/17

This proposal leaves intact much of the Chancellor's original proposal, but adds Psychology and Education into the school. They will remain independent schools, but allow for work across the schools within the College. We believe this will also free up additional revenue for support and access to education for students, we can apply for University Center of Excellence in Developmental Disabilities with the four schools--- makes it interdisciplinary (grants and cross-teaching). We can create a new interdisciplinary degree (Disability Studies) across four schools. The Rehabilitation Institute can span across schools (grants and cross-teaching), and create an Institute for Quantitative and Qualitative Research Methodologies (this will also help as support for a UCEDD and interdisciplinary grants, plus cut course redundancies (e.g., research methods are the same regardless of which discipline one is in). The theme would be a lifespan focus (e.g., early childhood through gerontology), across settings.

David L. Dilalla

From: Matthew Keefer
Sent: Tuesday, December 5, 2017 5:25 PM
To: David L. Dilalla; Lizette R. Chevalier
Cc: Carl Raymond Flowers; Cynthia Howard Sims
Subject: Proposal to merge Counselor Education with Rehabilitation Counseling and Administration housed within the proposed SoE

Dear Drs. DiLalla and Chevalier,

Below is an email drafted by the Rehab faculty that provides the context for their request to (1) merge Counselor Education with Rehabilitation Counseling and Administration and (2) have the programs housed within the School of Education. As I mentioned to you both, independently, I had no role in this decision but subsequent to its endorsement at a meeting with Rehab Counseling faculty (also attended by Dr. Flowers) I offered my support both for the move to the proposed SoE and the merger. Both Dr. Flowers and I support the idea that regardless where Counselor Education and Rehabilitation Counseling and Administration faculty are ultimately housed, these programs should be united.

Please let us know what we can do or how we can help moving forward.

matthew

From: Darwin S Koch <dskoch@siu.edu>
Date: Tuesday, December 5, 2017 at 1:36 PM
To: Carl Flowers <cflowers@siu.edu>, Matthew Keefer <keefer@siu.edu>
Subject: memo RCA/CNED

Background on Merging Rehabilitation Counseling and Administration and Counselor Education:

1. Given that the Council on Rehabilitation Education (CORE) and the Commission on Accrediting Counselor Education (CACREP) and Related Programs have merged, both the counselor education program and the rehabilitation counseling and administration programs are now clearly identified as being within the same professional discipline and are now accredited by the same professional/disciplinary accreditation body. Although there has been a history of rehabilitation training programs existing as "independent entities," that practice is clearly no longer a national standard of practice nor would our continued separation of our academic programs reflect our discipline's well established goal to unify the counseling field.
2. Our masters' program has enjoyed national ranking in the top 5 five for many years. But our failure to unify our departments and to pursue CACREP accreditation of our rehabilitation counseling program places our graduates in a position where they may be less competitive when seeking employment and potentially be less attractive to employers; inevitably, this will hinder our recruitment efforts, both at the masters' and doctoral level. This is particularly true of our doctoral graduates. Our rehabilitation program's alumni are among the most successful scholars, educators, and administrators in our field, but we risk jeopardizing our future success if our doctoral training program is not accredited by CACREP. Merging our degree programs will allow for our ability to continue existing efforts to strengthen both programs, reduce course duplication, stimulate research activity, and most importantly, to create the highest quality academic program for our students in all three of our rehabilitation programs. (undergraduate, master's, and doctoral)
3. Faculty in both programs have indicated, by non-binding vote, their intention to pursue unification of the programs and faculty driven draft RME's have been developed prior to the Chancellor's plan indicating our

intention to merge our programs. Separating the programs into different Schools and Colleges would be incongruent with the faculties' intention as well as with national standards for counselor education.

Appropriateness of the College of Education for the Counselor Education Program:

1. Attached is a list of the top ten ranking universities and colleges for rehabilitation counselor education according to US News and World Report (2017). Each of these ten nationally ranked programs with the exception of one is housed within a college of education.
2. After careful review of CACREP accredited counselor education programs, we found that nearly all of these programs coexist within the same college and most of them are housed in colleges of education. Rehabilitation counseling is now regarded as a specialty area of the counseling discipline and should clearly be housed within counselor education for academic, economic, and practical purposes. Since the chancellor's vision is one of faculty-driven partnerships that increase productivity, visibility and increased enrollment, a counselor education and rehabilitation counseling and administration program merger would be congruent with this vision.
3. During a recent RCA faculty meeting, it was noted that nearly all of our faculty members had been trained in Colleges of Education.
4. Finally, the federal funding silo that funds a majority of rehabilitation services and educational programs is the Office of Special Education and Rehabilitation Services (OSERS). OSERS is housed within the U. S. Department of Education further signifying our strong association mission and vision of education (as a field/discipline).

After discussion of these points the RCA faculty members present at our 12-1-17 faculty meeting (4 of five faculty) voted to continue working to merge the RCA program with counselor education in the College of Education. It was recognized, as stated above, that this vote was congruent with our faculty initiated proposal to merge our academic programs as well as our efforts by faculty in both degree programs to cross list our courses and to facilitate joining all of our RCA programs with the Counselor Education Program.

Respectfully submitted,

Shane Koch

D. Shane Koch Rh.D, CRC, CAADC
Professor
Co-Editor of Rehabilitation Counselors' and Educators' Journal
MC 4609
Rehabilitation Institute-SIUC
Carbondale, IL 62901

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MATTHEW W. KEEFER
Professor and Dean,
College of Education and Human Services

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David L. Dilalla

From: Barbara Elizabeth Hagler
Sent: Wednesday, February 7, 2018 3:03 PM
To: David L. Dilalla
Cc: Deborah A Bruns
Subject: Faculty Vote

Dr. Dilalla:

Workforce Education and Development faculty voted to extend the Article 9 process by 30 days. The vote was taken yesterday.

Barbara Hagler, Ph.D.
Professor and Interim Chair
Workforce Education and Development

We have a vision.

We are fully supportive of SIU's reorganization plan, and feel that we have a place and purpose in this change that has not been fully understood or recognized. Frankly, there is no evidence that our particular vision has ever been done on a college campus. **Someone has to be the first, let it be us.**

Workforce Education and Development (WED) has a long, successful history at SIU as an academic department. WED has also maintained an impressive portfolio of workforce development projects in Illinois and throughout the country resulting in millions of dollars in grant funding.

WED has received multi-year recognitions as one of the largest workforce development academic programs in the country. A number of institutional and military program changes over the past five years have resulted in an enrollment decline. However, despite this enrollment decline in WED and the institution as a whole, **WED's enrollment for fall 2017 GREW by 25% from the previous semester and grew again in spring 2018 resulting in more than 300 students enrolled. We expect this growth to continue and, with the recent approval and expected launch of the fully online WED undergraduate and graduate programs this summer, we now have potential to grow even more.** In fact, we already have more than 20 prospective students interested in the online master's degree and have not yet marketed the online program! **We are excited about the future and believe that the attention and care we give to students is a big part of our success.** As evidence, following is part of an unsolicited student email from this week:

"You have shown tremendous support with me in earning my degree. Some of the educational institutes I have dealt with in the past only really worry about one thing and that is making as much \$ as they can. They don't return phone calls or emails and pretty much want you to figure out all the details on your own. I am highly pleased that I have chosen SIU for my learning journey." A. Garriss

This is why we do what we do!

