

MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

Item No.:	136-1003-R0707	Date of Meeting:	July 11-12, 2007
Institution:	The University of Montana - Missoula		
Program Title:	Separation of the Department of Educational Leadership & Counseling Into Two Departments: "Educational Leadership" And "Counselor Education"		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

The University of Montana-Missoula requests permission to separate the current Department of Educational Leadership and Counseling into two departments: Educational Leadership and Counselor Education.

1. Overview

Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

This proposal is not for the approval of a program, but for the granting of separate Departmental status to each discipline located in the current Department. The Department of Educational Leadership and Counseling was established in 1992 when the large "Department of Professional Education" in the School of Education separated into two units, "Curriculum and Instruction" and "Educational Leadership and Counseling." At the time, Educational Leadership had four tenure track faculty members and Counselor Education had two tenure track faculty members. Each discipline maintained at that time and has continued to maintain separate curricula, programs, accreditation standards, graduate students and faculty disciplines. The combination of the two disciplines fit at the time because the overall unit was small and both programs focused only on graduate education. Presently the Unit has five tenure track faculty in Educational Leadership and four in Counselor Education. There is presently a stipend for both a Department Chair and a Program Chair.

From the external perspective, there exists some confusion about the relationship between the two graduate programs within the Department, especially with regard to assessment, mission statement, data gathering and analysis, and resource allocation. As a result of much discussion over the years, separation into two Departments is supported by all Department faculty to achieve clarity of purpose, assessment and mission.

2. Need

- a. **To what specific need is the institution responding in developing the proposed program?**
- b. **How will students and any other affected constituencies be served by the proposed program?**
- c. **What is the anticipated demand for the program? How was this determined?**

We propose the separation because the two programs have functioned separately administratively since 1992, though until recently certain data (student FTE for example) was reported combined. The data reports have now been separated. The budget has been allocated largely according to the number of faculty in each Department discipline. Each program has its own mission statement, admissions process, degree programs, student policies, comprehensive examinations, and masters and doctoral committees. As well, there is little to no overlap in faculty discipline, knowledge base, professional associations, scholarly research activities and publications.

The separation will provide better clarity for students as well. Both disciplines and their programs conduct separate student assessment processes. Faculty in each discipline are largely not acquainted with students in the other discipline.

The enrollments for both programs are strong and the separation will not likely affect demand in any way.

3. Institutional and System Fit

- a. What is the connection between the proposed program and existing programs at the institution?**
- b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.**
- c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).**
- d. How does the proposed program serve to advance the strategic goals of the institution?**
- e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.**

The program is under the School of Education and will continue to be so. It will not require any changes to other existing programs at the institution, as no additional courses are proposed nor is any additional faculty needed.

The separation of the program will not affect the "institutional and system fit." The change is not the implementation of a new program, but the continuation and clarification of an existing one.

To further promote separation, though both Educational Leadership and Counseling advance the strategic goals of the University of Montana, the goals of each differ. Educational Leadership has developed a strong and vital, largely cohort-based doctoral program. Educational Leadership provides advanced degrees and training for outstanding leaders in education both in Montana and abroad. Counselor Education provides primarily terminal master's level academic and clinical training for licensed school counselors and mental health counselors in Montana and the United States. Counselor Education has a small doctoral program intended for those seeking faculty positions in higher education in Counselor Education, but for most students, the master of arts in Counseling is what is needed for professional employment. Both disciplines and their programs conduct separate student assessment processes. Faculty in each discipline are largely not acquainted with students in the other discipline.

4. Program Details

- a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.**
- b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.**

The curriculum for each program remains unchanged.

5. Resources

- a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.**

No additional faculty or resources will be needed for the separation of the departments. However, the creation of two Departments will be followed by the appointment of a Department Chairperson for each, in accordance with the Collective Bargaining Agreement between the University Teachers' Union and the Montana University System (sections 16.200ff.). Compensation and release time will be consistent with Section 13.510 for departments with fewer than nine members. Funds already exist in the current stipends for Department Chair and Program Director.

After the approval of departmental separation, both units will review the current and recently-approved faculty evaluation standards in accordance with the Collective Bargaining Agreement (Section 10). Until these are potentially revised and approved for the new Departments, the current Department faculty evaluation standards will be used.

The current Departmental library budget will be allocated at separation according to the 5/9 and 4/9 formula.

6. Assessment/Accreditation

Educational Leadership is accredited by NCATE.

Counselor Education is accredited by NCATE (School Counseling) and CACREP (School Counseling and Mental Health Counseling). Neither program's accreditation status will be affected by separation. Indeed, separation will likely assist in the data-gathering and clarity of mission necessary for successful accreditation reviews.

7. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

In Spring 2005, the external reviewer that assessed the department in accordance with Board of Regents policy suggested that there was unnecessary duplication involved in maintaining communication in a combined Department and suggested separation. The two programs in the Department are also largely housed in separate campus buildings.

Furthermore, there has been an ongoing discussion for many years regarding the separation into two Departments through various meetings with faculty, students and staff. The separation is supported by all Department faculty members:

Educational Leadership

Roberta Evans, Ed.D., Professor and Dean, School of Education

Merle Farrier, Ed.D., Associate Professor and Program Director, Educational Leadership

John C. Lundt, Ed.D., Professor

William McCaw, Ed.D., Associate Professor

L. Dean Sorenson, Ph.D., Professor

Counselor Education

Aida Hutz, Ed.D, Assistant Professor

Cathy Jenni, Ph.D., Professor and Department Chair

John Sommers-Flanagan, Ph.D., Associate Professor

Rita Sommers-Flanagan, Ph.D., Professor

Staff

Terry Souhrada, Ed.D., Administrative Associate (assigned to 56% Educational Leadership & 44% Counselor Education)

Process Leading to Submission of Proposal

This Proposal was reviewed and approved by the affected departments:

Department Name: Department of Educational Leadership and Counseling Date: 3/14/07

In addition, the Deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of: The School of Education Date: 3/14/07

The Proposal was reviewed and approved by the Faculty Senate at The University of Montana at its April 2007 meeting.

No outside consultants were employed for the development of this proposal.