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Darden College of Education Annual Report, 2015-2016

Jane S. Bray

Old Dominion University, jsbray@odu.edu

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Old Dominion University, Norfolk, VA

Darden College of Education

Annual Report

Dr. Jane S. Bray, Dean



2015-2016

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Annual Report for the Academic Year 2015 - 2016

The academic year of 2015-2016 was one of continued forward movement bringing change to the programs, faculty and physical structures that define the Darden College of Education. Of continuing importance is the need to recognize the diversity of departments, faculty and program offerings that encompass the offerings within the college. The following distinct departments are highlighted throughout this report:

Communication Disorders and Special Education

Counseling and Human Services

Educational Foundations and Leadership

Human Movement Sciences

STEM Education and Professional Studies

Teaching and Learning

Approximately 150 distinguished full-time faculty members produce high level research, teach students using a variety of differing delivery modalities and provide service contributions to this institution, to the region and to professional organizations on the national and international levels.

See Appendix A for a compilation of faculty accomplishments in the college.

Newly proposed
mission statement for
the college:

Advancing our
communities through
innovative and
transformative research,
teaching and
engagement.

Adoption anticipated:
Fall 2016

In addition to the six academic departments, the Darden College of Education supports four exemplary operations. Each operation is vital to the success of the college and plays a unique role in enhancing and supporting the work of the college as well as serving the needs of the region and the institution. Each operation serves as a primary example of how the college meets the university goals of “engaging the greater community” and “promotion an entrepreneurial culture.” Of note is the newly created Literacy Center that will begin operations in fall 2016. Also of note is the Children’s Learning and Research Center, which is a revenue generating operation. The four operations each have their primary functions and the operations are as follows:

The Darden College of Education supports four exemplary operations in addition to the six academic departments.

<i>The Literacy Center</i>	<i>The Virginia Early Childhood Policy Center</i>
<i>The Children’s Learning and Research Center</i>	<i>Teacher Education Services and Advising</i>

The Darden College of Education is unique in the fact that it houses truly distinct undergraduate programs. In addition, the college boasts a robust increase in enrollments for several of its undergraduate programs. The program offerings at the undergraduate level meet the many different needs and interests of our students and include the following:

EDUCATOR PREPARATION PROGRAMS ARE LOCATED IN THE COLLEGE OF ARTS AND LETTERS AND THE COLLEGE OF SCIENCES.

- Exercise Science
- Fashion Merchandising
- Health and Physical Education
- Human Services
- Occupational and Technical Studies
 1. Industrial Technology
 2. Marketing Education
 3. Technology Education
 4. Training Specialist
- Park, Recreation and Tourism
 1. Park and Recreation Management
 2. Therapeutic Recreation
 3. Tourism Management
- Speech/Language Pathology
- Sport Management

In addition to the many undergraduate program and independent operations, the Darden College of Education supports 105 Master’s level programs, 7 Certificate programs, 5 Educational Specialist programs and 15 Ph.D. programs. Recently developed new programs at the graduate level include the following:

- **Literacy Coaching Certificate** – One of four in the nation, this certificate is designed for licensed classroom teachers in the Commonwealth of VA to help prepare the students to take on a leadership role in their school division. This program is offered fully online and two of the courses in the four course sequence may be applied to a Master’s in Reading.
- **Secondary Education Professional Studies** – This program was developed for individuals employed in school divisions, but working on a provisional license to teach. In order to remain in their positions, these individuals need courses in professional studies in order to become fully licensed to remain in their positions. This program is fully online and all four courses may be applied to a Master’s in Teaching.
- **Ph.D. in Educational Psychology and Program Evaluation** - The Ph.D. in Education with a concentration in Educational Psychology and Program Evaluation is designed to prepare students to become scholars, practitioners, and educators in the areas of learning, program evaluation, and assessment and research methods.

The Darden College of Education greatly enhanced its ability to deliver contract courses to teachers in school divisions across the Commonwealth. The process for the development and implementation of contract courses was greatly enhanced and improved significantly in terms of efficiency, accuracy and delivery beginning in fall 2014. Contract courses provide a 25% tuition reduction for teachers from school divisions where Memorandums of Understanding have been established.

Contract courses are offered during the fall, spring and summer semesters. For this past year, 33 school divisions across the Commonwealth participated in sending their teachers to classes at Old Dominion University taking advantage of the tuition reduction through contract courses. The following information captures the success of the delivery of our contract courses:

	Fall 2015	Spring 2016	Summer 2016	Totals
Number of courses	90	91	95	276
Number of students	339	331	218	888

Contract courses generate revenue providing a portion that is distributed back to the departments and to the college. For this prior year, the following table represents the contract course distribution that was received in this fiscal year:

Summer 2014	Fall 2014	Spring 2015	Total
\$133,865	\$135,721	\$71,680	\$341,266

Last year's annual report for the Darden College of Education included eight priorities that required attention and action during this past academic year. This report on the progress of goals and priorities was significant and represents the strong efforts from the faculty and staff within the college. The following elements represent the priorities and the progress that was attained on each.

1. Strategic plan – The College hired a consultant who assisted in the development of the new strategic plan for the Darden College of Education. Faculty and community members met multiple times during the course of the year to discuss and finally develop new goals and a new mission statement. The work was completed at the end of the spring semester and the vote for adoption will occur fall 2016. The following goals were established and the mission statement can be found on page two of this report.
 - Support and facilitate research that discovers new knowledge, addresses problems of practice, and supports communities.
 - Provide highly rigorous and effective programs of study.
 - Exchange social, intellectual, and cultural resources with our communities to address challenges.
2. Graduate enrollments – A continuous and focused effort on increasing graduate enrollments permeated the meetings and discussions with faculty throughout the year. Several new graduate level certificate programs were developed and hold great promise for moving forward this fall. The delivery of programs based on cohorts provided a measure of consistency that assists the students in their planning as well as the faculty in the delivery of the planned courses. In addition, a staff position in the college was redesigned to become the Director of Marketing. This position is designed to provide direct support for individual marketing and recruitment efforts from graduate level programs. Graduate projections for fall 2016 indicate that the college should realize an increase in enrollments when compared to the same period last year.
3. STEM Education and Professional Studies - Issues and concerns within this department have calmed to a degree. A model of Co-Chairs was established that operated well during the year. The Co-Chairs represented an internally selected faculty member and a veteran Department Chair from another department within the college. In addition, the Graduate Program Director position was reassigned to another faculty member and some faculty program coordinators were changed as well. Meetings about program enrollments were held

Progress on goals and priorities for the college

This report on the progress of goals and priorities was significant and represents the strong efforts from the faculty and staff within the college. (Important to note is that while graduate enrollments have declined slightly in the college, the college remains with the largest number of graduate students across the institution.)

to allow faculty the opportunity to focus on the recruitment of students.