But, our vision is much greater than simply growing our academic programs. Our vision includes bringing WED's Office for Workforce Innovation and Research (located at the Southern Illinois Research Park) and WED's Center for Workforce Development (located in Springfield) to the forefront of our program's portfolio of workforce development activities. We are not just an academic program; we are so much more. But, **who we really are has gotten lost because we are in a college that focuses primarily on teacher education. WED is not teacher education. We do not fit into our current college as further evidenced by the [2013 Task Force recommendations](#), yet five years later we are still in the same place.** Frankly, WED is different and unique. Given our focus on training and development, we could collaborate with every unit on campus, yet we do not really fit perfectly with any. **Our program is not fully understood by the campus or by the college in which we reside. That presents a significant problem.**

Our vision and request as presented through the Vision 2025 feedback in November 2017 by WED's interim chair, Dr. Barbara Hagler, **is different. It is so different that, even in a time when innovative thinking is being encouraged, some might be afraid to take the chance.**

The vision is for WED to drive the future of workforce development in southern Illinois, in the state of Illinois, and beyond. We want to once again be a leader in training and development. We want to do this by establishing a center focusing on workforce leadership, education, and

development that would once again become nationally recognized for training and development. Regionally, we have the potential to serve the southern Illinois region through academic programs, not-for-credit training programs, and professional development. We have the potential to build on our existing community college partnerships to advance the southern Illinois region and its workforce.

SIU can be a leader in workforce development and WED can be the vehicle.

We have ideas about how this can be done, but they are unique and do not fit the current academic structure. We are asking for a chance to be heard.

Chancellor Montemagno, in your November 27, 2017 reorganization video, you mentioned that there would be no changes to the School of Education. You mentioned that there were interesting ideas proposed to “engage with campus initiatives outside of academic programs” that were worth further exploration outside of the reorganization. We are asking for the opportunity for you to hear our ideas. We are asking to be heard sooner than later. In other words, what are we waiting for? We are asking for the chance to continue to grow and make this vision a reality at SIU. We strongly believe that this vision will not come to fruition if we remain in the School of Education.

Respectfully submitted for consideration.

Deborah Barnett, Ph.D.

March 23, 2018

David L. Dilalla

From: Christina C McIntyre <cherimc@siu.edu>
Sent: Sunday, February 11, 2018 7:30 PM
To: Lizette R. Chevalier; David L. Dilalla
Subject: Power Point from Friday's Meeting
Attachments: School of Education 2.10.18 no audio.pptx; The School of Education narrative.docx

Dear Lizette and Dave,

Thank you for taking the time on Friday to meet with our faculty to discuss our ideas for the future opportunities we see for ourselves within the School of Education. We are excited about where we are headed and confident we can achieve our mission and goals with your support. We were encouraged by your positive responses to our ideas, and we look forward to our next conversation with the Chancellor. Thank you in advance for assisting us in setting up a day and time to meet with him.

Sincerely,

(On behalf of the faculty in Curriculum and Instruction)

Christie McIntyre, PhD

Associate Professor

Southern Illinois University

Chair, Department of Curriculum & Instruction

Elementary Education Coordinator

First-Vice President, Association of Teacher Educators

The School of Education

Slide Show Narrative by Christie McIntyre with collaborative input from the following faculty members: Stacy Thompson, Lavern Byfield, Crystal Caffey, Heidi Bacon, Harvey Henson, Senetta Bancroft, Lingguo Bu, Peter Fadde, Sebastian Loh, Grant Miller, Jerry Becker, Debbie Bruns, Dave Ardrey, Lisa Brown, and Melissa Viernow.

Slide 1:

The faculty in the Department of Curriculum and Instruction have met regularly over the last year to review our enrollment trends, to revisit our identity in our communities, and to develop a vision that will address the needs of future educators and professionals in our fields. For the last four weeks, we have invited faculty from the Teacher Education Program, Workforce Education, Special Education, and Education Administration-Higher Education to join us for discussions about a proposed model for the School of Education. The ideas represented here reflect the collaborative work of the CI faculty and input we received from our sister departments. “Our mission is to prepare and support progressive and expert life-long learners to be effective and innovative educators, leaders, and professionals who advance the field while promoting equity and excellence through research, teaching, and service.”

Slide 2:

We aspire to deliver programs that optimize student engagement and learning, build on a broad interdisciplinary core, provide specialized knowledge in a field of study, address diverse contexts, model appropriate pedagogical-content strategies, reflect on assessment practices, and promote and sustain community partnerships. We believe the core curriculum and the goals of the programs across campus should be aligned. The National Institute for Learning Outcomes and Assessment (NILOA) has identified learning outcomes for universities that can be used across disciplines as a framework with benchmarks for student learning. We draw from their work to align with the core curriculum elements noted by the Chancellor in his address on October 19th. The Building Blocks of the Core Curriculum and the Student Learning Outcomes of the programs within the School of Education are a modification NILOA’s categories. We want the graduates of the School of Education to be changed in the following areas because they chose to be a Saluki.

- a. It is imperative that we challenge the way they think and approach complex issues. Our students will have the **Intellectual Skills** necessary to “construct sustained, coherent arguments, narratives or explications of issues or problems” in their fields of study (Communicative Fluency). Our students will “differentiate and evaluate theories and approaches to selected complex problems in their fields of study” (Analytic Inquiry). Our students will “use logical, mathematical, or statistical methods appropriate to address a topic or a problem” (Quantitative Fluency). Finally, our students will “articulate and analyze the ethical dilemmas inherent in the tension of benefits and harms” within their field of study (Ethical Reasoning).
- b. As an institution of higher learning, we expect our graduates to become experts in their field of study. So, their program coursework will prepare them with the **specialized knowledge** they

need to be successful, and we want to be intentional in developing them as **leaders** within their field as well.

- c. The **Cultural Competency** of our graduates will depend on the students' ability to engage diverse perspectives in order to "frame a controversy or problem within their field of study in terms of political, cultural, historical, or technological forces." We believe this requires emotional intelligence. Our graduates will also "engage and respond to civic, social, environmental and economic challenges at local, national, and global levels."
- d. Building a **Multidisciplinary Foundation** begins with the core curriculum as our students engage in coursework from the humanities, arts, sciences, and social sciences. This broad foundation enables our students to "describe and evaluate the ways in which fields of study define, address, and interpret problems in society" through science, the arts, human services, the economy, and technology.

Slide 3:

Faculty within the School of Education have the potential to impact learning across campus in the four categories noted as building blocks in the previous slide. We have reviewed some of our current course offerings and considered those that could be taken by students in other colleges. At the moment, only courses designated in the "Core Curriculum" are listed as core; however, we believe that the research methodology courses could support the Intellectual Skill development of all graduate students. Educational Administration and Higher Education offers coursework in leadership and organizational change that could be beneficial to other majors. Our Language, Literacies, and Culture faculty offer an array of courses that could support the cultural competency of future graduates. Finally, as a School of Education, we can be instrumental in providing coursework, workshops, and graduate certificates in the areas of teaching for those who wish to eventually join the professorate.

Slide 4:

We envision the School of Education as the center point of the university. We currently have synergistic activities in place with most of the colleges across campus and throughout communities in the southern Illinois region. These primarily exist as collaborations with the Teacher Education Program and Child and Family Services; however, we also see future opportunities for collaborations with our colleagues.

Slide 5:

The next two slides will present current synergistic activities between faculty in the School of Education and faculty in other colleges.

With the COLLEGE OF AGRICULTURAL AND LIFE SCIENCES, we currently share responsibility for the secondary education program in Agriculture and Biology. We also work collaboratively with faculty on STEM Education Research grants and initiatives. For the future, we propose collaborative work in Place-based Education initiatives with an environmental education focus for sustainability and opportunities to establish and support Sustainable Schools Projects.

