Proposal to Establish a Separate College of Education from the College of Human Development and Community Service

Submitted to the Vice President for Academic Affairs
January 2004

Submitted by:

Dr. Louise Adler, Chair, Educational Leadership
Dr. Ash Bishop, Chair, Reading
Dr. Vikki Costa, Chair, Secondary Education
Dr. Carmen Dunlap, Chair, Elementary & Bilingual Education
Dr. Paula Herberg, Chair, Nursing
Dr. Mikel Hogan, Chair, Human Services
Dr. Kathy Koser, Chair, Kinesiology & Health Promotion
Dr. Belinda Karge, Chair, Special Education
Dr. Jeffrey Kottler, Chair, Counseling
Dr. Patricia Szeszulski, Child & Adolescent Studies
Ms. Carolyn Bishop, Regional Director, CalSTATE Teach
Lt. Col. Christian Taddeo, Chair, Military Science
Dr. Mickey Hollis, Associate Dean & Director of the School of Education
Dr. Ellen Junn, Associate Dean, HDCS
Dr. Roberta Rikli, Dean, HDCS
This proposal recommends creating a College of Education from the existing School of Education, which is currently housed in HDCS. The proposal will follow the guidelines of UPS 100.605. As such, the following will be addressed:

- explicit description of the proposed administration
- administrative benefits and justification
- timeline
- analysis of costs

**Description of Proposed Administration**

The current administrative structure of the School of Education would remain the same. The proposed change only necessitates the addition of a dean position. The following presents the proposed organization structure and related resource requirements:

**Organizational Structure**

Dean  
Associate Dean  
Departments/Programs/Units:  
  - Elementary and Bilingual Education  
  - Secondary Education  
  - Special Education  
  - Reading  
  - Educational Leadership  
  - Instructional Design and Technology On-Line Program  
  - Joint Ed.D. in Educational Administration and Leadership

FTES = 1894; FTEF = 102 (Fall ’03 statistics)

**Additional Resource Requirements for New Structure**

**Management Needs**
One new MPP addition – Dean, College of Education.  
One vacant MPP position eliminated - Division Head, CFCS.

There is unanimous agreement from the chairs in the Division of Child, Family, and Community Services that the current division structure be eliminated, thus removing the need for a Division Head. The Associate Dean positions continue as they are – one for Education and one for HDCS non-education programs.

**New Staff Needs**
No new staff will be required for the proposed restructuring. The current School of Education complex has adequate staff to serve the needs of a College of Education.
The current HDCS IT staff will be able to serve both college units, with programs continuing to share the same computer labs, etc.

**Space Needs**
One additional office for a new dean is needed. This would be housed within the current School of Education office complex, thus requiring some minor construction/remodeling.

**Budgetary Considerations: Total Cost of Restructuring**
New Dean’s salary (less commitment for Division Head salary)
Minor construction/remodeling costs for new Dean’s Office (see specific cost analysis below).

**Administrative Benefits and Justification**
In addressing this category we will provide background information followed by benefits to all units in HDCS, and budget and cost analysis.

**Background**
When California State University, Fullerton was established, there was a separate School of Education with faculty who educated and prepared future teachers. Subsequently, during the summer of 1975, then President Don Shields, after brief consultation with the Faculty Senate, reorganized the schools and eliminated the School of Education, instead housing it within the School of Human Development and Community Service (HDCS).

Since that time, HDCS has grown to include five Education departments (Educational Leadership, Elementary and Bilingual Education, Reading, Secondary Education, Special Education) offering post baccalaureate credential, Master’s level, and most recently doctoral level programs, as well as the regional CalSTATE Teach program. The other HDCS departments (Child and Adolescent Studies, Counseling, Human Services, Kinesiology and Health Promotion, Nursing) along with the Military Science program together offer undergraduate and Master’s degrees as well as house the Center for Successful Aging and the Center for Community Collaboration (jointly with University Extended Education).

Systemwide, California State University, Fullerton is the only large CSU campus that does not have its own College of Education. All other comparison campuses have a College of Education, headed by a Dean of Education (see Appendix). The turbulent, political climate in teacher education at both the state and federal levels has resulted in a nearly continuous onslaught of new legislation, regulations and deadlines over the past few years, a trend which shows no sign of waning and which is demanding the close and nearly full focus of Education deans on all campuses.

