



UNIVERSITY OF WASHINGTON

T A C O M A

*Education Program*

March 24, 1999

John T. Slattery  
Associate Dean for Academic Programs  
University of Washington, Graduate School  
Campus Box 351240

Dear Dean Slattery:

Thank you for supplying us with the comments and recommendations from the Committee reviewing UWT's Teacher Certification and Master of Education Programs. The recommendations will enable UWT's Education Program to move ahead and strengthen its offerings.

A special thanks to Dr. Nancy Hansen-Krening for her leadership, tact, and diplomacy in bringing together a diverse group of individuals, and crafting a report that will move the UWT's Education Program into the next generation.

We are in the process of hiring a new Education Program Director. This search should be completed in March 1999. I hope that the new Program Director and I will be able to appear together before the Graduate School Council to discuss the Committee's recommendations. Although the Program Faculty will have put some of the Committee's suggestions into practice before we meet with the Graduate School Council, the leadership of the new director will be critical to the future success of UWT's Education Program.

The responses to the recommendations reflect a collaborative activity between the Program Director, the Education Faculty, and the administration. Please note that I am enclosing revised curriculum vitae for Education Program faculty (See Attachment A).

Thank you for your assistance.

Sincerely,

Frank "Buster" Brouillet, Director  
Education Program, UWT

cc: Vicky Carwein, Chancellor  
James Brown, Associate Dean  
Sharon Fought, Associate Dean

**Recommendation 1 - *Stronger emphasis in and support for science education in both programs***

The UWT Education Program is expanding two study options. Two new faculty members have been hired with expertise in technology and science.

In science education, four new courses have been developed and submitted for final approval to the Curriculum Committee. These courses will give the opportunity to develop expertise in curriculum design and assessment and promote the integration of new technology in science instruction.

- TEDUC 510 - Curriculum Design and Assessment in Science Education
- TEDUC 511 - Science Methods for K-4 Classrooms
- TEDUC 512 - Science Methods for 5-8 Classrooms
- TEDUC 513 - Using Technology in Science Education

In addition, these offerings address the Washington State Essential Learning Requirements. The new courses are designed to be implemented in both the TCP and M.Ed. programs.

An additional source of non-education course offerings for graduate students will be the new science course offerings by the Interdisciplinary Arts and Sciences Program (IAS). The IAS Program has recently hired faculty in chemistry, botany and biology study areas. New course offerings are: Introduction to Chemistry; Introduction to Environmental Science; and Ecology and its Application.

**Recommendation 2 - *Explicit clarity concerning each program's mission***

*The Education Program at UWT prepares reflective, collaborative practitioners who are grounded in the best practices and who are sensitive to diversity.*

The Education Faculty understands and strongly supports this mission. There is complete agreement about its importance and it is the unifying element in the Program. Since both the TCP and the M.Ed. Programs prepare teachers for Washington schools, the mission applies equally to each program.

The diversity of experiences, philosophies and perspectives of each faculty member builds upon this mission. These different approaches allow students to

experience and understand different theories and practices and, thus, better prepares students to establish or refine their own philosophy and theory of education. All of this is accomplished under the umbrella of the program's mission and reinforces the program's mission. The Program will distribute its mission statement widely among students, faculty and other UWT Programs. In addition, this issue will be re-visited at the Education Program meeting in April to ensure that everyone is in agreement with its current version.

**Recommendation 3 - *Explicit information relating to Liberal Studies [Interdisciplinary Arts and Sciences] requirement to each program***

There is no Liberal Studies requirement in the Teacher Certification Program (TCP). This is a highly structured course of study and, therefore, there are no electives for TCP students.