With the newly proposed COLLEGE OF HEALTH AND HUMAN SCIENCE, we look forward to opportunities to support students with special needs, to support schools and families through health and social services, and to support the physical development of students in rural spaces.

With the COLLEGE OF ENGINEERING, PHYSICAL SCIENCE AND APPLIED TECHNOLOGY, we currently share responsibility for the secondary program in Math and will continue to support STEM education research grants and initiatives. We have proposed a Chemical education program for secondary education and wish to engage with our colleagues in the development of technology for education.

Slide 6:

With the COLLEGE OF BUSINESS AND ANALYTICS, we propose collaboration in the areas of leadership and marketing strategies for administrators in education and workforce education.

With the COLLEGE OF LIBERAL AND PERFORMING ARTS, we currently share responsibility for secondary programs in English, History, Music, and Art, as well as an endorsement in teaching English Language Learners. A faculty member in our department is collaborating on a joint MS degree in Child Development with Psychology. We propose future synergy on public policy initiatives with Political Science and/or Pre-law. We would also like to explore adding art to STEM to create STEAM education.

Slide 7:

The faculty in the School of Education are engaged in many projects throughout southern Illinois. The Southern Region Early Childhood programs employ 85 teachers and staff members in 17 different school districts. The Office of Teacher Education places students throughout the Southern Illinois region within a 60 mile-radius of Southern Illinois University Carbondale, as well as at schools in Belleville and suburban Chicago. Students are placed in a variety of public schools to ensure exposure to social-economic, racial, cultural and linguistic differences among students and teachers. Given our role and relationship with the Southern Region Early Childhood programs, we believe it would be a natural transition to move the Head Start programs currently under the Chancellor's office to the School of Education. Our Early Childhood and Special Education faculty work with the Child and Family Connections centers to place students in internships and to support the work of Early Intervention Specialists. Finally, the Association of Illinois Rural and Small Schools' President has collaborated with faculty in the Department of Curriculum and Instruction to offer an MEd in Teacher Leadership to the Egyptian School District teachers and to offer grant funded professional development workshops to other districts in Southern Illinois.

Slides 8 and 9:

For the last ten years, we have attracted PhD students from around the world; fifty of our current eighty-five PhD students are from twenty-one different countries. Our most recent Ph.D. grads hold positions at Wichita State University, Northern Illinois University, Virginia Military Institute, University of North Carolina – Pembroke, University of California at Irvine, University of Southern Indiana, Middle Tennessee State University, as well as at universities across the world.

We have graduates teaching at [Seoul Soong-Eui Women's University](#), [ALMOSTAQBAL](#) in Riyadh, Saudia Arabia, University of Tabuk in Saudia Arabia, Dean at [Al Jouf University](#) in Saudia Arabia , [University of Nariño](#) in Pasto, Columbia.

Slide 10:

We are proposing that the current synergistic activities across campus would be enhanced by extending the role and prominence of the School of Education to include the Center of Teaching Excellence, the Research Institute for SIU, the Disability Support Services program, the Center for English as a Second Language, and to continue our partnerships with the STEM Education Research Center and the Touch of Nature. It seems natural that the faculty conducting research related to the preparation of educators and personnel for higher education institutions would work side-by-side with the Center of Teaching Excellence Director to offer workshops for graduate assistants, mentor programs for new faculty, and support senior faculty with new strategies for teaching and assessing student learning with the assistance of the latest technology. Also, the Special Education faculty can be a great resource for those who work in the Disability Support Services program. Since the faculty who teach quantitative, qualitative, and mixed-methods research currently reside in the School of Education, we can offer methodology courses to all PhD candidates across campus through a Research Institute. Just as local schools serve as the center of community activities and human resources for their respective communities, we see the School of Education as the center of Southern Illinois University with resources for teaching, research, and service engagement.

Slide 11:

With the expanded responsibilities of the School of Education, we are proposing the following administrative structure for the School of Education. The Dean would oversee two Associate Deans. The first Associate Dean would support the academic needs of the school by overseeing the quality and integrity of the academic programs. We are also proposing that faculty in other colleges who provide instruction to future teachers would have a joint appointment in the School of Education.

Slide 12:

The second Associate Dean would manage the business responsibilities of the School of Education including the program directors for the Southern Region Early Childhood programs, the Head Start programs, the Counseling Center, the Center for Teaching Excellence, the Disability Support Services program, and the Center for English as a Second Language. The second Associate Dean would also assist the Dean with the coordination of the activities by Admissions Coordinator, Distance Education Coordinator, Assessment Coordinator, Business Manager, Recruitment and Retention Coordinator, and the Office of Teacher Education Coordinator.

Slide 13:

As we look forward to 2025, we will strive to be among the Top 10 in the Nation in the following areas. The Principles of Place-based Education will be integrated into our programming, and we will become the fourth Rural Schools Hub in the US. The STEM Education Research Center becomes a national resource for research and innovation. We become the Shelbourne Farms of the Midwest, a center for preparing local, national, and international educators to engage in sustainable school projects for environmental education. We join an elite group of universities (the Harvard Graduate School of Education, the Massachusetts Institute of Technology, the University of Chicago, and New York University) that have partnered with the Foundation of Reggio Children on projects of interest to the children in our rural spaces. The Assessment Center becomes a place where educators/professionals come to collaborate with researchers to develop assessments for Birth-20 learners.

Slide 14:

In 1914 the former Southern Illinois University Normal School President, William Shryock established the Bureau of Rural School Network. One of the initial tasks completed by the bureau was a Rural Teacher Training Manual. In the last 100 years, our commitment to our rural schools has taken different forms. Today, we define our area as the almost 15,000 square miles south of I-70 where six of the eleven poorest counties in the state reside. There are 157 school districts, 546 schools, 187,436 students and 7,863 licensed personnel in the southern region of our state. Fifty percent of these educators do not have a graduate degree. So, we are reviewing potential grants with the Association of Rural and Small Schools that would enable rural teachers to receive financial support for their continued education.

Slide 15:

In partnership with the School of Agriculture and Life Sciences and the Touch of Nature, we will become the Shelburne Farms of the Midwest. We have revised our MSED program to include a focus on environmental education. We will be delivering instruction on-line during the fall and spring semesters. Then the summer semesters will be intensive 6-week sessions held at the Touch of Nature. We will engage our P-12 partners in Sustainable School Projects and workshops at the Touch of Nature, which provides the perfect backdrop for an environmental education program that can serve the needs of our rural schools.

Slide 16:

The faculty have begun a journey of better understanding the Principles of Place-Based Education so that these principles can be integrated into all our curriculum planning. The Principles of Place-based Education are ...

- Learning takes place on-site in the school yard, and in the local community and environment.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning experiences contribute to the community's vitality and environmental quality and support the community's role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.
- Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one's place.
- Local Learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals.

Slide 17:

The Reggio Emilia Approach aligns well with the Principles of Place-Based Education. The children interpret their natural world and what they are learning through multiple mediums of expression and all expressions of language are valued.

Slide 18:

After the village of Reggio Emilia in Italy was destroyed during World War II, the parents of the village and psychologist Loris Malaguzzi came together to rebuild their special place. The families decided to invest in their children. With Malaguzzi's guidance they developed an approach to education that is built around the values of respect for others, respect for our natural environment, and respect for the many ways that children express what they know and are learning.

Slide 19:

Our faculty are excited about the future possibilities within STEM education, and how a focus on STEM education and research can engage future P-12 students in meaningful educational experiences. The faculty are currently exploring the potential cost of a Makerspace within the School of Education. This space would be a center for exploration of STEM concepts.

