

Adopted: June 1, 2004

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-616-04/RD&BK**

**RESOLUTION ON  
PROPOSAL TO RENAME THE  
UNIVERSITY CENTER FOR TEACHER EDUCATION TO  
THE COLLEGE OF EDUCATION**

- 1    WHEREAS,    The University Center for Teacher Education (UCTE) functions as a fully empowered  
2                    academic unit of Cal Poly in granting degrees and credentials and partners with other  
3                    colleges in delivering comprehensive and multidisciplinary academic programs; and  
4
- 5    WHEREAS,    The UCTE has expanded to offer a full range of academic programs from blended  
6                    undergraduate credentials, to advanced specialist/services credentials, to a master's degree  
7                    with five specializations, and to a new joint doctoral initiative; and  
8
- 9    WHEREAS,    The UCTE has been reorganized into two autonomous departments—the Division of  
10                   Teacher Education and the Department of Graduate Studies in Education—to better  
11                   recognize and deliver teacher education and advanced programs; and  
12
- 13    WHEREAS,    The UCTE is a primary partner with the College of Science and Mathematics in the  
14                   campus's new initiative, the University Center for Excellence in Science and Mathematics  
15                   Education, to prepare more science and mathematics teachers, provide professional  
16                   development for current teachers, study best practices, and motivate K-14 students to  
17                   study in the polytechnic disciplines; and  
18
- 19    WHEREAS,    The term "center" now is equated with independent, academic-affiliated units (e.g., Brock  
20                   Center for Agricultural Communications) and administrative-based units (e.g., Center for  
21                   Teaching and Learning) and consequently does not represent a degree granting unit; and  
22
- 23    WHEREAS,    A "college" name change would enhance the visibility of professional education on  
24                   campus and in the community and would highlight the comprehensive work of our  
25                   programs for potential students, new professional partners, and advancement efforts;  
26                   therefore, be it  
27
- 28    RESOLVED:   That the Academic Senate of Cal Poly endorse the *California Polytechnic State*  
29                   *University UCTE Proposal: Name Change to College of Education.*

Proposed by: Robert Detweiler and Bonnie Konopak  
Date: April 12, 2004

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
UNIVERSITY CENTER FOR TEACHER EDUCATION**

**PROPOSAL: NAME CHANGE TO**

**COLLEGE OF EDUCATION**

**Enclosed:**

**1. Resolution**

**2. Proposal**

**3. Supporting Documents**

**Questions & Answers**

**UCTE 2003-04 Roster**

**UCTE 2003-04 Programs**

**UCTE Description**

**Background**

**History**

**Reorganization**

**Faculty**

**Students**

**Budget**

**University Center for Teacher Education  
Proposal: Name Change to**

**COLLEGE OF EDUCATION**

The University Center for Teacher Education (UCTE) is the academic unit at Cal Poly offering professional education programs, including state-accredited K-12 teaching and advanced preparation credentials and graduate degrees in education. We propose that the UCTE be renamed the **College of Education** to (1) recognize its alignment in role and function to other academic units on campus, (2) reflect the nature and breadth of its programs, and (3) enhance the status and visibility of professional education on campus and in the community.

**Role and Function**

The UCTE operates as a cross-university program in partnership with the Colleges of Agriculture, Liberal Arts, and Science and Mathematics to deliver programs in professional education. Although modest in terms of numbers of faculty and students, the UCTE offers a range of professional and degree programs involving faculty and students from across campus. It serves a diversity of needs as it prepares teachers and other professional educators for the local area and state, and includes a cross-section of students in terms of age, gender, ethnicity, and academic interests. The unit draws on its own core faculty and associated advisors and content educators to create a comprehensive and multi-disciplinary set of programs and activities.

**Program Breadth**

Since Fall 2000, with the hiring of its first dean, the UCTE has strengthened and expanded its academic programs and collaborative relationships on and off campus and adopted a more complex organizational structure in concert with multilevel programs. The UCTE began as a single organization, with programs informally clustered into three areas: multiple subject teaching credential (elementary education); single subject teaching credential (secondary education), and advanced services/specialist credentials and related master's degrees. Today, the UCTE offers a full range of options, from undergraduate blended programs through master's degrees and the university's first doctoral offering. These programs have been expanded and reorganized into two autonomous departments: the Division of Teacher Education (TED) and the Department of Graduate Studies in Education (DGSE). Each assumes responsibility for curricular, personnel, administrative and eventually, budgetary matters.