Partially in response to these growing pressures, in Spring 2000, HDCS officially established the School of Education within the college and hired its own Associate Dean and Director for the School of Education. Indeed, the idea of establishing a College of Education separate from HDCS has been an issue of discussion within HDCS and has been part of our annual college planning goals for several years. Furthermore, reports from previous HDCS Dean Search Committees, combined with a history of Acting Deans for HDCS, attest to the difficulties of attracting highly qualified candidates for a position overseeing such a diverse array of programs.
Benefits

The proposed restructuring of the College of HDCS serves to benefit all involved units. We believe it does so in the following ways.

1. Creates streamlined institutional organization that can more efficiently respond to increasing demands placed on teacher education

Teacher preparation and credentialing consist of complex programs increasingly driven by external demands from state and federal legislation, and the credentialing body, the California Commission on Teacher Credentialing (CCTC). Every indication is that this trend will continue and in fact may increase. These external demands require focused attention on credentialing changes, legislative and fiscal matters, and quick and accurate response from the College’s administration. The College, University, students and faculty will be better served through the ability to provide leadership focused on education matters. The proposed leadership will better serve the broader community by being able to take proactive stances to pending changes.

2. Aligns organizational structure, management and leadership with sister CSU institutions

CSU Humboldt and Fullerton are the only CSU campuses without a College and Dean of Education. The size of Fullerton’s School of Education is comparable to the seven largest Colleges of Education at sister CSU campuses (see attached chart). A College and Dean of Education will enhance Fullerton’s ability to be on equal footing, strengthen our voice, facilitate communication with other Deans of Education and with the Chancellor’s Office, and positions Fullerton for leadership within the system and in a broader context. Fullerton’s current organizational structure impedes focused and direct communication.

3. Strengthens the University’s ability to attract outstanding leadership with subject matter experience and expertise in education

Because of the disparate mix of responsibilities, the College of HDCS, since its inception, has faced great challenges in attracting acceptable pools of applicants for the Dean’s position. As a result, for extensive periods of time the College has been headed by acting deans, and since 1999 has had an acting Associate Dean of the School of Education. Few candidates have had appropriate backgrounds or considered themselves qualified to lead the College as it is currently configured. As the School of Education begins preparation for its 2006 accreditation visit, the University should create a College of Education with a Dean of Education in order to demonstrate institutional commitment, to establish leadership with subject matter expertise, and to ensure the unit’s continued success.

4. Builds on strong existing programs within an independently functioning unit

The School of Education functions largely as an independent unit. Each of the 18 credential programs housed across the five departments is state credentialed. The School of Education has earned national accreditation, one of only 14 (out of about 120) in the state
to have done so. The School received a stellar accreditation review in 2000. The School of Education consists of a strong teaching and research faculty, among which are CSU outstanding professors and a Wang award recipient. However, the size and complexity of the School of Education have significantly increased in recent years. Additionally, demographic data on birth rates reveal that over 280,000 children were born in Orange County and will be eligible to attend K in the next five years. Other data forecast a minimum of 5% increase in school age students in the next decade. Therefore, the University must continue to maintain, if not expand, its current level of teacher preparation programs in order to keep pace with the needs of our surrounding communities. The flexibility, focus, and depth of administrative leadership associated directly with a College of Education will strengthen the unit’s effectiveness.

5. Represents limited short-term cost

Most of the proposed College of Education infrastructure currently exists. The School of Education is supported by an adequate staff, by an Admissions Office that processes more than 1,700 applications annually and by a Credentialing Office that processes close to 1,600 credentials annually. Office space is also adequate for office and admissions staff and for an associate dean. Office space may need to be reconfigured for a dean (see attached budget).

6. Creates immediate name recognition and a clearly and easily identifiable college profile for students and surrounding community with the potential to enhance giving

A college structure facilitates a focused mission and set of goals for the programs it represents. A College of Education can serve to create a clear and identifiable mission and profile for students and the external community. An easily identifiable profile and administrative structure within the University increases the possibility of alumni and external giving.