Slide 20:

A national survey in 2011 found 4 in 5 STEM college students made the decision to study STEM in high school or earlier, 1 in 5 STEM college students made the decision to study STEM in middle school or earlier, 49% of women chose STEM to make a difference, 61% of male STEM college students say that toys and games sparked their interest in STEM, 68% of female STEM college students say a teacher or class sparked their interest in STEM, 49 % of the men surveyed felt their K-12 experiences prepared them well for a career STEM, and 64% of women surveyed felt their K-12 experiences prepared them well for a career STEM. Given the shortage of STEM teachers in the state of Illinois, it is imperative that we focus on this need within our curriculum.

Slide 21:

We have international interest in our assessment expertise. Educators in Central America, South America, and Saudi Arabia have requested that we share our resources and provide workshops for their faculty. We want to intentionally share our expertise.

Our STEM Education Research Center has a grant with the Illinois State Board of Education where they are training local teachers to assess state science responses by 3rd-12th grade students. We are making plans to develop a Spanish version of our Educating with Evidence website for local educators and educators in Central and South America.

Slide 21:

Thank you for taking a moment to indulge our dreams and visions for the future of a School of Education at Southern Illinois University.

Slide Show Narrative by Christie McIntyre with collaborative input from the following faculty members: Stacy Thompson, Lavern Byfield, Crystal Caffey, Heidi Bacon, Harvey Henson, Senetta Bancroft, Lingguo Bu, Peter Fadde, Sebastian Loh, Grant Miller, Jerry Becker, Debbie Bruns, Dave Ardrey, Lisa Brown, and Melissa Viernow.



Curriculum and Instruction





Our mission is to prepare and support progressive and expert life-long learners to be effective and innovative educators, leaders, and professionals who advance the field while promoting equity and excellence through research, teaching, and service.

Southern Illinois University

Building Blocks of the Core and the School of Education Programs



Core Coursework by the School of Education

	Intellectual Skills 	Leadership Skills Specialized Area 	Cultural Competency 	Multidisciplinary Foundation 
Undergrad Courses	CI 199: Intro to College Research		EDUC 211: Diversity in Education	EDUC 214-3 Human Development & Learning
	CI 493: Writing for Research and Publication	CI 465: Advanced Teaching Methods	EDUC 200: Community Action and Engagement*	CI 470: Teaching and Learning Non-Fiction Sources for Adolescent and Adult Learners.
Graduate Courses	CI 544- Action Research Methods	EAHE 555: Leadership and Change in Educational Organizations	CI 402: The Study of Cultural Diversity in Education & Family Services	CI 465: Advanced Teaching Methods
	CI 500: Intro to Research Methods		CI 545: Literacy Instruction for Culturally and Linguistically Diverse Students.	EAHE 538: Education, Policy, and Social Forces
	QUAN 506: Inferential Statistics CI 406: Foundations of Learning Design and Technology		CI 546-3 Family and Community Literacies and Involvement	CI 540-3 Learning Models for Instructional Design.
	EDUC 505: Intro to Quantitative Research QUAN 508: Experimental Design			CI 588-3 Design and Delivery of e-Learning
	EAHE 587: Intro to Qualitative Research EAHE 594 Advanced Qualitative Research			
	CI 592: Mixed Methods Research			

Southern Illinois University

Synergy Among Colleges



Current and Proposed Synergistic Activities

School of
Education



COLLEGE OF AGRICULTURAL AND LIFE SCIENCES

Current and Continuing Synergy:

Secondary Education program in Agriculture and Biology
STEM Education Research grants and initiatives

Proposed Synergy:

Place-based Education with an environmental education focus for sustainability
Establish and support Sustainable Schools Projects



COLLEGE OF HEALTH AND HUMAN SCIENCE

Proposed Synergy:

Supporting students with special needs in rural spaces
Supporting schools and families through health and social services in rural spaces
Supporting the physical development of students in rural spaces



COLLEGE OF ENGINEERING, PHYSICAL SCIENCE AND APPLIED TECHNOLOGY

Current and Continuing Synergy:

STEM Education Research grants and initiatives
Secondary Education programs in Math and Chemistry (proposed)

Proposed Synergy:

Support the development of technology for education

Current and Proposed Synergistic Activities

School of
Education



COLLEGE OF BUSINESS AND ANALYTICS

Proposed Synergy:

Leadership practices for administrators in education and workforce education
Marketing strategies for administrators in education and workforce education



COLLEGE OF LIBERAL AND PERFORMING ARTS

Current Synergy:

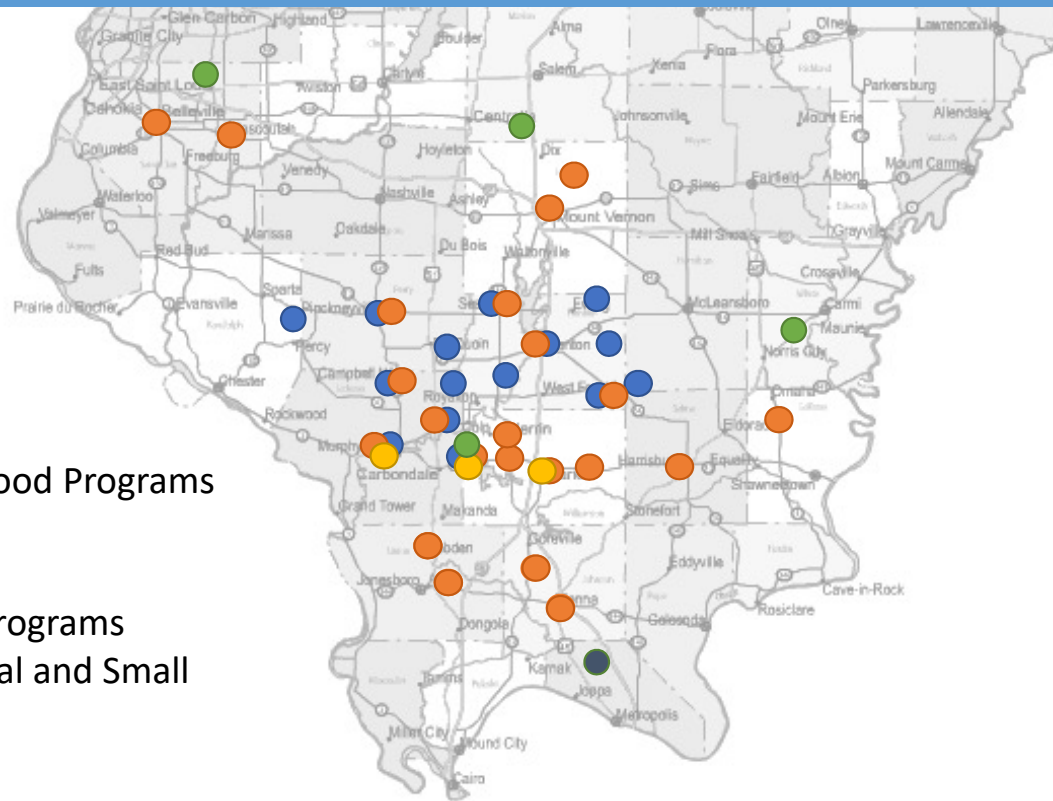
Secondary Education programs in English, History, Music, and Art
English Language Learner endorsement with Linguistics

Proposed Synergy:

Joint MS focused on Child Development with Psychology
Public Policy Initiatives in Education with Political Science and/or Pre-law
Adding “Art” to STEM > STEAM education