The Division of Teacher Education (TED) houses two teaching credential programs: single subject and multiple subject. Each has multiple tracks, with bilingual options, and the multiple subject program now includes a blended undergraduate track with Liberal Studies, as well as the traditional post-bac track. The single subject program options include eight disciplines: agriculture, biological sciences, chemistry, English, mathematics, physical education, physics, and social sciences. Both programs meet the required teacher preparation standards established by the California Commission on Teacher Credentialing (CCTC) and are working towards standards set by the National Council on the Accreditation of Teacher Education for national accreditation. Coordinators and advisors for both programs provide leadership and direction,

while the UCTE Associate Dean serves as the TED Director, providing division coordination and oversight and serving as the liaison with national and state accrediting agencies.

The Department of Graduate Studies in Education (DGSE) houses advanced credential programs and master's degree specializations in five areas: counseling and guidance, curriculum and instruction, educational leadership and administration, literacy and reading, and special education. A joint doctoral program in educational leadership with UC Santa Barbara received final approval in Spring 2003 and began in Fall 2003. Similar to the teaching programs, the advanced credential programs also meet required CCTC standards and are working towards national accreditation. The master's programs have a common core of educational foundation and research courses as well as coursework and fieldwork specific to each specialization.

Five program coordinators provide leadership on all program matters. The elected Chair provides coordination and oversight for the department, including administrative matters and the academic core components, and works with the Associate Dean on accreditation issues impacting the advanced credential programs.

### **Status and Visibility**

The University Center for Teacher Education has embarked on several major initiatives which have increased its visibility and levels of responsibility. Dean Bonnie Konopak is co-chairing a university-wide presidential effort to expand math and science teacher preparation at Cal Poly through the new University Center for Excellence in Science and Mathematics Education. The \$7 million gift from Joseph and Victoria Cotchett to support science and math teacher education (\$4.5 million to UCTE, \$2.5 million to CSM) has increased visibility statewide for this effort and provided UCTE with funding and status. In recognition of the gift, the UCTE has renamed the clock tower building the Cotchett Education Building.

The current name, University Center for Teacher Education, reflects only a portion of the unit's programs. The graduate programs, including masters, advanced credentials and new doctoral program, need to be acknowledged for their involvement in preparing educators for new and/or expanded roles in schools, district and county education offices, and community colleges.

Furthermore, the term "Center" has come to be equated with independent, academic-affiliated units, for example, the Brock Center for Agricultural Communications (see Administrative Bulletin 87-3, "Guidelines for the Establishment of Centers and Institutes"). In addition, there are also administrative-based centers, such as the new University Center for Excellence in Science and Mathematics Education and the Center for Teaching and Learning.

While the breadth of our programs is generally recognized on campus and by K-12 partners of long standing, the name UCTE is not well understood by other individuals and agencies off campus. A name change would highlight the comprehensive work of our divisions and programs for potential students, new professional partners, and advancement efforts. Based on extensive meetings with faculty, staff and Advisory Board members, including current students, alumni and friends, our constituencies strongly recommend a name change to College of Education in keeping with the reality of a college-level professional education unit at Cal Poly.

## University Center for Teacher Education Questions & Answers

**Q:** *Does the unit meet the definition of a "college"?*

**A:** As UCTE discussed reorganization, it investigated whether the CSU had established definitions and/or criteria for academic units and learned that no such policies or guidelines existed. It also found that other universities considering a name change relied on campus definitions or understandings in the absence of systemwide policies (e.g., CSU Hayward).

Although modest in terms of numbers of faculty and students, it offers a breadth of professional and degree programs involving faculty and students from across campus; serves a diversity of needs as it prepares teachers and other professional educators for the local area and state; and includes a range of students in terms of age, gender, ethnicity, and academic interests.