7. Benefits other units in HDCS in the following ways:

Allows for the Dean’s focused attention on programmatic growth and funding in matters of health and human services. Many programs and departments in HDCS educate and prepare students for professions that address matters of health and human and social services. The region, the state, and the nation face nursing shortages, health issues associated with ageing and obesity, and other matters related to public health and well-being. It is imperative that a dean carefully attend to issues that support programs to prepare professionals for careers in the areas of health and human services including accreditation for. A Dean of HDCS can better allocate time and energy on identifying and securing funding to promote a set of common college goals. Developing and fine-tuning these programs keeps CSU Fullerton competitive with other institutions. It additionally serves to address critical and growing needs in our surrounding community and region.

Aligns organizational structure, management and leadership with sister CSU institutions.

Strengthens the University’s ability to attract outstanding leadership.
Builds on strong existing programs.

**Timeliness of Request – Is such a move sensible considering the budget?**

In spite of the current budget situation and the cost of a new dean, the suggested reorganization is thought to be ‘the right thing to do at this time’ for several reasons:

1. In bad budget years it is especially important to look elsewhere for funding support and there are, in fact, unprecedented opportunities for additional funding for most programs in HDCS (both education and non-education). This makes it especially timely and cost-effective to have dedicated leadership that can focus on this type of development. Without a doubt, a separate dean for the proposed College of Education and for HDCS will bring more money into the university than what they cost the university.

2. The timing for organizational and leadership decisions for the School of Education is especially critical because of the upcoming NCATE/CCTC accreditation process. Planning and preparation must begin in Fall ’04 for our scheduled Fall ’06 accreditation visit.

3. The contract for the current Acting Associate Dean of Education (who has been in an ‘acting’ position for four years) expires in June, thus necessitating some type of decision this year with respect to the leadership in Education.

The creation of a College of Education fits well with the University’s Goals in that it strengthens institutional effectiveness, provides high quality programs that meet the evolving needs of our students, community, and region; and increases the possibility of external support for university programs and priorities.

**Proposed Timeline**

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td>November, 2003</td>
<td>Discuss proposal idea with all HDCS departments and with the Senate Executive Committee</td>
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<tr>
<td>January 2004</td>
<td>Discuss proposal with the Senate Executive Committee. Pending a reasonable level of support, move forward with developing a full proposal and present to Vice President Smith</td>
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<tr>
<td>February 2004</td>
<td>Proposal Review Committee schedules open meetings for March discussion of proposal; makes report to Academic Senate</td>
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<tr>
<td>April 2004</td>
<td>VPAA/President considers proposal recommendations and approves (or not) a new College of Education, to become effective July 1, 2004</td>
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April/May 2004  An Acting Dean is named
July 1, 2004  Acting Dean assumes position

Analysis of Costs

(Roberta)

Attachment: Appendix 1: Information on College Structures & FTES at other CSU campuses
# Appendix 1: Information on College Structures & FTES in other CSU’s

<table>
<thead>
<tr>
<th>Comparison CSU’s FTES &gt; 20,000</th>
<th>College Name</th>
<th>FTES</th>
<th>College Name</th>
<th>FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Beach</td>
<td>College of Education</td>
<td>2300</td>
<td>College of Health &amp; Human Services</td>
<td>3540</td>
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<tr>
<td>San Francisco</td>
<td>College of Education</td>
<td>1347</td>
<td>College of Health &amp; Human Services</td>
<td>2300</td>
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<tr>
<td>San Diego</td>
<td>College of Education</td>
<td>1745</td>
<td>College of Health &amp; Human Services</td>
<td>1567</td>
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<tr>
<td>San Jose</td>
<td>College of Education</td>
<td>1745</td>
<td>College of Applied Sciences</td>
<td>2336</td>
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<tr>
<td>Sacramento</td>
<td>College of Education</td>
<td>2474</td>
<td>College of Health &amp; Human Services</td>
<td>2874</td>
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<tr>
<td>Northridge</td>
<td>College of Education</td>
<td>2903</td>
<td>College of Health &amp; Human Development</td>
<td>2498</td>
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<tr>
<td>Fullerton</td>
<td>College of Human Development &amp; Community Service</td>
<td>3961 (Fall ’03)</td>
<td>Rest of HDCS =</td>
<td>2067</td>
</tr>
</tbody>
</table>

*The only CSU without a College/School of Education with an Education Dean are Humboldt and Fullerton.