Local Community Partnerships

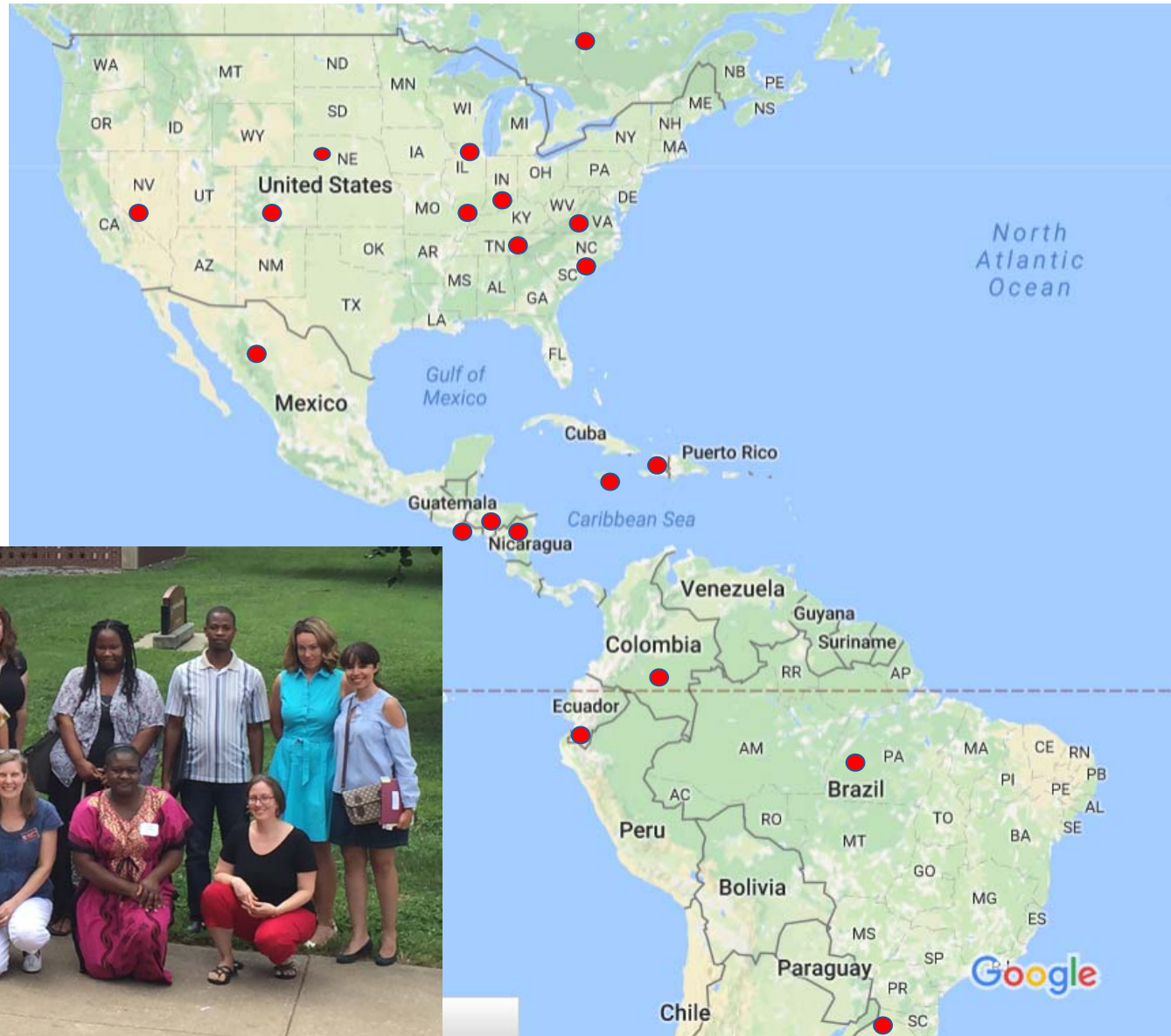


- Southern Region Early Childhood Programs
- Student-Teacher Host Sites
- Head Start Centers
- Child & Family Connections Programs
- The Association of Illinois Rural and Small Schools

School of
Education



International Impact of CI PhD Program



International Impact continued...