4. Children's Learning and Research Center – Following a spring that produced staffing issue and personnel concerns, several changes were instituted within the center. An external consultant was hired for the purpose of providing a suggested pathway to move forward with the center. Several staffing changes have been implemented and an Interim Director remained for the year. Stronger ties with parent organizations were developed and a faculty member within the college was identified for the purpose of providing administrative oversight for the center. Licensing regulations in the Commonwealth changed for all centers during the year and preparation for accreditation from Advanced ED and the National Association for the Education of Young Children are in progress.
5. Director of Advising – A new position for the college was approved and the first Director for Advising was hired. The new director will establish the first Student Advising Center for the college and supervise the academic advisors for our programs.
6. Accreditation for Educator Preparation programs - Preparation for the next Council for the Accreditation of Educator Preparation visit in spring 2019 is already underway. The first step was to complete the Specialty Professional Reports (SPA). The faculty submitted 35 reports for 13 SPA's (Elementary, Foreign Language, Library Media, Middle School, Special Education (adapted, Early Childhood and General Curriculum), Ed Leadership, Reading Specialist, Early Childhood, Physical Education, History and Social Studies, English/Language Arts, Math, and Science. This represents an incredible amount of work from faculty in preparation for our next accreditation visit.
7. Accreditation for professional programs - Progress has been made on the move to accredit the Industrial Technology Program. Following the guidance from a consultant, curricular and personnel changes to the program to meet accrediting standards have already been instituted. In addition, accreditation efforts for our Human Services Program were instituted this year and the self-study report is almost completed.
8. Review of programs – A review of the Communication Disorders Program was conducted for the purpose of understanding the tension between their strict accreditation standards and the quest to accept more students into their program. There exists a possibility to increase enrollments and remain in compliance with standards. However, resources will be needed and in particular, the serious issue of finding more clinical placement sites needs to be resolved.

**Assessment process
for the Darden College
of Education – Moving
to the ODU
Performance Cloud**

The Darden College of Education has been continually focused on the culture of assessment for several years. Last year, each program completed curricular maps and were required to submit their maps as part of their annual reports. This year, the Darden College of Education was asked to be among

the first group to move to the Performance Cloud system of assessment. The Dean, Associate Deans and the Data Manager for the college met with each department to discuss Performance Cloud.

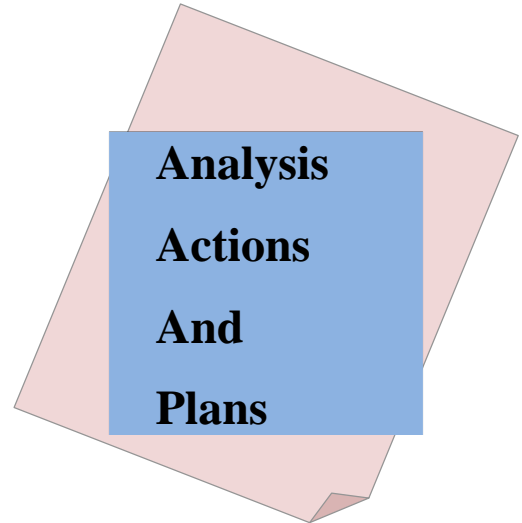
We also discussed the need to lessen the volume of reports that we were producing in WEAVE. With faculty input, we decreased the reports for the College from 58 to 42. Following the large group discussion, the Data Manager met individually with each department's program faculty to discuss the move to Performance Cloud. The faculty were tutored on moving their data, informed about the use of Performance Cloud in comparison to the WEAVE reports, and provided written and verbal support for the submission of their data into Performance Cloud. At this point in time, the Darden College of Education can report that out of the 42 plans, we have two that have been fully entered into Performance Cloud. Access to a specific author or authors has been given for 35 of the plans, and there are seven additional plans to be assigned. The Data Manager is responsible for and documents the progress made to this point with the migration for the Darden College of Education from WEAVE to Performance Cloud.

In addition to the emphasis on curricular mapping and the move to the Performance Cloud system for the college, there exists several other critical assessment processes for the college. First, the Specialty Professional Association reports that were already submitted for all Teacher Preparation Programs carries a significant burden to demonstrate student learning outcomes. These reports require three years of data for candidates in the programs, an analysis of how the data has been used to improve instruction and how and when the improvement for instruction was implemented. In addition to capturing the data for the learning outcomes of our ODU candidates, we are now also required to capture the data on how our candidates are impacting the learning outcomes of the young students in the Pre K-12 classrooms. This has been much more difficult to accomplish; however, unit and lesson teaching plans involve formative and summative assessments that must be reported and analyzed.



Secondly, teacher candidates complete a comprehensive survey regarding their entire preparation experience at the institution. This is completed each year and the resulting data is reviewed, analyzed, and presented to the Teacher Education Council. Specific program data is provided to the programs for the purpose of changing and improving instruction in Teacher Preparation Programs

Communication Disorders and Special Education - To gain the full picture of enrollments within the Department of CDSE, one must consider not only headcounts and FTEs across programs, but also credit hours generated (see Appendix B). This is especially important for the SPED Programs that teach many students in the College of Arts & Letters, the College of Sciences, and non-degree seeking licensure programs. FTEs which are reported in the Factbook for the levels (undergraduate, masters, and doctoral) combined across programs in the department are stable over the past 3 years at all levels. In the past, we saw a reduction in FTEs at the graduate level, whereas the undergraduate level had considerable growth over the same time.



Headcount data are provided at the program level, allowing for a clearer picture of trends in the department. The Total Headcounts across programs reflect steady growth in the department. Most of this growth is seen in the undergraduate SLPA Program, which has experienced 50% growth in the past 5 years. In contrast, we see some drop-off in the masters programs in the department, particularly for SPED which saw a 14% drop in the past year. The SPED Doctoral Program; however, remains steady in headcount enrollments.

