Proposal of the School of Education to Restructure the Department of Curriculum & Instruction and Exceptional Education into One New Department Named the Department of Teaching and Learning

Executive Summary:
I. Unit Identification
   a) School of Education, Departments of Curriculum & Instruction and Exceptional Education
   b) Departments of Curriculum & Instruction and Exceptional Education in the School of Education

II. Nature of proposed action – We are proposing to merge the Departments of Curriculum & Instruction and the Exceptional Education into one new department called the Department of Teaching and Learning (see the attached visual model). This restructure will result in the teacher education programs being housed within one department. The ASL and ITP programs will remain within the new Department of Teaching and Learning until a permanent restructure is established. The Exceptional Education Special Education Administration program will be moved to the Department of Administrative Leadership (the sole faculty member for this program already has a joint appointment with this department).

III. Timetable for proposed action
   a) The effective date for the implementation of the new department is Fall 2018. This action will be in effect until further notice.
   b) Transition and planning of logistics and bylaws changes will take place during late in the Spring 2018 semester and Summer 2018.

IV. Impact of proposed action on academic programs
   a) Programmatic impact of proposed action
   Impact on units’ instructional programs: Programs are not projected to change. The combined unit will be able to engage in more effective scheduling of classes to reduce schedule conflicts, encourage a greater mix of students across programs in course sections, and support interactions between faculty on program-related issues. We anticipate that the curricular codes for current programs will remain the same since the codes are content-specific rather than department-specific (e.g. in the new department the current code of EXCEDUC would denote a special education course rather than the Exceptional Education department; the current code of CURRINS would denote general education coursework). It is important that we retain these codes rather than moving them to a new code for the broader department, since the majority of courses translate in specific ways to the Department of Public Instruction for the purposes of licensing. Reclassifying courses and creating a new TL course prefix may take place in the future during cycles of program revision within the University and with the Department of Public Instruction. Courses listed in the American Sign Language Studies and Interpreter Training Program will move to program-specific codes, such as ASL and ITP.
Impact on scholarship, research and creative activity: While we already enjoy strong collaborative relationships among faculty and academic staff in various program areas, we anticipate a much greater degree of collaboration among individuals and programs within the two departments, particularly in the area of scholarship and research. We are already having discussions about developing clusters of faculty and academic staff focused on problems of practice, such as behavioral supports; technology integration in schools; and language, literacies and culture, which would lead to collaborative research, grant proposals and program development.

Impact on curricula in other programs, departments, and units: We do not anticipate any program level changes, since this is primarily a department and administrative restructuring. We will continue to offer service classes for other programs.

Impact on metro/regional, state, national/international programmatic needs: We anticipate greater coordination and collaboration will emerge for a new department representing a merger of the two departments. For example, our faculty are heavily engaged in overlapping community efforts, such as those involving addressing the teacher pipeline problem for areas, including special education, bilingual education, reading, math and science. Faculty are currently engaged in Grow Your Own initiatives and others, and we anticipate greater coordination of our ideas, energies and time devoted to these initiatives as a result of our new department.

Other impacts: None.

b) Impact on resource utilization in unit
Resources will be needed to support rebranding and marketing efforts and to update all materials. We will work with the School of Education to evaluate space needs and look to consolidate faculty and teaching academic staff in ways that will strengthen floor presence and enhance the student experience. Resources will be needed for limited moves of faculty and staff office. Because we are not reducing our number of programs, we do not anticipate a change in the percentage of administrative releases needed to coordinate the work of the department. We will reconfigure the chair support in a new model using existing resources. We anticipate the need for department student worker(s) to be housed on the floor of the new department given the high level of traffic of current students, prospective undergraduate, graduate, and post-baccalaureate students, as well as community members. We also anticipate that support staff whose work is associated solely with supporting teacher preparation would be re-housed into the merged department.

c) Impact on personnel in unit
None. Because of staff centralization, only faculty and teaching academic staff are housed within units. All faculty and TAS appointments will remain in place as currently construed in the new unit. All research and teaching graduate assistants will be maintained and housed in the new department. All untenured assistant professors and associate professors considering moving to full professor will be grandfathered in under their original department’s promotion and tenure
criteria and executive committees. Personnel decisions regarding tenure and promotion for faculty and teaching academic staff will be handled temporarily by delegated subgroups of the executive committee that correspond to the two prior departments’ faculty and staff. We note that the School of Education bylaws will have to be revised to reflect the new Department name and to re-allocate representation on School-level committees and governance bodies.

See diagram below for a proposed structural organization of the department. (Chair and Associate Chair course releases would be flexibly distributed based on the agreements of the individuals in those roles.)

![Diagram of structural organization]

d) Impact on students
As noted in Section IV above, no student programs will be impacted negatively. Students are likely to have stronger and more diverse teacher preparation experiences as a result of the combined department.

V. Plan for assessing proposed outcomes
Program quality will be monitored through ongoing infrastructure already in place within the department, including the Council of Professional Education yearly reviews and the continuous improvement process mandated by the Wisconsin Department of Public Instruction. The Department of Teaching and Learning Chair will jointly monitor issues of course offerings and student enrollments in collaboration with program directors to ensure that both student needs are being met and the fiscal health of the department is sound.

VI. Path through campus approval matrix

**Academic Action:**
Restructure school/college

**Approval Pathway:**
a) Academic Affairs circulates to all other schools/colleges and University Committee for a 14 day response period.
b) APBC – Review and comment
c) APCC – Information  
d) GFC – Information  
e) Faculty Senate – Approval required  
f) Provost – Approval required  
g) Chancellor – Approval required  
h) UW System – Information  
i) Board of Regents – Approval not required  

VII. New Bulletin Copy  
The Department of Teaching and Learning is comprised of scholars, educators, practitioners, and staff committed to the development of teachers and the support of learners through scholarship, teaching, service, and collaborative engagement. Our teacher preparation, professional development, interpreter training, and American Sign Language programs embody a commitment to social justice, equity, and advocacy. This commitment inspires and informs how we educate students to be effective, evidence-based practitioners, scholars, and leaders to serve diverse communities situated locally, regionally, and globally.

At the undergraduate level, the department offers teacher education programs for Early Childhood (grades PK-3), Middle Childhood Through Early Adolescence (grades 1-8), Early Adolescence Through Adolescence (grades 6-12), and Early Childhood Through Adolescence Level (PK-12), in regular and special education. The department offers interpreter training and American Sign Language programs at the undergraduate level. At the graduate level, the department offers Masters degrees in Curriculum and Instruction (with multiple specializations) and Exceptional Education, certificates in a wide variety of specialty areas. It also participates in the School-wide Urban Education Doctoral Program.

VIII. Comments from faculty/staff/administration of school/college that is the object of proposed action.  
The faculty and staff of both affected departments have worked collaboratively over several months to develop a design for the new department that has everyone’s consensus. The faculty in both departments approved the proposal with majority votes.