**Q:** *How does "college" describe the nature and function of the unit?*

**A:** As professional education at Cal Poly has expanded in terms of program offerings (e.g., new teaching options, master's specializations, and doctoral program) and curriculum levels (e.g., undergraduate blended, doctoral), it has moved beyond its current name/organization as the University Center for Teacher Education.

Based on faculty and staff planning and decision-making, the unit has formally approved a new division and department to better recognize and support the distinctive nature and function of each group. The multiple subject and single subject programs in teacher education share a common conceptual grounding, adhere to similar state-mandated standards, and have formal ties with other campus units (e.g., multiple subject blended with Liberal Studies, single subject with departments in CAGR, CLA, and CSM) and K-12 districts and schools.

Similarly, the graduate studies programs have common goals for advanced professional preparation and share core coursework and a comprehensive exam for the master's specializations. In addition, the new joint doctoral program in educational leadership is providing the next tier in advanced study for practicing educators in K-14. Consequently, the term "college" better describes the growth in scope of programs and reorganization of the UCTE.

**Q:** *How would "college" assist the unit in supporting and delivering its programs?*

**A:** A name change would assist the unit in several ways. First, the current name--University Center for Teacher Education--reflects only a portion of the unit's programs. The graduate programs, including master's specializations, advanced credentials in service/specialist areas, and the new doctoral program, need to be acknowledged for their work in preparing educators for new and/or expanded roles in schools, district and county education offices, and community colleges.

Second, the term "center" gradually has been used to recognize independent, academic-affiliated units, as well as administrative-based units. This multiple use of the term "center" has proven confusing; for example, UCTE and CTL (Center for Teaching and Learning) are often mistaken for one another.

Third, while the breadth of our programs is generally recognized on campus and by K-12 partners of long standing, the name UCTE is not well understood by other individuals and agencies off campus. A name change would highlight the comprehensive work of our divisions and programs for potential students, new professional partners, and advancement efforts.

Fourth, moving to a college would provide greater recognition for education on campus, similar to other professional disciplines. This move was begun with the Provost's appointment of the unit's first dean and the charge to consider a more complex organization to reflect and accommodate the growth of programs.

*Q: How are education units at other CSU campuses structured? Are they similar to the proposed organization?*

**A:** Nearly all CSU education units reflect the structure of other units on their campuses, including 13 campuses with colleges, 3 campuses with schools, and 1 campus with programs (Channel Islands). One campus (Fresno) has all colleges with the exception of a School of Education; 3 campuses include education in professional studies-type colleges. Cal Poly is among the smaller education units in the CSU in terms of number of faculty and students.

*Q: Will additional funding be required for a name change to College of Education?*

**A:** No additional funding will be required for moving to a College of Education. As faculty and staff planned for reorganization, the UCTE Leadership Team considered the issue of resources, particularly support for new and enhanced leadership roles (e.g., graduate studies chair) and new division staff positions (reclassification). These critical areas already have received support through reallocated budget funding. However, due to recent budget scenarios that anticipate cuts in funding, additional support will be sought for program coordinators, particularly in the single subject program.

**University Center for Teacher Education  
Roster: 2003-2004**

**Dean's Office**

Konopak, Bonnie, Dean  
Brown, Carl, Associate Dean  
Pendergast, Carol, Advancement Director  
Ceaser, Lisbeth, Special Projects Director/Lecturer  
Repasi, Patricia, Budget/Personnel Analyst  
Pietsch, John, Information Services Coordinator  
Clow, Brian, Computer Laboratory Technician  
Vacant, Administrative Assistant

**Student Information Center**

Smith Andersen, Peggy, Credential Analyst  
Perez, Hope, Credential Analyst  
Scarpiello, Marilyn, Receptionist

**Division of Teacher Education**

Brown, Carl, Director  
Anderson, Loretta, Administrative Coordinator

**Multiple Subject Program**

Davidman, Leonard, Coordinator/Professor  
Davidman, Patricia, Professor  
Hernandez, Anita, Assistant Professor  
Maas, Don, Professor  
Mulligan, Patricia, Bilingual Advisor/Professor  
Blanke, Barbara, Resident Teacher  
Rheinisch, Diana, School Placement Coordinator/Lecturer  
Magnusson, Shirley, Cotchett Endowed Professor/Associate Professor (beginning 2004-05)