Finally, representing the huge amount of work being done in this department is the credit hours table. Again, the data in the ODU Factbook are collapsed across levels. Nevertheless, a bright picture emerges in the Total Credit Hours generated, as we see a 6.6% growth in total credit hours across programs. The Masters Programs are seeing a recovery in credit hours generated after a dip in the 2011-2012 timeframe. Despite a 14% drop in headcounts at the Masters level in the past year, the credit hours generated shows only a 1.4% drop and a continuing rallying trend over the past 4 years.

The following factors have contributed to departmental enrollment data in the recent past:

- Efforts to capture SPED headcounts and FTEs by establishing certificate programs rather than enrolling as non-degree seeking students.
- SPED faculty have developed contract courses with Virginia Beach schools and SECEP.
- Establishment of new master's level courses for students in post-bac SPED licensure programs.
- Addition of an adapted curriculum K-12 combined with an Early Childhood Special Education Program at the undergraduate level.
- Successful grant activity, including the PEPSE-CHILI grant that provides tuition

assistance to SPED masters students in the adapted curriculum.

- Ongoing efforts by the CSEEP Grant to support training of Special Education teachers in licensure programs.
- Increases in numbers of admitted masters students in the SLP Program to capacity levels (28 per year).
- Interactions with prospective undergraduate students to recruit to the SLP program.
- Participation in CSDCAS has led to further increases in applications of high quality to the SLP Master's Program.
- Addition of student interviews in the SLP Masters admission process led to a yield of high quality candidates.
- Career outlooks are strong in all programs in the department. Audiology and Speech-Language Pathology are among the careers with greatest projected growth in coming years. Special Education teachers continue to be high needs careers across the Commonwealth.

Counseling and Human Services - This department presents an interesting contrast of difficulties. The Counseling Program is declining in graduate level enrollments and efforts have been focused on ways to increase enrollments. Examples include the development of a graduate level certificate program to meet the required licensing standards for the Commonwealth. In addition, a second level of review for applications has been most productive in identifying prospective students.

In comparison to a need to increase enrollments in this department is the difficulty of a program growing at too fast of a pace and that is clearly the case with the Human Services Program. Nearing almost 1000 undergraduate majors, this online program is seeking national level accreditation, which is needed, but will also contribute to the interest in a more qualified program. Faculty needs are great and demand for the program has continued. Two faculty lines from other departments within the college were reallocated to meet these needs; however, two –three more lines would be necessary to begin to meet the student demand for Human Services.

Educational Foundations and Leadership - In the Educational Leadership licensure area enrollments dropped between 2008 and 2009 in the licensure programs due to the culmination of contracted program delivery with school divisions. However, through efforts to develop partnerships with school divisions enrollments in licensure programs matched or exceeded the high enrollments 5 years ago. Student enrollments in all Educational Foundations and Leadership Programs remain stable. In addition, as the student-faculty ratios show, the programs area degree programs are all at about their maximum capacity.

Of particular interest for this department is the growth in FTE's for all programs over the past years. The following table includes that information by program.

	2008	2009	2010	2011	2012	2013	2014	2015
EDS ELS	36.8	25.6	23.3	24.4	35	50.8	77.9	132.2
MSED ELS	49.4	24.6	24.5	30.8	36.3	59.0	120.6	163.5
PHD ELS	13.9	14	15.4	16.1	15.3	15.1	23.0	42.1
EDS HIED	3.5	5.4	4.9	4	2.6	3.8	7.2	7.8
MSED HIED	23.5	36.9	45.3	37.9	30.2	32.7	63.3	71.2
PHD HIED	13.8	14	16.4	16.9	17.2	14.2	20.3	38.0
PHD CCL	18.6	19.8	23.2	24.1	22.7	22.7	32.5	45.8

Human Movement Sciences - The Department of Human Movement Sciences (HMS) is the largest department not only within the Darden College of Education, but also within the entire University in terms of headcounts. In 2015-2016, they department boast 1,461 undergraduate students and 87 graduate students for a total of 1,548 students.

Over the past 5 years there has been headcount increases in most of the undergraduate programs. Exercise Science (EXSC) has grown substantially each year from 536 students in 2011 to 776 current students. The headcount numbers in Sport Management (SMGT) have fluctuated slightly, ranging from 257-297. A similar pattern is seen with Park, Recreation and Tourism Studies (PRTS) with headcounts ranging from 216-272. The Health and Physical Education (HPE) undergraduate program has experienced a slight decrease in students from 135 in 2011 to 106 today.

At the graduate level, there has been a decrease in EXSC students from 33 students in 2011 to current headcount of 22. SMGT saw an increase from 31 students in 2011 to a high of 58 students in 2013 after an infusion of marketing efforts from the Office of Distance Learning (now ODU Online) to promote our new online SMGT graduate program, which began in fall 2012. When the online SMGT program was added, the on-campus SMGT program was changed from a 1-year to a 2-year schedule because they did not have the faculty to cover all of the graduate courses for both the on-campus and online programs. SMGT graduate courses are now offered only once every other year and include a combination of 1st and 2nd year students. The number of SMGT students has dropped over the past two years with a current headcount of 44. The graduate program in HPE includes the concentrations of Curriculum & Instruction, C&I with Teacher Licensure, and Coaching Education. This program has struggled with enrollments.

There has been a noticeable decrease in the number of applicants to all graduate programs in this department. EXSC normally has 20-30 applicants, but only had 13 this year. SMGT normally has 40- 50 applicants, but this year there were only 35. Of those, only nine were interested in the online program. There are likely multiple reasons for this decrease in applicants, which include: 1) an improvement in the economy, 2) website issues, and 3) greater competition. As the economy has improved, more people are getting jobs rather than getting a graduate degree. Although there has been a slight improvement in the website situation this past year, it continues to be problematic at ODU. The main source of communication with potential students is through the website, but there are restrictive parameters to how each webpage can be designed and most areas are lacking staff with the capabilities to create high quality webpages. Finally, the competition from other graduate programs is increasing. This is especially true in terms of online graduate program in SMGT.

STEM Education and Professional Studies - The majority of the undergraduate programs are in decline with the exception of Industrial Technology within this department. In contrast, efforts have been taken to lower the overall number of IDT Ph.D students by offloading students from the two senior faculty members and sharing those with junior faculty. The enrollment of new students in IDT has been limited in an effort to promote stability and control in a program where it was not graduating students. Additional efforts to increase undergraduate efforts took place over the last year. Examples include visits at several community colleges and attendance at teacher education conferences.