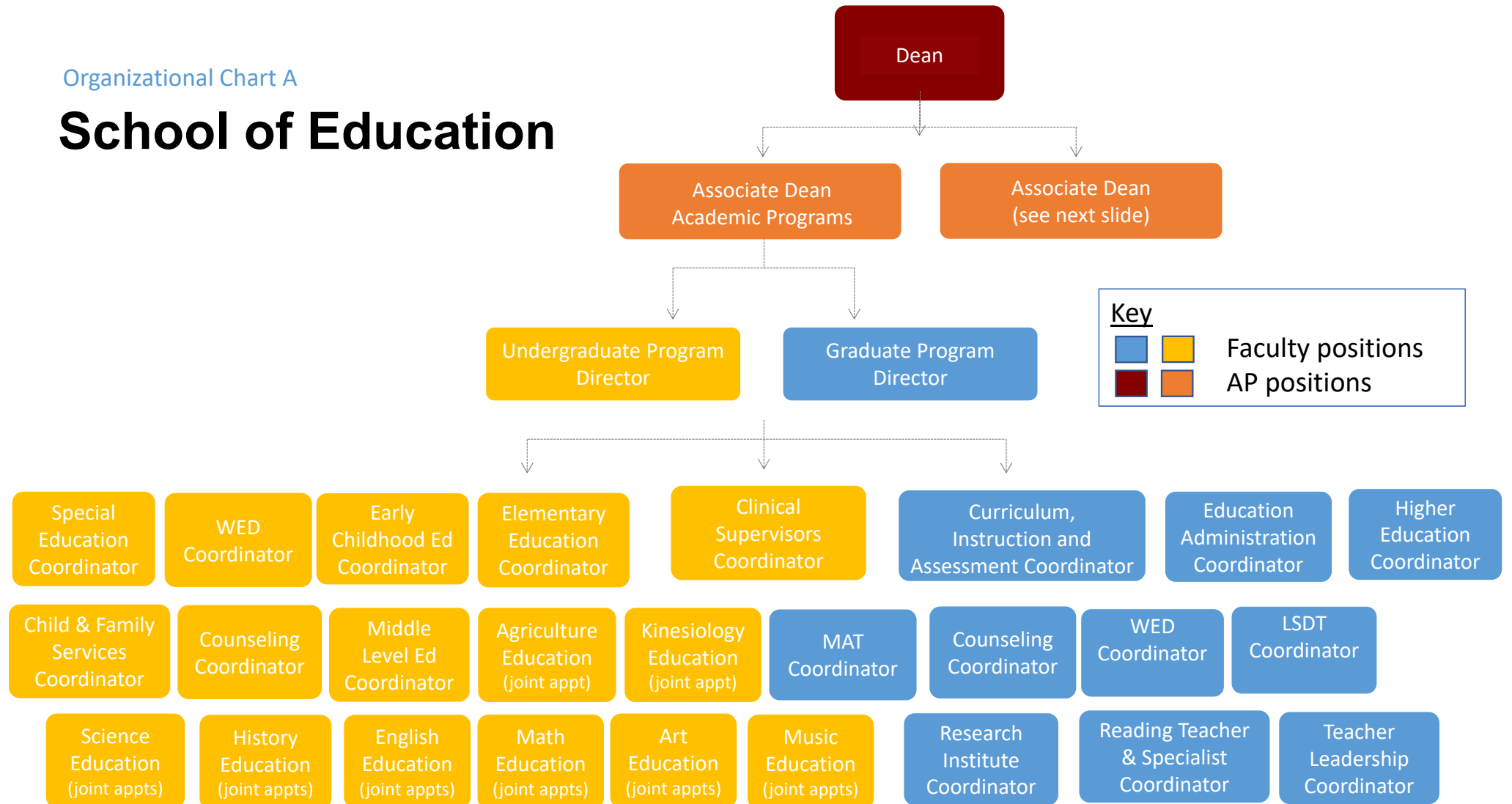
Southern Illinois University

Synergy Within SIU



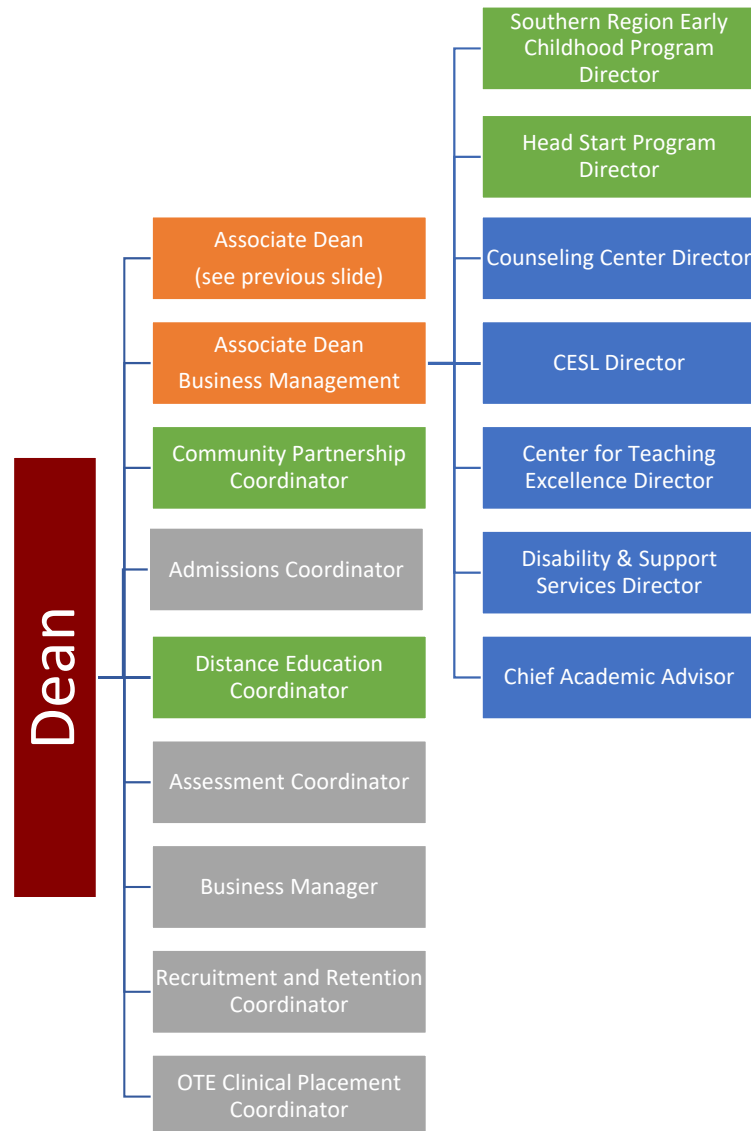
Organizational Chart A

School of Education



Organizational Chart B

School of Education



Key

- Civil Service positions
- Grant Funded positions
- AP positions

School of Education

Top 10 in Nation

A Vision for 2025

Place-based Education

The Principles of Place-based Education will be infused in all programming within the SoE. We become the fourth Rural Schools Hub in the US.

STEM Education Research Center

The STEM Education Research Center becomes a national resource for research and innovation..

Sustainable School Projects

We become the Shelbourne Farms of the Midwest, a center for preparing local, national, and international educators.

Reggio Emilia Approach

We join an elite group of universities in the US to offer the Reggio Emilia Approach for Early Childhood settings. Our SRECP and Head Start partners become the local experts.

Assessment Center

The Assessment Center becomes a place where educators/professionals come to collaborate with researchers to develop assessments for Birth-20 learners.

Great Schools Southern Illinois

To be determined.



Association of Illinois Rural and Small Schools

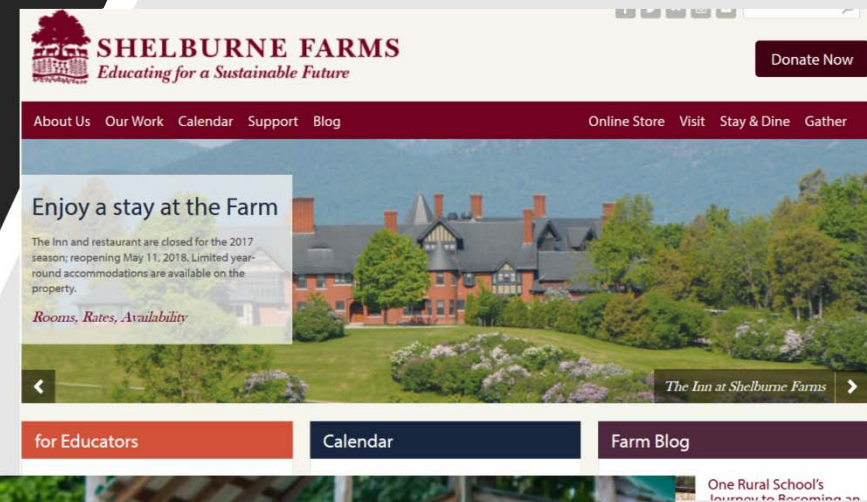
- 14,981 square miles south of I-70
 - 6 of the 11 poorest counties in Illinois
 - 157 school districts
 - 546 schools
 - 187,436 students
 - 7,863 certified personnel
- 50% of these teachers don't have a graduate degree
 - Many opportunities for grants!!!!



<http://www.airssedu.org/rural-facts-illinois>

Shelburne Farms of the Midwest

- In partnership with the School of Agriculture and Life Sciences and the Touch of Nature, we can become the Shelburne Farms of the Midwest.
- The Touch of Nature provides the perfect backdrop for an Environmental Education program that can support the needs of our rural schools.
- We will engage our P-12 partners in Sustainable School Projects and workshops.



Principles of Place-based Education

Learning takes place on-site in the school yard, and in the local community and environment.

Learning focuses on local themes, systems, and content.

Learning is personally relevant to the learner.

Learning experiences contribute to the community's vitality and environmental quality.

Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.

Learning is interdisciplinary.

Learning experiences are tailored to the local audience.

Learning is grounded in and supports the development of a love for one's place.

Local Learning serves as the foundation for understanding and participating appropriately in regional and global issues.

Place-based education programs are integral to achieving other institutional goals.



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Developing creativity is the
premise for making the most
of what is learnable but not
teachable. It is at the heart
of innovation and creating
a sustainable society. It is
a cure for the uniformity
produced by globalisation.
Andrea Ginzburg



Internazionalita

► **Creativita**

Ricerca

Educazione

<http://www.reggiochildren.it/?lang=en>

Loris Malaguzzi and the Schools of Reggio Emilia

A selection of his writings
and speeches, 1945-1993





The Making of a Makerspace

Pedagogical and Physical Transformations of
Teaching and Learning

WHAT IS A MAKERSPACE?

<http://www.makerspaceforeducation.com/>

POSITIVE ASPECTS OF STEM LEARNING IN EARLY EDUCATION



4 in 5 STEM college students made the decision to study STEM in high school or earlier.



1 in 5 STEM college students made the decision to study STEM in middle school or earlier.



49% of women chose STEM to make a difference.

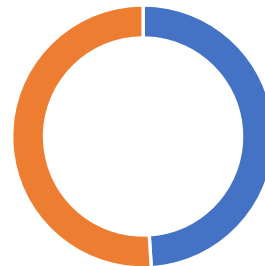


61% of male STEM college students say that toys and games sparked their interest in STEM.



