



College of Education and Human Services
Department of Teacher Education
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September 6, 2018

To: 2018-2019 WSU Faculty Senate

RE: WSU Academic Re-Alignment Plan

Dear WSU Faculty Senators,

In the event of an Academic Realignment, as the Chair of the Teacher Education Department (TED) in the College of Education and Human Services (CEHS), I respectfully request that the members of the WSU faculty senate support the faculty and staff in TED, the Office of Partnerships and Field Experiences (OPFE), and the advising office in our overwhelming recognition that our best fit is with the '*new college*'. The faculty are experts in our fields, we understand our own roles in our profession and in our communities better than anyone. We have critically discussed our place within the academic realignment and know that what is best for our students, staff, and faculty is for us to join the '*new college*'.

TED is not a 'stand-alone' department in the typical sense. We are inherently tied to OPFE, which also works with Kinesiology & Health (KNH) on field placements. Additionally, our advising office works with the Ohio Department of Education for all licensure candidates. Furthermore, the CEHS Assistant Dean for Assessment and Accreditation works closely with all four CEHS departments, all of which prepare candidates for careers in PreK-12 schools: TED, Kinesiology & Health (KNH), Human Services (HS), and Leadership Studies (LDR)

There is absolutely no doubt that TED is best-suited in a college comprised of KNH, HS, LDR, Nursing, Social Work, and Professional Psychology. Below is a list of how TED programs and the academic units of the '*new college*' are inherently aligned and even integrated.

- The strength of community lies in its academic, physical, social, and emotional health. Professionals across all of these domains must work in conjunction with one another to effectively meet the goal of developing individuals who are able to navigate through and contribute to a democratic society.
- The Ohio Department of Education Strategic Plan 2019-2024, states "*The whole child is at the center of the plan.... Ohio can only reach success by meeting the needs of the whole child...The time a child spends in school is precious and should ensure all aspects of a child's well-being are addressed, including the physical, social, emotional and intellectual aspects.... The most important partners are parents and caregivers, who have the greatest impact on a child's development. **Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more.** Put simply, partnerships transform the education experience.*" A '*new college*' that includes the four current CEHS departments, Nursing, SOPP, and Social Work would create an opportunity for creating new and innovative partnerships to meet the ODE Strategic Plan. Moving TED into another college would only serve to diminish the opportunity, viability, and success of such partnerships. The link to the ODE Strategic Plan is:
<http://education.ohio.gov/getattachment/About/Ohios-Strategic-Plan-for-Education/Final-Strategic-Plan-Board-Approved.pdf.aspx?lang=en-US>



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- Teachers work with nurses, social workers, school psychologists, school counselors, and other professionals on a daily basis. Individuals from all of these professions are employed directly by school districts and/or by educational service centers to meet the needs of children.
- Based on State of Ohio policy, teachers must now all be trained on Substance Abuse Prevention practices and teach their PreK-12 students how to refrain from substance abuse. The development of the HOPE curriculum, used in PreK-12 schools across the entire state of Ohio for substance abuse prevention, was led by faculty in the KNH department with contributions from faculty in TED and HS. This epitomizes the strength of the collaborations across these departments and the important role that all of these departments play in the PreK-12 educational system. The implementation of prevention practices and responses to substance abuse requires teachers, school nurses, school counselors, social workers, and psychologists to work in conjunction with one another and to work closely with children and families.
- Increasingly, teachers are required to complete professional development sessions focused on mental health; they are expected to have the skills to collaborate with various health professionals in order to implement behavior contracts in schools. Being assigned to the ‘*new college*’ would provide our candidates with opportunities to work more closely with mental health professionals within the same college.
- WSU has a formal agreement with Westwood Elementary in the Dayton Public School district; we serve as the university partner and follow the Coalition for Community School standards. Community schools have an “*integrated focus on academics, health and social services, youth and community development and community engagement...*” One of the guiding principles of community schools is to “*invest in a whole-child approach to education... goes beyond mastery of core academic subjects to include youth development... and developing their social-emotional, health...*”
- Our Partnership School Districts consistently highlight that their greatest need is for our teacher candidates to have First Aid Trauma training and mental health training.
- Historically, there has been an emphasis on integrated instruction by PreK-12 teachers; this focus has facilitated and enhanced our relationships with CoLA and CoSM. Our commitment to this process will continue with both colleges. However, being a department in the ‘*new college*’ will provide us the opportunities for new collaborative efforts, to spearhead new initiatives, to meet the contemporary needs of students and communities, and to develop new and unique programs to meet the ever-changing landscape of schools.
- We currently have strong relationships with two of the departments that have already been assigned to the ‘*new college*’ –KNH and HS. The KNH department houses two teacher licensure programs and the HS department houses the school counseling program. For numerous academic and accreditation reasons, it is not appropriate for any of these programs to be moved to TED.
- Teacher Education programs must adhere to state and federal policies, 10 Specialized Professional Associations (SPAs), and a national accreditation organization. Units within the ‘*new college*’ also have national accreditation requirements and many are subject to state and federal policies. The common understanding of these requirements allows us to collaborate more effectively and allows us



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to provide academic and structural support that would be difficult, if not almost impossible, if we were housed in a different college.

- The research of renowned career-development theorists from the field of psychology maintains that in choosing a career, people prefer jobs in which they can be around others who are like them. Leading authors of inventories to help students identify majors and careers indicate that the teaching profession is most closely aligned with other professions that nurture the growth of or address the problems of a person's physical, psychological, intellectual, emotional or spiritual well-being, such as social work, counseling, nursing and other health and human services.¹ Thus, enrollment in teacher preparation programs and in other related majors can best be enhanced by aligning all helping professions majors under one academic college. First, recruitment and marketing efforts will be more efficient when directed to students with similar interests in helping professions. In addition, since nearly a third of all undergraduates change their majors within the first three years of college², it is imperative that advisors be prepared to assist students in finding other majors at Wright State University. By including helping professions majors under the umbrella of the same college, not only will advisors be better positioned to assist students interested in helping professions, student retention will be maximized since they will be structurally housed under a college whose mission is to make a difference in the lives of others; they will be surrounded by peers who share similar interests about their life's work.
- Teacher education, nursing, social work, SOPP, school counseling, school administration, etc., are all Professional Programs that should be housed in the same college.

It is my hope that the WSU Faculty Senate will carefully consider the expertise of the faculty and staff across the various departments and units in the CEHS, all of which support TED moving to the 'new college'.

If you have any questions and/or concerns, please let me know. I am more than willing to meet with any of you to discuss this further, if requested. Feel free to contact me at 937-775-4474 or nimisha.patel@wright.edu

Thank you in advance for your time and efforts to support us.

Nimisha H. Patel
Professor and Chair
Teacher Education Department

¹ John Holland's Theory of Career Choice. Strong Interest Inventory by Edward Kellogg Strong.

² Within 3 years of initial enrollment, about 30 percent of undergraduates in associate's and bachelor's degree programs who had declared a major had changed their major at least once. (Source: [U.S. Department of Education, National Center for Education Statistics](#)).