During the 2015-2016 academic year, the faculty of the Occupational and Technical Studies graduate programs graduated five PhD and six MS students. In addition, 15 MS students and 12 PhD students were admitted. Six PhD and five MS students completed comprehensive exams during the past year. Briefings to recruit graduate students were given at Ft. Lee (2), Ft. Belvoir (2), Quantico (2), Dahlgren Naval Station (2), and John Tyler Community College. Faculty also hosted a recruitment booth at the International Technology and Engineering Association Conference in suburban Washington. In addition to talking to potential students at these events and via telephone and email inquiries, the graduate program director responded to 96 MS ODU Online inquiries and 59 PhD ODU Online inquiries forwarded to the GPD from Distance Learning.

The Graduate Program Director submitted a proposal for recruitment funding to develop a brochure and an advertising corner in an international career and technical education journal, Techniques. The proposal was funded through Academic Affairs for \$2,000 and the brochure and advertisement is currently under development.

The Occupational and Technical Studies graduate faculty completed a program review using information collected through our internal graduate program review and visit by external evaluators. It was determined that the OTS graduate programs needed to be advertised highlighting their online availability. Faculty worked with Distance Learning and improved web advertising has been added for the program's viability. This appears to have increased graduate applicants. In addition, syllabi were developed for two new graduate courses: Project Management for Training and Education and Leadership Seminar in Workforce Education. These will be added to the curriculum for the MS and PhD programs.

Finally, discussions have begun with the faculty and Jeanie Kline to consider the low enrolled programs within this department. Moving forward, the Industrial Technology Program and the Fashion Merchandising Program will be submitted to SCHEV as stand-alone majors. Other difficult decisions about low enrolled programs must be made this upcoming academic year.

Teaching and Learning - The Department of Teaching & Learning has grappled with enrollment all year. The Department Chair has begun, at the advice of the Dean, to share enrollment reports with the faculty. These reports have shown a decline in enrollment in several areas in particular: Reading, Elementary Education and Early Childhood. Secondary Education had only a slight dip in enrollment in the fall of 2015 and a slight improvement in the spring of 2016. With that said, all programs, except Library Science need to work diligently on enrollment. There have been four efforts that the department believes will help increase enrollments:

1. Teaching & Learning took a thorough look at programs and cut two post-baccalaureate options (one in Reading and one in Library Science), which might actually boost enrollment in other concentrations within those programs, as the post-baccalaureate option made it difficult to capture students in enrollment reports as they are registered as non-degree seeking.
2. In the beginning of the fall 2015 semester, multiple meetings were held to try to understand Elementary Education and its numerous offerings. Out of those meetings, it was discovered that post-baccalaureate licensure options should be eliminated in exchange for a Master of Arts in Teaching (MAT). This has the potential to help address enrollment issues in several ways. First, the post-baccalaureate option that may involve a few hundred students, are not captured as students in enrollment reports since they are non-degree seeking. An MAT degree will allow us to capture these students. Second, our current MSED with a licensure option is not a quality use of the MSED label. It does not

meet the general expectations of a rigorous MSED. An MAT will allow us to create an actual master's degree that will be based on theoretical principles that have been proven in Teacher Education. Enhancing the quality of our offerings should attract students.

3. Elementary Education and Early Childhood programs are looking forward to moving from fifth year to four year programs which might help with enrollment as this is an opportunity to create stronger programs that will be attractive and useful to those who want to teach.
4. Teaching & Learning has grown its online efforts and now has two new certificates (i.e., Literacy Coaching Certificate and the Professional Studies Certificate) and one improved program to be delivered online (The field based program was discarded and a masters for licensed teachers was created.). In addition, the Reading Program is completely online, and is moving towards getting our methods courses online. We anticipate that these new easily accessible online programs will meet the needs of area teachers (traditionally licensed and provisional). Finally, faculty have begun to identify other certificate opportunities such as a teacher leadership and technology certificate that, again, will open opportunities for cross-departmental efforts.
5. Teaching & Learning created a committee devoted to thinking about school/university partnerships, and visited Norfolk, Hampton, and Portsmouth to discuss their needs. The meetings were positive and they were particularly interested in the Literacy Coaching Certificate.

**Resources
for the
Darden
College of
Education**

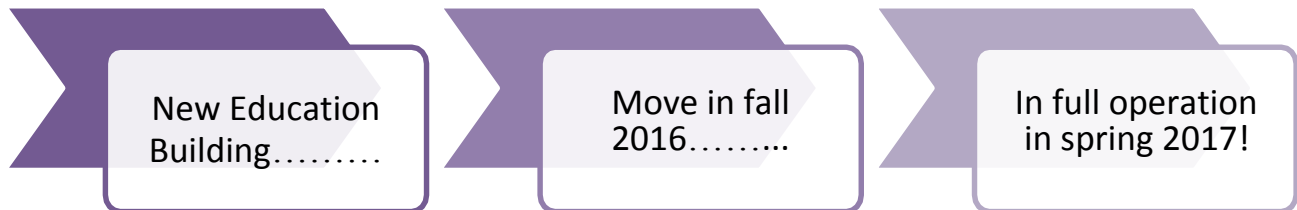
The Darden College of Education has been vigilant and resourceful with resources. This includes the reallocation of faculty lines. During this year, the college reallocated four faculty lines taking lines from departments with low enrolled programs and reassigning them to departments in great need of faculty assistance. In addition, the college financially supported the conversion of two adjuncts to full-time lecturer lines. Graduate assistantship funding was reallocated to departments in need and in addition, funding for Graduate

Assistants was decentralized from the Dean’s office to the departments.