**University Multiple Subject Content Educators**

Duffy, Susan, Chair/Professor (Liberal Studies, CLA)  
Fisher, Gwen, Assistant Professor (Mathematics, CSM)

**Single Subject Program**

Casey, Glen, Coordinator/Professor (CAGR)  
Chin, Elaine, Professor  
Herter, Roberta, Associate Professor  
Stephens, Sarah, Professor (CAGR)  
Tomasini, Alice, Assistant Professor

### University Single Subject Advisors

Andoli, Fred, Professor (Biology Education, CSM)  
Ashbaugh, John, Lecturer (Social Science Education, CLA)  
Casey, Glen, Professor (Agricultural Education, CAGR)  
Hoellwarth, Chance, Assistant Professor (Chemistry/Physics Education, CSM)  
Medina, Elsa, Assistant Professor (Mathematics Education, CSM)  
Richison, Jeannine, Assistant Professor (English Education, CLA)  
Sutliff, Mike, Associate Professor (Physical Education, CSM)

### University Single Subject Content Educators

Battenburg, John, Professor (English, CLA)  
Black, Michael, Assistant Professor (Biology, CSM, advisor beginning 2004-05)  
Brown, Andrea, Chair/Professor (Kinesiology, CSM)  
Flores, Bob, Chair/Professor (Agricultural Communication, CAGR)  
Grundmeier, Todd (Mathematics, CSM, to be appointed)  
Inchausti, Robert, Professor (English, CLA)  
Riley, Kate, Assistant Professor (Mathematics, CSM, to be appointed)  
Kellogg, Bill, Professor (Agricultural Communication, CAGR)  
Rubba, Johanna, Professor (English, CLA)  
Taylor, Kevin, Assistant Professor (Kinesiology, CSM)  
Vernon, J. Scott Professor (Agricultural Communication, CAGR)  
Zeuschner, Raymond, Professor (Speech Communication, CLA)

## **Department of Graduate Studies in Education**

Herter, Roberta, Chair/Associate Professor  
Skelton, Tom, Administrative Coordinator

### Counseling and Guidance Program

Duran, David, Coordinator/Assistant Professor  
Jaques, Jodi, Assistant Professor

### Curriculum and Instruction Program

Herter, Roberta, Interim Coordinator/Associate Professor  
McBride, Susan FERP  
Magnusson, Shirley, Cotchett Endowed Professor/Associate Professor (beginning 2004-2005)

### Educational Leadership and Administration Program

Gentilucci, Jim, Coordinator/Assistant Professor  
Peterson, George, Associate Professor (beginning 2004-05)  
Crocker, Julian, Visiting Professor (SLOCOE Superintendent)  
King, Rita, FERP  
Palmer, Ken, FERP



) Literacy, Language, and Culture Program

Herter, Roberta, Coordinator/Associate Professor

Special Education Program

Ruef, Mike, Coordinator/Assistant Professor

Baldwin, Marylud, Professor

Harris, Kathy, Assistant Professor

Nulman, Dennis, FERP

**University Center for Teacher Education  
Programs: 2003-2004**

**Division of Teacher Education**

**Multiple Subject**

Preliminary Teaching Credential: Post-Baccalaureate  
Preliminary Teaching Credential: Post-Baccalaureate/BCLAD  
Preliminary Teaching Credential: Undergraduate Blended w/ Liberal Studies  
Preliminary Teaching Credential: Undergraduate Blended w/Liberal Studies/BCLAD  
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate  
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate/BCLAD

**Single Subject**

Preliminary Teaching Credential: Post-Baccalaureate  
Specializations in Agriculture, Biological Sciences, Chemistry, English, Mathematics,  
Physical Education, Physics, Social Sciences  
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate  
Agricultural Specialist

**Department of Graduate Studies in Education**

**Counseling and Guidance**

Professional Pupil Personnel Services Credential, School Counseling  
MA in Education with a specialization in Counseling