In the Master of Education Program (M.Ed.) there has been a requirement that students take 10 credit hours from IAS courses. However, with the development and expansion of course offerings in other UWT programs, the Education Faculty has elected to make changes in the non-education course requirements. In addition to IAS, the Business and Nursing Programs now offer courses that are of value to graduate students in their degree pursuits. The Education Program Policy now allows graduate students to take a minimum of three credits and a maximum of ten credits outside the field of education. These courses may come from any UWT program, must be upper division and must be approved by the student's academic advisor. Since it is by far the largest program at UWT, the majority of non-education options taken by graduate students will continue to come from the IAS Program.

In addition, the Education Program is studying how to involve the IAS Program in the development of new endorsement requirements. These new non-education course requirements will become effective Autumn Quarter 1999. Three information sessions will be held in Spring Quarter 1999 and a special mailing will convey these changes to graduate students prior to their effective date. The following is a sample of courses outside of education available to graduate students.

- Business Program:
  - Managing and Motivating Work Teams
  - Negotiation and Conflict Management
  - Dynamics of Leadership

Nursing Program:

- Interpersonal Relations/Conflict Resolution
- Race, Class and Gender
- Death and American Society

**Recommendation 4 - *Examination and reconfiguration of current study options and development of consistent baseline criteria for culminating projects in all M.Ed. study options***

The Program Faculty has been considering this problem and it has recognized the need to reduce the number of study options and to become more focused. The Faculty is now developing an action plan on the number of study options presently offered in the graduate program. The Program is carefully reviewing the study options for realignment and reconfiguration and/or consolidation of these options. By the end of Spring Quarter 1999, the Faculty will have completed their work and will reach consensus on this task.

The discussion about culminating projects has been ongoing since February 1999. Program Faculty have been reviewing the development and construction of these projects. To date, the areas of review have been:

- Purpose of the culminating project
- Implementation of the project
- Implementation of the study
- Goals of the project,
- Understanding the academic requirements of the project, and
- Articulation of the final analysis

Once information has been gathered and analyzed, the Faculty will develop basic and consistent baseline criteria for all culminating projects. This activity will be completed by the end of Spring Quarter 1999 for implementation in Autumn Quarter 1999.

**Recommendation 5 - *Alignment of workloads so that teaching assignments between the TCP and M. Ed. programs are not only equivalent but are also consistent with other Branch campus clinical programs***

The work load and teaching assignments at UWT needs to be more consistent with Seattle and Bothell. In addition, the TCP and M.Ed. have historically maintained a different artificial workload in each program. The Faculty realizes that this must be changed and that the two programs must become similar in their workloads. The program is now involved in analyzing this situation and will make recommendations for appropriate changes by June 11, 1999.

**Recommendation 6 - *Funding issues - align with similar programs at UW campuses***

It is difficult to compare funding at UWT with financial support at University of Washington, Seattle. The Education Program at the Seattle campus is much more extensive and has a different structure.

In regard to UW Bothell, some comparisons can be drawn. Both UWT and UWB offer elementary TCP and M.Ed. Programs. Each campus has seven tenured-track faculty positions (this includes the new Education Program Director that UWT is in the process of hiring); however, the two institutions differ in size of programs. UWT has two cohorts in the TCP (53 students) and UWB has one cohort (30 students). In the M.Ed., Bothell has an enrollment of 87 students, while UWT enrolls approximately 116 students. Alignment and priority will be considered during the 1999-2001 budget discussions.

**Recommendation 7 - *Adjust the FTE formula to reflect a mission of UWT to provide quality education for part-time students***

The State of Washington requirement that programs for higher education be funded through the FTE procedure causes some funding difficulties for the UWT Teacher Certification Program (TCP) and the M.Ed. Program. For example, the TCP begins during the summer quarter; therefore, no FTE's are generated for the 53 full-time students presently enrolled in the program. If the summer quarter were a part of the regular academic year, this number of students would generate another faculty position.

In addition, although the TCP is a post-baccalaureate program, FTE's are funded at the upper undergraduate level (\$9,432) as compared to funding for the graduate programs (\$17,716). Not only is this a significant difference in support levels, but each TCP student requires \$1,700 per year in field services. The TCP is the only post-baccalaureate program at UWT funded at the undergraduate level.