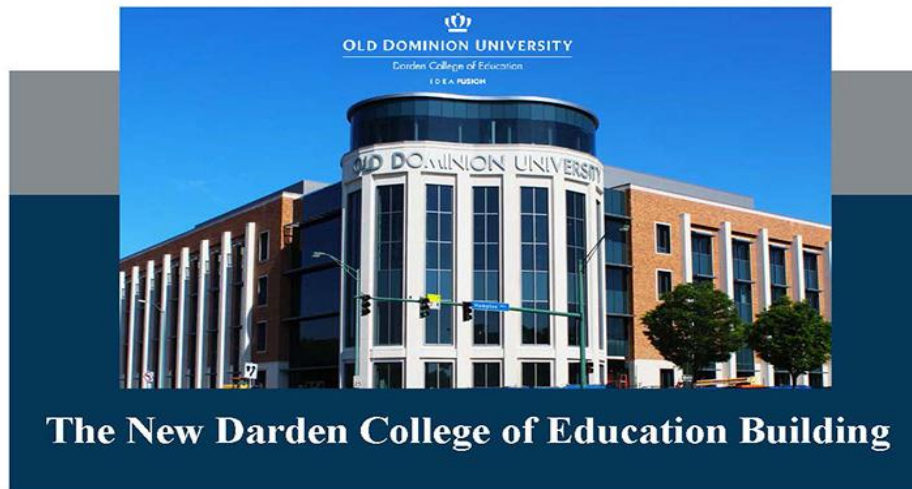
In addition, there was a need for a Fiscal Technician to serve the Children’s Learning and Research Center. A staff position and existing Fiscal Technician job responsibilities were reallocated to meet the needs in the Children’s Learning and Research Center.

The greatest need for resources within the college remains funding for Graduate Assistants. The college continues to boast the largest graduate level enrollments despite the decline and yet we remain funded at the lowest level for Graduate Assistants. We are not able to compete with other institutions in numbers of Graduate Assistantships nor in the actual dollar amount of the assistantships. This deficiency has been raised multiple times and will continue to represent our number one funding priority need for the college. There is always a need for additional faculty lines particularly for the undergraduate level programs that are expanding at a rapid rate. However, the cry for additional Graduate Assistant funding cannot be emphasized more in this annual report.

The Darden College of Education has been vigilant about not hiring Faculty Professionals without a careful examination of the job responsibilities to determine if it remains a need for those duties. In the recent case of the Director for Marketing, the job was refocused to now include a primary job responsibility to market academic programs



An undeniable highlight of our resources is the new education building that is nearing completion. This state of the art facility will meet the needs of this college long into the future. Equipment Trust Funds have been used for much of the equipment needs and classroom central has supported the new building with a large contribution of their funds.



Priorities for the Darden College of Education 2016-2017

The following items represent priorities to be accomplished by the Darden College of Education during the upcoming academic year 2016-2017.

1. **Increase Graduate Enrollments** - It continues to be an imperative that the Darden College of Education focus on graduate enrollments. A review of the program enrollment data as found in Appendix C, page 28 of this report indicates that the overall enrollments for the college for the past five years has increased by 202 students. Four departments within the college have increased their overall enrollments and two departments have declined in overall enrollments. The Department of Human Movement Sciences has experienced the strongest growth in headcounts while the Department of Teaching and Learning has experienced the steepest decline in enrollments. Most undergraduate programs increased with the exception of those in the Department of STEM Education and Professional Studies. The most severe decline in enrollments has occurred on the Masters level with the exception of the Department of Educational Foundations and Leadership, which has realized a significant growth in enrollments. Doctoral programs have remained relatively stable with the exception of a decline in those enrollments within the Department of Teaching and Learning.
2. **Increase Graduate Assistant Funding** - A push to stay within the tuition waiver allotment has meant that the number of students we can fund has been reduced from 54 to 45. The amount we were able to fund in 2015-2016 was closer to 40. We fund no master's student tuition waivers. We cannot recruit, let alone competitively recruit, for doctoral level students because there is such a limited chance that we can fund them. In turn, this greatly

limits our ability to attract master's students as well that. The Darden College of Education supports an equitable redistribution of tuition waiver funds across the university will enable us to mount a recruitment campaign for graduate assistantships at the doctoral level, and to maintain the strength of being the program of choice locally and regionally.

3. Increase Grant Production – The Darden College of Education boasts the second best record of grant expenditures in the university. In a report distributed by Julian Facenda for FY15, the Darden College of Education recorded 28% of all grant expenditures at this institution. The amount of expenditures was \$11,886,025. A focus for increasing will be placed on the expenditures as well as on the number of faculty submitting grant proposals.
4. Drive to comply – Work will continue in FY17 to ensure that the programs in the Darden College of Education are in compliance with SCHEV requirements. Two revisions have already been submitted to SCHEV and all programs out of compliance have been notified. They are working closely with the Associate Dean to bring all in compliance.
5. Accreditation – Accreditation remains a major priority for the Darden College of Education. This includes the work that needs to be accomplished for the accreditation of all educator preparation programs for the upcoming visit in spring 2019. It also includes the focus for new accreditations for the Human Services Program and the Industrial Technology Program.
6. New building – Moving into the new education building will be completed in fall 2016. This represents an enormous task; however, more importantly is the usage of the building moving forward. The grandeur of the structure offers the college an opportunity to showcase its programs and increase its viability within the community. This will become an important opportunity that cannot be squandered.
7. Reorganization of two offices – The focus for serving students has never been more important. Thus, the Darden College of Education will host its first Student Services Center in the new building. This center will provide a variety of support for our students including strong support for student advising. This new Student Support Center has forced the college to rethink the services provided by the Teacher Education Services and Advising Center. The responsibilities of Teacher Education Services will focus on placements and school connections.

8. Meeting program needs – Discussions need to occur to meet the future needs of Library Science Program located in the current Department of Teaching and Learning holds the program from developing a Masters in Library Science and it also prevents it from seeking accreditation. Presenting an opportunity for moving the department to support the program moving forward is a priority.
9. Children’s Learning and Research Center – A new building is proposed for the Children’s Learning and Research Center. A priority will be focusing on the new physical structure, which will also include a reorganization of the current staffing structure.
10. Undergraduate Programs – Meeting the needs of the undergraduate programs in the college is important. Some are growing at such a rapid pace that resources are not keeping pace. Plans need for how best to meet these needs must be discussed.