**Curriculum and Instruction**

MA in Education with a specialization in Curriculum and Instruction (being phased out)  
MA in Education with a specialization in Science and Mathematics Education (under  
development with the College of Science and Mathematics)

**Educational Leadership and Administration**

Preliminary Administrative Services Credential  
Professional Administrative Services Credential  
MA in Education with a specialization in Leadership and Administration  
EdD in Educational Leadership, joint program with UCSB

**Literacy, Language, and Culture**

MA in Education with a specialization in Literacy and Reading

**Special Education**

Preliminary Educational Specialist Teaching Credential: Mild/Moderate  
Professional Educational Specialist Teaching Credential: Mild/Moderate  
Preliminary Educational Specialist Teaching Credential: Moderate/Severe  
Professional Educational Specialist Teaching Credential: Moderate/Severe  
MA in Education with a specialization in Special Education

## **University Center for Teacher Education Description**

### **Background**

Since its inception in 1933, professional education at Cal Poly has expanded from a single undergraduate program in agricultural education to multiple undergraduate blended and post-baccalaureate credential programs and graduate degree programs in a wide variety of areas. Until the early 1990's, these programs were housed in a department within another college. Then, due to expansion of programs and a subsequent need for autonomy, education was reorganized into the independent University Center for Teacher Education under the leadership of a director. Use of the term "University Center" was deliberate; the unit brought together full-time education faculty and faculty from other colleges to collaborate on developing and offering the teaching credential programs and to provide leadership and service to the unit.

For a decade, UCTE functioned as a single organization, with programs informally clustered into three areas: multiple subject teaching credential, single subject teaching credential, and advanced services/specialist credentials and related master's degree specializations. Program coordinators provided leadership to each program area and advanced specialization, with administrative, personnel, and budgetary support centralized in the director's office.

### **Reorganization**

In Fall 2000, the first dean was hired in UCTE as an initial step in developing a new organization. A primary goal was the development of a more complex structure, focusing on enhancing support for current programs and future initiatives while retaining the strong collaborative relationships among colleges. From 2001-03, faculty, staff, and administrators in UCTE met to brainstorm, discuss, and plan a new organization. Taken into consideration were the (1) the changing nature and breadth of programs, including undergraduate, post-baccalaureate, master's, and doctoral initiatives, and the need for flexibility; (2) relationships among programs based on common goals, interests, and support; and (3) partnerships with K-12, community colleges, higher education, and state/national agencies.

After much deliberation and reflection, together with feedback from external advisory groups, the UCTE reached several decisions:

- Informal program clusters should formally organize, due to an expansion of program offerings, curriculum levels, and formal relationships with on- and off-campus partners (e.g., multiple subject credential blended with the liberal studies major, educational leadership doctorate offered jointly with UCSB).
- Each formal unit should retain the autonomy of the individual program areas but also include a unit leader responsible for general coordination and oversight.
- Governance in terms of leadership roles, policies, and procedures should reflect the UCTE, unit structure, and relations with other colleges.
- UCTE should be renamed to better reflect the changes taking place in terms of programs, internal relationships, and external partnerships.

By Fall 2002, faculty and staff had unanimously approved two new academic units, new leadership roles, and a name change for UCTE. In Winter 2003, these new units were implemented, with faculty developing draft policies for their respective unit. Interim RPT policies were approved by the Provost in Fall 2003, with final policies due by Fall 2004.

### **New Organization**

The new organization includes the Division of Teacher Education (TED) and the Department of Graduate Studies in Education (DGSE), each an autonomous unit with responsibility for curriculum, personnel, and other administrative matters. Currently housed in the Dean's Office, the budget is gradually being decentralized to the two units.

#### **Division of Teacher Education**

The Division of Teacher Education (TED) houses two teaching credential programs: multiple subject (elementary education) and single subject (secondary education). Multiple subject has two tracks: the traditional post-bac program and new blended program integrating the undergraduate liberal studies major and professional education; each also has a bilingual option. Single subject includes post-bac program options in seven disciplines: agriculture, biological sciences, English, mathematics, physical education, physical science, and social sciences. Both programs meet the required teacher preparation standards established by the California Commission on Teacher Credentialing (CCTC) and are working toward standards set by the National Council on the Accreditation of Teacher Education for national accreditation.