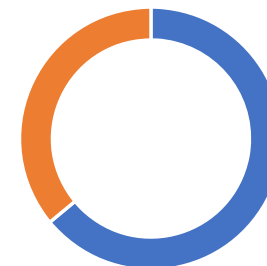
68% of female STEM college students say a teacher or class sparked their interest in STEM.

Men's Perception of K-12 Preparation for STEM



■ 49 % well prepared
■ 51% unprepared

Women's Perception of K-12 Preparation for STEM

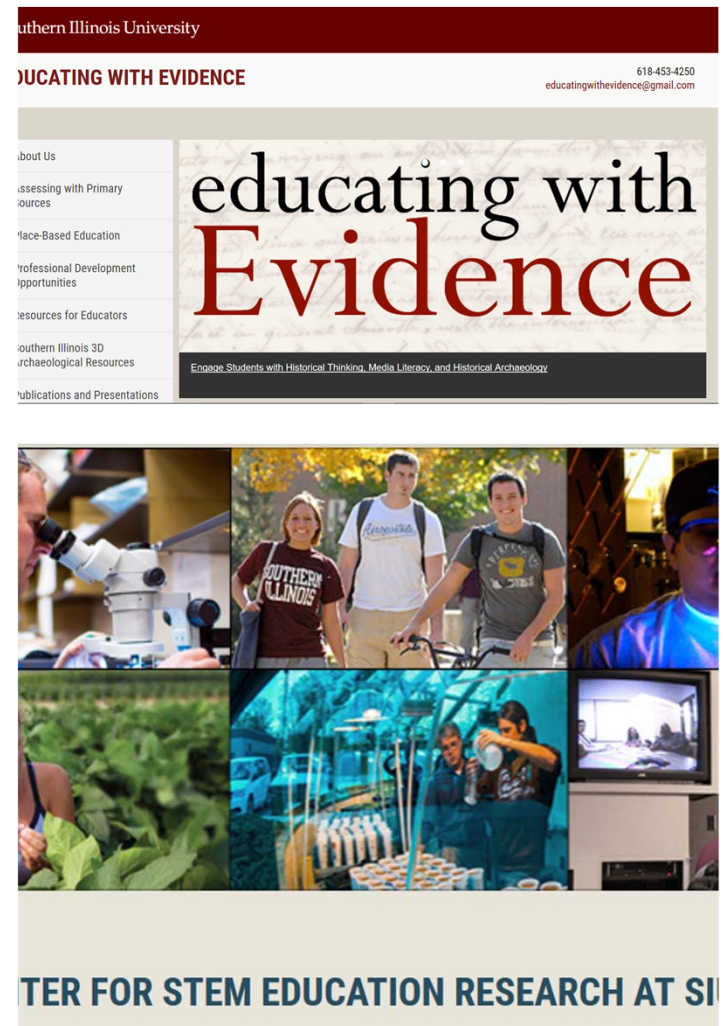


■ 64% well prepared
■ 36% unprepared

[Source](#)

Assessment Center

- Our STEM Education Research Center has a \$\$\$\$ grant with the Illinois State Board of Education where they are training local teachers to assess state science responses by 3rd-12th grade students.
- We are making plans to develop a Spanish version of our Educating with Evidence website for local educators and educators in Central and South America.





Thank you!

February 15, 2018

To: David DiLalla
From: Deborah Bruns
Re: Program Change Plan

I am writing this letter to express my concern about the proposals for restructuring of the university. Information has not been shared and updated in a timely manner with changes in the affected units. In addition, my unit voted “no” per Article 9.05 of the Collective Bargaining Agreement. Yet, due to language in the Collective Bargaining Agreement our voice was not heard and the proposal for the School of Education is moving forward.

Eliminating departments will not create synergies, increase research productivity or significantly benefit students. Rather, there will be negative consequences to students and faculty. In addition, within my program’s current configuration, there are opportunities and efforts in place for collaboration addressing research, teaching and service. I’ve published with faculty in the Early Childhood and Communication Disorders and Sciences (CDS) programs, for example. Our Special Education students’ curriculum sequence includes a course in CDS. In fact, the reorganization would split up the College of Education and Human Services and not support existing collaborations. In addition, there is definite synergies with alignment with campus entities such as Disability Support Services, Achieve, Center for Autism Spectrum Disorders and the Clinical Center rather than the proposed School of Education with a narrowly defined teacher education focus.

Further, the School of Education model with its horizontal structure will not address what is unique about the Special Education program in terms of preparation of Special Education teachers and courses we provide to meet Illinois State Board of Education regulations (SPED 300, SPED 420, EDUC 308). These synergies already exist. In fact, for at least two decades. Further, the new configuration has the potential to reduce the “voice” and autonomy of my program and, potentially, for all programs in the proposed School of Education. There are unique needs and key differences in preparing teachers in Elementary Education or Math at the high school level, for example. This also extends to graduate study. The horizontal structure will minimize differences with one administrator, representing one program, over all program areas and making fiscal decisions. The Chancellor’s response to concerns was only that we, faculty in the proposed School of Education, would need to work on these issues. It appears to me that this would translate to the program with the most faculty, which is not the Special Education program with three faculty, making decisions.

Change is needed to address declining recruitment and retention. This is especially salient in my discipline, which finds itself facing increasing requirements for student admission to the Teacher Education Program (beyond admission criteria to SIUC), progress to completion (e.g., state tests that must be passed), and application for state licensure. There is also a general climate keeping potential students out of the teaching fields, that is difficult to counteract with a conversation at an Open House. More support is needed in our recruitment and retention efforts but that can only

be done when individuals fully understand the challenges we face. The proposed structure does not. It is also clear the Chancellor does not.

I want my students to have a “home” in the Special Education program like the structure of the current College of Education and Human Services (COEHS). As mentioned earlier, there are already interactions and collaboration across faculty and students in various programs in the Department of Curriculum & Instruction and the Rehabilitation Institute. Moving to a School of Education configuration loses this “home”. This has the potential to negatively impact students at the undergraduate, master’s and doctoral levels, both already in the program and new applicants.

The shifting of administrative duties is also problematic. Special Education program faculty know what is needed to meet state standards, accreditation and the like. We need to maintain administrative decision-making rather than the structure of a School of Education. I feel very uneasy about all teacher preparation programs grouped together with limited resources. In addition, moving responsibilities back to program coordinators in the absence of a department chair is also problematic. Without additional faculty hires, we will not have course releases and/or additional time for research to assist in maintaining Carnegie I status, which the Chancellor refers to often. This can also negatively impact faculty ability to provide optimal teaching, opportunities for student engagement in addition to meeting additional administrative responsibilities.

The potential impact of a School of Education structure on recruiting and retaining advanced degree students is unclear and troubling. In the past two years, to address enrollment, faculty in the Special Education program have worked with faculty in other programs on a certificate program and an Ed.D. Again, synergies do exist. We have also had merger conversations with the Rehabilitation Institute, of which CDS is a part. Both groups voted “yes”. With the time and energy spent on the Chancellor’s proposal, this has been lost while having the potential for positive outcomes for all programs involved.

In closing, I urge the careful consideration of the points presented here. While change is needed, the program change plan will not bring the desired outcomes of synergies, benefits to students and foster research production.

Thank you for your attention.

David L. Dilalla <ddilalla@siu.edu>

Reply all

Mon 2/19, 10:22 AM

Deborah A Bruns

Received. I will include this in the final program change plan... (which will go to the FS and GC).