Appendix A

COMMUNICATIONS AND DISORDERS & SPECIAL EDUCATION

- **Grants:** In ODURF’s most recent six month reporting period (July 1, 2015-Dec. 31, 2015), the work of 10 different faculty members in the Dept of CDSE generated \$1,959,169 in grant funding (direct costs: \$1,838,419; indirect costs: \$120,749). Direct costs in CDSE were the highest of any department in the university and surpassed the total reported for the College of Engineering (\$1,675,587). Among the various funded grant projects in the past year, faculty generated \$88,640 in purchased release funds for the department. Six other departmental faculty were PI or Co-Investigator on a grant submission in the past 6 months.
- **Collaboration with outside groups:** CDSE faculty have participated in multiple collaborative research and training projects over the past year. The DCOE Most Collaborative Grant award was given to Dr. Bob Gable, Dr. Steve Tonelson, and Dr. Anne Maydosz who oversee the Commonwealth Special Education Endorsement Program through with multiple subprojects took place in collaboration with six Virginia universities (George Mason, James Madison, Radford, Norfolk State, Lynchburg College, Virginia Commonwealth University) providing Special Education training experiences to teachers.
- **New research initiatives:** In the past several months, several CDSE faculty have engaged in new projects with faculty throughout the university, at other universities and companies.
- **Student Research:** The Department of CDSE engages student in ongoing research activities. Doctoral students in Special Education and masters students in Speech-Language Pathology have appeared as Co-Authors/presenters in publications and presentations. Dana Childress: co-authored book – *Family-centered early intervention*, 2015
 Lisa Morin, past doctoral student: International Conference on Learning Disabilities, 2015
 Colleen Wood-Fields, past doctoral student: *Journal of Intellectual Disability-Diagnosis and Treatment*, 2015.
 Masters students in SLP presented at Speech & Hearing Association of Virginia, 2016:
 Kasey Humphrey, Courtney Graham, Sara Frederick, Victoria Harney, Rachel Redman, Ashley Kellner, Sammantha Griffin
 Hilary Sandberg, past Masters: *International Journal of Speech-Language Pathology*, 2015
- **Publications** The research initiatives of CDSE faculty have led to a productive publishing record in the past year:

Refereed Articles	Books	Book Chapters	Natl & Intl Presentations	Regional/State Presentations
14	2	5	32	20

- **Journal Editors/Federal Review Panels:** Also contributing to the scholarly climate of the Department of CDSE are several faculty who serve as Journal Editors/Associate Editors, and on editorial boards and federal review panels:
 - Dr. Bob Gable, Associate Editor of Teacher Education in Special Education; Executive Editor of Preventing School Failure
 - Dr. Stacie Raymer, Associate Editor of American Journal of Speech-Language-Pathology; NIH NIDCD Ad Hoc Review Panel
 - Dr. Sharon Judge, Associate Editor of The Learner Collection; Editorial board of Journal of Advanced Academics and Journal for Multicultural Education
 - Dr. Jonna Bobzien, Department of Education, NIDILRR Field Initiated Projects Ad Hoc Review Panel
 - Dr. Corrin Richels, Associate Editor, Perspectives in Fluency Disorders

COUNSELING AND HUMAN SERVICES

- **Scholarship and Faculty Achievements:** This is a rough estimate based mainly upon annual review information collected in December 2015 and February 2016. It is likely the actual publication numbers are higher due to spring publications of which I am not currently aware. I also did not include the multitude of encyclopedia entries penned by our faculty and students. In addition, the handful of publications authored by our students are also not listed.
 - National or International Peer Reviewed Journal Articles = Approx. 41
 - Books (new or new editions- not including instructor handbooks) = Approx. 11
 - Book Chapters = Approx. 11
- **Awards**
 - Dr. Dustin, Recipient of the Darden College of Education's Service Award
 - Dr. Gulsah Kemer, Selected as one of the 2015 Association for Counselor Education and Supervision (ACES) Emerging Scholars. Nominated for 2015 Association for Counselor Education and Supervision (ACES) Outstanding Publication in Counselor Education and Supervision Award for the manuscript titled as "Cognitions of Expert Supervisors in Academe: A Concept Mapping Approach."
 - Dr. Ed Neukrug, Publications Award. Darden College of Education (ODU)
 - Dr. Sparkman-Key, National Organization of Human Services (NOHS), Lenora McNeer Award for Scholarship and Research
 - Dr. Alan M. "Woody" Schwitzer, Received the 2015 Research Award of the American College Counseling Association
 - Madeline Clark, (COUN Doctoral Student) AARC Donald Hood Doctoral Student Research Award and also ACES Emerging Leader
 - Michael Ellyson, (HMSV student) recipient of the Outstanding Human Services

Student Award from NOHS

- **Elections and Appointments**

- Dr. Tammi Milliken, Elected NOHS VP for Regional Development
- Dr. Jeffrey Moe, President Elect of Virginia ALGBTIC
- Dr. Mark Rehfuss, Elected NOHS treasurer
- Dr. Christopher Sink, Elected to the VSCA board
- Dr. Radha Horton-Parker, Appointed Awards Chair of NOHS
- Dr. Emily Goodman-Scott, Appointed to the Advisory Council for the Evidence-Based School Counseling Conference and Invited to Two School Counseling Conferences sponsored by ASCA and The White House

- **Additional Achievements**

- Our faculty, students, and recent alums represented ODU well at national, regional, and state COUN and HMSV professional conferences (e.g., 49 faculty, students, and recent alums gave over 60 presentations at the biannual national ACES Conference in October 2015).
- Our faculty, consistently, score well over the mean of the college and of the University faculty, based on the student opinion surveys.
- Our COUN students consistently score at least ½ a standard deviation above the mean of Counselor Education Programs nationwide on the national comps (CPCE) exam as well as the National Counselor Certification (NCE) Exam.

EDUCATION FOUNDATIONS LEADERSHIP

- Successful search: Hired Dr. Felecia Commodore, University of Pennsylvania (HIED/CCL)
- Enrollment headcount in all CCL and HIED programs has grown significantly in the last five years 2010-2015 (HIED MSED +52%; HIED PHD + 333%; CCL PHD +436%); all the while selectivity in admissions has also increased.
- *CCL Ph.D. program's annual Summer Institute* is now a signature national event that engages 100's of current students, alumni, and key stakeholders. It positions the CCL Ph.D. program as a national thought leader in system-wide pipeline issues of access and success, attracting national thought leaders like George Kuh as guest scholars. Over 66% of this year's CCL Ph.D. cohort (Cohort 14) is out-of-state.
- *High-profile U.S. higher education leaders provide guest lectures* in our CCL and HIED distance learning courses via our new Guest Scholar initiative. Guest scholars are selected based on practical experience, content-area expertise, and national reputation. The initiative not only enhances student learning; it forges sustainable partnerships with influential stakeholders that enhance the national reputation of our CCL and HIED graduate programs.
- ELS: Began search for lecturer position (ELS).