Multiple subject and single subject coordinators provide leadership on all program matters. In addition, multiple subject has an advisor for blended students from Liberal Studies and an advisor for the bilingual options from UCTE, while single subject has advisors and content faculty for each credential discipline (e.g., agriculture, English, mathematics) from the Colleges of Agriculture, Liberal Arts, and Science and Mathematics. The UCTE Associate Dean serves as the TED Director, providing division coordination and oversight to the programs and serving as the liaison with national and state accrediting agencies.

#### **Department of Graduate Studies in Education**

The Department of Graduate Studies in Education (DGSE) houses advanced credential programs and/or master's degree specializations in five areas: counseling and guidance, curriculum and instruction, educational leadership and administration, literacy and reading, and special education. A joint doctoral program in educational leadership with UC Santa Barbara received final approval in Spring 2003 and began in Fall 2003. Similar to the teaching programs, the advanced credential programs also meet required CCTC standards and are working toward national accreditation. The master's programs have a common core of educational foundation and research courses as well as coursework and fieldwork specific to each specialization.

Five program coordinators provide leadership on all program matters. The newly elected DGSE Chair provides coordination and oversight for the department, including administrative matters and the academic core components, and works with the Associate Dean on accreditation issues impacting the advanced credential programs.

### Faculty

In 2003-04, there are 14 tenure-line faculty, 2 full-time lecturers, 1 resident teacher, 4 ferpers, and 3 MPPs. (In addition, two new tenure-line faculty have been hired beginning Fall 2004, one in TED and one in DGSE.) Each quarter, the TED hires about 5-7 part-time lecturers and 10-15 student teaching supervisors, while the DGSE hires 7-10 part-time faculty. Quarterly, UCTE produces about 24 FTEF.

In the TED, there are three categories of faculty: *unit faculty* (home association in UCTE) and *single subject advisors* and *content educators* (home association in department of discipline). For 2003-04, TED includes 10 unit faculty (tenure-line, lecturers, and resident teacher), as well as 22 single subject advisors and content educators from CAGR, CLA, and CSM who are formally recognized as faculty in the Division and who participate in teaching, advising, personnel, and other roles.

In the DGSE, there are 7 tenure line professors and 4 ferpers. Faculty are proposing a model that would formally recognize non-DGSE faculty as part of the Department, similar to the recognition given to single subject advisors and content educators in the TED.

### Students

For 2003-04, there are about 650 students enrolled in the UCTE, including majors as well as students enrolled concurrently in other programs (e.g., liberal studies majors and the multiple subject credential, English master's students and the single subject credential). Of the 500 enrolled in the TED (300 multiple subject, 200 single subject), about 300 will complete their programs this year. Of the 150 enrolled in the DGSE, about 120 will complete their programs this year. Quarterly, UCTE produces about 280 FTES, plus another 25 FTES in other credential courses (e.g., ENGL 424, Teaching English in Secondary Schools).

### Budget

For 2003-04, the UCTE budget is about \$2.5 million, with a projected \$250,000 in one-time miscellaneous income. Grant funding was over \$500,000 last year, while advancement yielded over \$1 million for scholarships and other program support.

RECEIVED

JUL 21 2004

ACADEMIC SENATE

**CAL POLY**

SAN LUIS OBISPO  
CA 93407

State of California

**Memorandum**

To: David Hannings  
Chair, Academic Senate

Date: June 28, 2004

From:   
Warren J. Baker  
President

Copies: R. Detweiler, B. Konopak,  
D. Conn, M. Whiteford

Subject: Response to Senate Resolution AS-616-04/RD&BK  
Proposal to Rename the University Center for Teacher Education to the College of Education

This will formally acknowledge receipt and approval of the above subject Resolution. In addition to the Academic Senate's endorsement of the University Center for Teacher Education name change to the College of Education, the Academic Deans' Council endorsed the proposal at its April 26, 2004 meeting. This change in name is in recognition of the significantly increased change in the College's role and emphases. Notification has been provided to Dean Konopak

Please extend my thanks to the Academic Senate for its prompt attention to this important matter.