Dave

DAVID L. DILALLA

Associate Provost for Academic Administration

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Deborah A Bruns

|

Sun 2/18, 2:31 PM

Below is a summary, *in italics*, from a meeting of the COEHS Academic Affairs Committee last Thursday, February 15th, I ask that you share this with the Grad Council and Faculty Senate along with the document I sent you on Friday the 16th. The College Advisory Committee is meeting on the 21st. I will attend (as proxy for my department). I plan to also submit a summary for that meeting.

I also want to emphasize that I reached out to Dean Keefer several times about including discussion of the proposed program change with both of these bodies. He responded by asking if I wanted to speak with him directly. I answered "no" as the point is these are the two College-wide and level committees, I quote, "deals with matters requiring College-wide consideration or adjudication." and should be involved in discussion.

General tone was apprehensive. There is definitely uncertainty regarding the placement of certain programs and their fit in the current or potential school assignment (ie., Quantitative Methods, Social Work). Several programs raised concerns about being heard in this process. Others, like Behavior Analysis and Therapy felt good aligning with Psychology, and Kinesiology and Health Promotion were positive about their new placements.

There was a lively debate regarding the perceived "bully" role of C & I in the process. For example, when the faculty of the proposed new School of Education met, there was discussion of a new proposal of a structure. Some faculty said they believed what was going on was just a discussion, but it seemed that C & I came up with a proposal to put forward to the administration and other faculty, outside of C & I, were not prepared for such a proposal to be sent forward.

Generally, even though faculty have met with the administration, they do not feel that the administration is listening to them, based upon the latest draft(s) of the proposal. As noted above, there are also faculty who do feel the moves being made are beneficial to their particular program.

Faculty need to be leading this initiative, not the administration.

I believe the summary above mirrors the feelings of many of us in the COEHS.

Thank you!

Deborah A. Bruns, Ph.D.
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Coordinator, Special Education program at UCLC
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<http://ehs.siu.edu/cqmse/graduate/special-education/>
TRIS project: <http://tris.siu.edu>

David L. Dilalla

Thu 2/22, 11:51 AM

Received. Thanks.

D.

DAVID L. DILALLA

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Deborah A Bruns

Wed 2/21, 2:33 PM

Good afternoon

The COEHS College Advisory Committee (CAC) met this morning. I attended as proxy for my department. Dr. Anton serves as Chair.

Based on my notes from the meeting, there remains concerns of placement of some programs, what the final School of Education will look like and how it will function ("gray areas"), and worries about the process from an organizational viewpoint. There was also comments on the potential for positive outcomes but, to note, this was based on individual programs being better aligned in a different School or College, it was not an across the board consensus. Examples of current COEHS "synergies" were noted and how the restructuring would/could, potentially and could negatively, impact them. The group felt much was unknown, which makes support difficulty especially for programs in the proposed School of Education. Terms such as "mistrust" and "going in circles" was used to connote some of the efforts at discussion across

units. There was also a comment related to looking to “find reassurances” of benefits to the proposed plan especially in line with continuing changes being made by the Chancellor. On a more positive note, there was a statement of “moving forward from a position of strength”. Finally, and importantly, students members of the committee weighed in including a comment about “supporting leadership cautiously”, and questions about teaching assistantships in the proposed new configurations (both graduate students).

It should also be noted that there was no representative present from Curriculum & Instruction.

I believe the comments above, again, point to a range of support on both ends of the spectrum for the proposed program changes and should be given attention by the bodies who will now review the proposed plan within the context of the next steps of the process.

Respectfully,
Debbie Bruns

P.S. Please confirm receipt.

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<http://ehs.siu.edu/cqmse/graduate/special-education/>

TRIS project: <http://tris.siu.edu/>

SIU Southern Illinois University
CARBONDALE

To: Dr. David L. DiLalla
Associate Provost for Academic Affairs
Provost and Vice Chancellor for Academic Affairs
1265 Lincoln Drive
Anthony Hall - MC 4305
Carbondale, Illinois 62901

Re: Program Change Plan School of Education

This memo confirms that the Faculty of the Counselor Education program and the Special Education would like to remain as an intact unit within the proposed reorganization of the School of Education. The connection between the Counselor Education program and Special Education begins with the important role that Professional School Counselors and Special Educators play in the lives of children with developmental, behavioral, or learning disabilities. This partnership is forged in the call for advocacy, social justice, and equity for those who have an educational starting point that differs from many children.

It does not end there. Clinical Mental Health and Marriage, Couple and Family Counselors join with the Special Educators and School Counselors in providing support, psycho-education, and counseling to the parents, caregivers and classroom teachers of children with special needs. We further work with these students as they begin the transition from special education services into community placements, community colleges, or university settings and take on the role of self-governance to the maximum of their abilities. We work together to deal with trauma, neglect, abuse, social isolation, to name just a few of the additional challenges that are common in the lives of children, especially those with special education needs.

Counselor Education needs to remain within the School of Education for multiple reasons, including the needs of the School Counseling specialty's need to be associated with Teacher Education Preparation, the Illinois State Board of Education and to assure continued accreditation with the rest of the Counselor Education specialties (School Counseling, Clinical Mental Health Counseling, Marriage, Couple and Family Counseling and the Ph.D. in Counselor Education). By maintain our CACREP accreditation, the School Counseling specialty automatically meets CAEP requirements. Should we be split from School Counseling, this would greatly challenge how we are able to offer joint classes and would be in direct violation of the CACREP standard that all or our current Counselor Education Specialties belong to one unit.

Should the Rehabilitation Counseling program so desire, we welcome their joining us in the School of Education, alongside Special Education and Counselor Education. We feel

their emphasis on vocational rehabilitation and their goal of achieving clinical rehabilitation status within the existing CACREP standards would be a natural fit with our programs. Should they choose to join our accreditation cycle, we can eliminate dual costs for site visits, annual fees, and move towards the American Counseling Association and CACREP's 2020 vision of a unified Professional Counselor Identity.

Thank you

Debra A Pender, Ph.D., LCPC
Program Coordinator and Associate Professor Counselor Education

From: David L. Dilalla <ddilalla@siu.edu>
Sent: Tuesday, February 20, 2018 7:34 AM
Subject: RE: DiLalla Program Changes Letter
To: Debra Pender <dpender@siu.edu>
Cc: David L. Dilalla <ddilalla@siu.edu>

Thanks for communicating this information to me. I will ensure that it is included with the final program change plan that will be provided soon to faculty.

To clarify, in order for an extension to be in place, each/all of the affected departments must vote by 60% majority for an extension. In the case of the proposed School of Education each of the units did not vote for an extension.

Again, thanks for passing along the sentiment of the faculty.

Best Wishes,

Dave

DAVID L. DILALLA
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From: Debra Pender [<mailto:dpender@siu.edu>]
Sent: Monday, February 19, 2018 10:08 PM
To: David L. Dilalla <ddilalla@siu.edu>
Subject: DiLalla Program Changes Letter

Dear Associate Provost DiLalla

I am sending you a copy of our requested Program Changes Plan. I am confused about the deadline. We have been told that every unit in the Chancellor's proposed reorganization would have one vote/one unit. If that is true the majority of the proposed School of Education voted to extend the time. We have also been told that only one unit has to say yes and without considering of the majority request, we go forward. If the latter is true, I am late with my letter. If the former, I am early.

I hope that you will consider our request to remain with Special Education within the School of Education. Thank you again for meeting with us last Monday.

Debra A Pender, Ph.D., LCPC

Associate Professor and Program Coordinator Counselor Education
CACREP Liaison
Coordinator for Clinical Experiences