- Six (6) ongoing *PK-12 leadership licensure cohorts* and two (2) *PhD cohorts* in ELS program area. Second PhD cohort began Summer 2016 with 20 students:

ELS Licensure Cohorts

- Middle Peninsula/Northern Neck Cohort 1 (10 students)
- Hampton City Schools Cohort 4 (16 students)
- Chesapeake City Public Schools Cohort 1 (32 students)
- Virginia Beach City Public Schools Cohort 2 (14 students)
- SECEP Cohort 1 (18 students)
- Southwest Virginia Cohort 1 (10 students)

ELS PhD cohorts

- Executive Ph.D. Cohort 1 (14 students, only 2 students dropped program)
- Executive Ph.D. Cohort 2 (20 students, selection and orientation Spring 2015)

- Continued to conduct *PK-12 Leadership webinar series* to educate current students, alumni, and school divisions on issues of immediate and contemporary relevance. Series also serves as a communication tool for our clients and potential partners.
- Hosted two (2) *Adaptive Schools* cohort with requests from area divisions for more.
- Conducted a successful Monarch Lead Professional Learning Workgroup one-year intensive training program for 10 high achieving school leaders in the Hampton Roads area.
- Demand from area divisions for expansion of this initiative and identification of the next round of Monarch Lead Fellows complete for Cohort 2.
- Ongoing Instructional personnel training events. Summer and fall webinar trainings for Instructional Personnel. Hosted one-day intensive training session in spring (January) for all instructional personnel.
- Identification of new highly qualified adjuncts to serve as program instructors
- Conducted *Educational Leadership conference for summer 2015* with over 150 attendees from Hampton Roads school divisions. Planned *summer 2016* leadership conference has 200 attendees registered.
- Sponsored Guest Lecturer to focus on issues relevant to university, college, and department strategic plans.
- Hosted Enrique Aleman on campus for a three-part lecture event. We co-sponsored Dr. Aleman's trip with HIED/CCL to 1) present a lecture on retention of students to SEES; 2) research presentation on Critical Race Theory and Lat/Crit Theory; and 3) documentary screening and Q&A.

- EPPE Began new PhD concentration in the Educational Psychology and Program Evaluation. Six students will be in program as of fall 2016.

HUMAN MOVEMENT SCIENCES

- This past year, the HMS Department made progress towards most of our goals. We had two successful searches, one for the biomechanics opening in EXSC and the other for a new lecturer line in PRTS. We look forward to having Hunter Bennett and Shelly Beaver join our faculty this fall, and we were able to create two new faculty offices for these individuals from underutilized space in the biomechanics lab. As noted earlier in this report, we still have a great need for additional faculty lines in each of our program areas. Thus, increasing the number of faculty lines in our department will remain a primary goal. We were grateful to receive additional funding for graduate assistantships this year, but further funding is needed to attract quality students and grow our graduate programs.
- We developed 5 proposals for SCHEV that included the following degrees:
 - B.S. in Sport Management
 - M.S. in Sport Management
 - M.S. in Park, Recreation and Tourism Studies
 - B.S in Exercise Science
 - M.S. in Exercise Science
- The proposals for SMGT and PRTS were approved by Curriculum Committee, the Faculty Senate, the Board of Visitors, and are in the final stages of review by SCHEV. The two proposals for EXSC are being refined and will undergo review this upcoming academic year.
- Our faculty and graduate students had a very productive year in terms of scholarly output as can be viewed in Table 2.

Table 2. HMS Scholarly Accomplishments (June 1, 2015 – May 31, 2016) Faculty	Students	Total	
Articles	45	8	53
Books	0	0	0
Book Chapters	7	0	7
Presentations	45	21	66
Awards	5	4	9
Grants & Sponsored Research	9	1	10
Editorial Board Service	16	1	17
Executive Councils & National Committees	6	1	7

STEM EDUCATION AND PROFESSIONAL STUDIES

- **Scholarship and Faculty Achievements - Hires, Tenures, Promotions:**
 - Dr. Karina Arcaute will start in July as a new Assistant Professor, tenure track Faculty member in Industrial Technology.
 - Dr. Melva Grant, Associate Professor of Mathematics Education was awarded tenure.
 - The STEMPS Department faculty had 32 journal articles published, 1 book, 4 book chapters, and 30 presentations (international, national, regional, and local) during the 2015-2016 academic year (see related attachment).
- **Grant Productivity:** According to ODURF reports, the STEMPS department has been awarded \$7,320, 570.41 during the 2016 FY.

Selected grants:

- Blast Project: 80 rising 9th and 10th from all over Virginia. The prestigious award, given by the Virginia Mathematics & Science Coalition, recognizes exemplary science and integrated science, technology, engineering and mathematics programs that increase student or teacher learning. PI: Cindy Tomovic, Co-Pi: Vukica Jovanovic.
 - Policy-Ready Citizen NOAA: A grant focused on educating science educators teaching practices and research using an integrative STEM approach through project-based learning and hands on activities. PI: Petros Katsioloudis, Co-Pi's: Dan Dickerson and Joanna Gardner.
 - Virginia Assistive Technology Services: A grant funded by the VA Department of Rehabilitative Services with a goal to assist students with mental and physical needs. PI: Mickey Kosloski, Co-Pi: Joanna Ervin.
 - Higher Education Pathways for Maritime Mechatronics Technicians: A grant funder by the Office of Naval Research with a goal to create, assesses and implement mechatronics curriculum. PI: Vucika Jovanovic, Co-PI's: Petros Katsioloudis and Mileta Tomovic.
- **MonarchTeach Program Highlights** The program has successfully completed its third year of the UTeach model replication. Enrollment continues exceed our expectations with 195 students enrolled in *MonarchTeach* courses this academic year. Of those 195 students, 152 students completed early field based experiences where they were supervised by university faculty or staff in 33 classrooms across elementary, middle, and high schools in Norfolk Public Schools. Program staff and students continue to recruit students to explore teaching through marketing videos, classroom visits, admission open house events, and freshmen and transfer summer previews. For the summer semester, 14 *MonarchTeach* students were awarded internship opportunities at informal science and mathematics centers

across the region. *MonarchTeach* students participated as judges for student projects at the STEM fairs held at several of our cooperating schools and the NPS district science fair held at Nauticus Museum. The *MonarchTeach* Student Organization hosted a Middle School STEM Day Out on Friday, April 8th for Norview Middle School. Middle School students rotated in small groups through four STEM activities; water quality testing, biodiversity in the orchid observatory, dissection of a cow's eye, and building a catapult to launch marshmallows. Next academic year, the last year of replication, will yield the three remaining courses; Project Based Instruction, Perspectives on Science and Mathematics, and Apprentice Teaching and Seminar.