Presently there are approximately 116 part-time students admitted to the M.Ed. Program. This equates to approximately 46.5 full-time equivalent students; however, the effort that must be expended for part-time students is much greater because of the larger number. Each of these enrollees requires counseling, culminating projects and continuous contacts. The Graduate Review Committee commented on this situation and suggested that a "more appropriate funding formula should be developed."

An additional complicating factor for the Education Program is the new State Board of Education requirements, which become effective in August 2000. These requirements will significantly impact both the TCP and the M.Ed. Program. The almost doubling of the number of quarter credit hours required for teaching endorsements will necessitate major increases in the UWT teacher education course offerings. For example, endorsement requirements in elementary education, special education, and mathematics will increase from 24 to 45 quarter credit hours.

The new teacher certification requirements call for an initial Residency Certificate and Continuing Professional Certificate and will expand the time required for a student to become a fully qualified teacher. In turn, this activity will require the expansion of graduate course offerings. We do know that the new certification requirements will result in teachers spending an additional year at the university level. The details of these changes to the endorsements and the new certification requirements are still under development; however, the State Board of Education recently approved the policies which puts these changes into operation, only some specifics remain to be clarified.

It appears that the summer quarter will not become a part of the regular academic quarter system in the near future; therefore, other ways need to be explored to generate the necessary faculty support. One such way would be to modify the student ratio from 15-1 to 10-1 in the Teacher Certification Program as is done in some UWT undergraduate professional programs. This modification is reasonable since the TCP requires significant time spent in practica experiences

and concurrent supervisory experiences well beyond what is found in typical undergraduate programs. By doing this the Education Program would increase their staffing by at least one faculty in the TC Program. The Education Program will pursue this item in its budget request for the next biennium.

**Recommendation 8 - Funding of at least a .5 professional staff person to assist with recruitment**

During the past year, a concentrated effort was carried out to recruit M. Ed. students. Faculty, staff and the Program Director visited local school districts and held information sessions with teachers. These activities were immensely successful and enrollment in the M.Ed. Program has substantially increased. These recruiting activities were carried out by Faculty and staff as an overload to their regular duties. It is difficult to sustain a program of this type on an overload basis. Not only would the continuation of this activity increase the enrollment in the M. Ed. Program but it would more than generate the funds to hire an additional .5 professional staff. The Education Program in its budget request will pursue this item for the next biennium.

The recruitment efforts described above significantly increased our student population in the graduate program as reflected in the chart below:

	1997 Admissions	1998 Admissions	1999 Admission
Winter	8	10	20
Spring	3	17	not yet available
Summer	7	21	not yet available
Autumn	14	28	not yet available

**Recommendation 9 - More readily accessible support for grant preparation, processing and submission**

The Academic Directors have been discussing how to make available to UWT faculty support for grant activities. As this project moves forward, several steps have been taken. Two workshops are scheduled during Spring Quarter 1999, a handbook of guidelines is in draft form, and budget assistance has been requested. The UWT administration is committed to developing such assistance and will

have a pilot project in place during Spring Quarter 1999. Staff for this activity is now being selected.

**Recommendation 10 - *Improvement of professional development opportunities for staff***

Presently, there are some professional opportunities for staff at UWT such as computer and management training classes. In addition, the need most often mentioned by staff is training in job classification/re-classifications and cross training. Classification training is important in that it allows the employee understand their job and how it relates to other tasks. Cross training assists beginning level employees the opportunity to receive training in higher level jobs and prepares them to pursue future job opportunities. A staff committee is reviewing staff development opportunities and will make recommendations once this task is completed. The Director of Finance and Administration will continue working with staff to make available, on a priority basis, the requested development activities. During Winter Quarter 1999 staff and faculty had the opportunity to enroll in a *Project Management* course, which was offered on site (UWT). This was one of several professional development opportunities offered during the past year of the program.