- **Program Goals for Next Year:**

- Continue course adjustments started last year to eventually offer a Master's Degree in Fashion Merchandising and Industrial Technology.
- Solidify a Ph.D. concentration in STEM Education.
- Increase numbers for both Masters and Ph.D. concentrations in OTS and IDT.
- Complete the IDT Program self-study.
- Continue to partner with school divisions to expand the Mathematics Specialist contract course offerings.
- Promote unity and healthy environment among all faculty and staff in the STEM Department.
- Support Monarch Teach efforts to increase overall student numbers.
- Continue course adjustments started last year to eventually offer a Master's Degree in Fashion Merchandising and Industrial Technology

TEACHING AND LEARNING

- **Improving program offerings:**

- Teaching & Learning took a thorough look at programs and cut two post-baccalaureate options (one in Reading and one in Library Science), which might actually boost enrollment in other concentrations within those programs, as the post-baccalaureate option made it difficult to capture our students in enrollment reports as they are registered as non-degree seeking.
- In the beginning of the fall 2015 semester, the chair, Leigh, Gail & Peggy met a few times to try to understand Elementary Ed. and its numerous offerings. Out of those meetings, it was discovered that post-baccalaureate licensure options should be eliminated in exchange for a Master of Arts in Teaching (MAT). Gail & Peggy invited the chairs and faculty from STEM & T&L to begin to work on creating a MAT. This has the potential to help address enrollment issues in two ways: 1) The post-baccalaureate option that may involve a few hundred students, are not capture

as our students in enrollment reports since they are non-degree seeking. An MAT Degree will allow us to capture these students. 2) Our current MSED with a licensure option is not a quality use of the MSED label. By this I mean, it does not meet the general expectations of a rigorous MSED. An MAT will allow us to create an actual master's degree that will be based on theoretical principles that have been proven in Teacher Education. Thus, enhancing the quality of our offerings, which should attract students. (A possible side benefit of creating the MAT is that we are setting the stage for working across departments in a more productive manner. It is the Department Chair's opinion, that most departments in the college have programs that can benefit from cross-departmental expertise, and I would like to see us work together.)

- Elementary Education and Early Childhood Programs are looking forward to moving from fifth year to four-year programs, which might help with enrollment since we see this as an opportunity to create stronger programs that will be attractive and useful to those who want to teach.
- We also believe that careful attention to the external reviewers report around the Ph.D. program is warranted and will help us rethink and revise our efforts.
- **Extending program offerings.** Teaching & Learning has grown its online efforts and now has two new certificates (i.e., Literacy Coaching Certificate and the Professional Studies Certificate) and one improved program to be delivered online (The field base program was discarded and a Masters for licensed teachers was created.). In addition, the Reading Program is completely online, and we are moving towards getting our methods courses online. We anticipate that these new easily accessible online programs will meet the needs of area teachers (traditionally licensed and provisional). Finally, faculty have begun to identify other certificate opportunities such as a Teacher Leadership and Technology Certificate that, again, will open opportunities for cross-departmental efforts.
- **Improving marketing efforts.** Unfortunately, the Department Chair made some glaring mistakes (e.g., confusion about who should be marketing the literacy certificate and an incorrect statement on a marketing item that led to asking CLT to redo the effort) while working with CLT on marketing this year. The Department Chair takes full responsibility for this and will try to avoid this in the future. We can only hope we are able to continue to work closely with CLT to market our programs. The good news is Dionna Campanella has been quite helpful with working on our website and marketing efforts.
- **School Partnership Committee.** Teaching & Learning created a committee devoted to thinking about school/university partnerships, and we visited Norfolk, Hampton, and Portsmouth to discuss their needs. The meetings were positive and each district seemed

- enthusiastic about possibly working with us. They were particularly interested in the literacy coaching certificate.
- **Research:** Teaching & Learning boasts nearly 15 AERA presentations, 6 in collaboration with our graduate students, were accepted for the 2016 meeting.
- **Estimated Publications & Presentations**

	Summer/Fall 2015	Spring 2016
Books	1	1
Book Chapters	4	3
Articles	6	16
Presentations	19	22

Appendix B

HEADCOUNTS

Program	2011-12	2012-13	2013-14	2014-15	2015-16
Undergrad SLPA	141	153	152	194	211
Graduate SLP	55	55	63	65	59
ABA Certificate			1	6	16
Autism Certificate				1	8
MS SPED	146	112	119	99	82
PhD SPED	11	11	11	12	11
<i>Total Headcounts</i>	<i>353</i>	<i>331</i>	<i>346</i>	<i>377</i>	<i>387</i>

FTEs

Program	2010	2011	2012	2013	2014
Undergraduate (CSD + SPED)	195	235	259	255	255
Masters (CSD + SPED)	144	127	131	137	135
Doctoral	48	13	7	8	9
<i>Total FTEs</i>	<i>387</i>	<i>375</i>	<i>397</i>	<i>400</i>	<i>399</i>

CREDIT HOURS

Program	2010	2011	2012	2013	2014
Undergraduate (CSD + SPED)	2795	3317	3678	3640	3667
Masters (CSD + SPED)	1736	1530	1571	1648	1625
Doctoral	540	155	89	94	113
<i>Total Credit Hours</i>	<i>5071</i>	<i>5002</i>	<i>5338</i>	<i>5382</i>	<i>5405</i>

Appendix C

Department		2011-12	2012-13	2013-14	2014-15	2015-16
CDSE	UG	141	153	152	194	211
	GR	212	178	194	183	176
	Total	353	331	346	377	387
CHS	UG	632	678	713	782	745
	GR	240	271	238	227	223
	Total	872	949	951	1009	968
EFL	GR	273	279	342	415	410
	Total	273	279	342	415	410
HMS	UG	1207	1184	1236	1393	1461
	GR	121	117	132	114	87
	Total	1328	1301	1368	1507	1548
STEMPS	UG	338	357	298	301	295
	GR	154	141	125	113	114
	Total	492	498	423	414	409
TL	GR	707	627	594	522	505
	Total	707	627	594	522	505
DCOE	GR	1707	1613	1625	1574	1515
	UG	2318	2372	2399	2670	2712
	Total	4025	3985	4024	4244	4227