Standard 6 Unit Governance and Resources

6.4 Areas of concern related to continuing to meet the standard

(1) It is not clear how the Teacher and Professional Education Program (the unit) is defined at WIU.

At the request of the NCATE off-site review team, we have revised the Teacher and Professional Education Program (TPEP) Unit chart. A text based description is provided in this narrative.

The Teacher and Professional Education Program Unit is led by Dr. Sterling Saddler, Dean of the College of Education and Human Services. The head of the daily operational affairs of the Unit is Dr. Rori Carson, Assistant Dean for Teacher Education in the College of Education and Human Services. Dr. Carson also chairs the University Teacher Education Committee (UTEC). As a point of clarification, we have no organization whose acronym is UTEP. This is likely an inadvertent blending of TPEP and UTEC. Although led by Dean of the College of Education and Human Services, the Unit is comprised of specific programs distributed across all four colleges at WIU. A specific listing of the unit programs within colleges is depicted in the TPEP Unit Chart.

UTEC is the governing body of the unit, which we refer to as Teacher and Professional Education Program (TPEP). UTEC is comprised of a subset of individuals representing the various programs of the unit, both initial and advanced, one professional support department, Educational and Interdisciplinary Studies (EIS; which teaches core professional courses for Teacher Education candidates), and the Center for Preparation of Educational Professional (CPEP). According to the Unit’s operating paper, “UTEC exercises direct control of policy related to, and the implementation of, preparation programs for teachers and other school personnel. It has the authority and responsibility for setting and achieving professional education goals in the institution; establishing policies for governance, programs, student admission, continuation and certification; designating responsibility for program decision-making in professional education; and developing maintaining appropriate linkages both within the institution and external to it. All program changes that affect teacher and advanced certification must be approved by UTEC.”

As detailed on their website, CPEP defines its role as: “The Center for Preparation of Education Professionals (CPEP) supports teacher education and graduate education programs; links field and clinical experiences; and serves the needs of students, graduates, and the professional community.” As a professional support center, CPEP focuses on advising, initial level field experiences and student teaching placements for candidates in teacher education. It also has
oversight of all certification procedures and houses the Certification Officer for Teacher Education.

The role of departments varies across specific programs with some departments, Curriculum and Instruction, for example, being solely focused on the preparation and education of teachers and other supporting school professionals. Others, like History and English, whose primary responsibility is to provide discipline specific courses for general education and majors in their respective disciplines, have teacher education as an option for majors in their department. In most cases, program chairs or program coordinators, which we call chair designees, are assigned primary responsibility for those majors that choose teacher education as an option. As noted earlier, representatives from the programs housed in various departments, typically the program chair or chair designee, sit on UTEC and are involved in any decision-making that affects the Unit as a whole.

6.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. **Narrative to explain COEHS organizational chart exhibit for WIU’s Teacher and Professional Education unit:** What is the role of the UTEC in UTEP’s organizational structure? What is the role of the CPEP in the unit’s organizational structure? What is the role of the departments in the unit’s organizational structure? What is the role of program coordinators in the unit’s organizational structure?

   See above answer to question 6.4(1).

2. **UTEC membership list and sample agendas and minutes to demonstrate the relationship between TPEP and UTEC as they pertain to unit leadership and authority.**

   UTEC Membership List
   UTEC Agendas and Minutes

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(EIS; which teaches core professional courses for Teacher Education candidates), and the Center for Preparation of Educational Professional (CPEP).

Teacher and Professional Education Program Unit Chart

3. Operating budgets for all UTEP departments/programs that prepare teachers and other school personnel.

At WIU, teacher and professional education programs are embedded in appropriate content-specific departments (e.g. Math Education is embedded in the Mathematics Department; Physical Education is embedded in the Kinesiology Department, etc). Budgets for each education program are also embedded in the budgets of each of 16 departments located across four colleges. For departments that solely work with teacher and professional education programs, like Curriculum and Instruction or Educational Leadership, the budget clearly is used for the preparation of education professionals. The WIU budgeting process does not identify separate categories for expenditures when a department serves candidates/students both in an education program and a non-education program. WIU does not fund departments on a per student basis. We have sample exhibits of budgets for three departments who serve only teacher and professional education candidates: Curriculum and Instruction, Educational Leadership, and Educational and Interdisciplinary Studies. The requested information on all operating budgets specific to teacher and professional education programs is not available.

Operating Budgets for Three Teacher And Professional Education Departments

4. Rationale for comparison of data about three campus units (Department of Curriculum and Instruction, School of Law Enforcement and Justice Administration, and Department of Recreation, Park, and Tourism) presented in tables.

Two academic units within the College of Education and Human Services with no responsibility for Teacher and Professional Education Programs were compared to the Department of Curriculum & Instruction along two dimensions, faculty salaries and academic credit equivalent (ACE) production. The two non-TPEP academic units, School of Law Enforcement & Justice Administration and the Department of Recreation, Park & Tourism Administration were selected because of how closely the units resembled Curriculum & Instruction in terms of: (a) size of the academic unit (number of faculty); (b) program components including didactic and field/or internship requirements; (c) the availability of undergraduate and graduate programs in the units; and (d) in the case of the Department of Recreation, Park & Tourism Administration acquiring full accreditation by the National Recreation and Park Association.
Comparison of Mean Faculty Salaries by Rank for Three Comparable Departments
Comparison of Faculty Workloads
Comparison of Budgets for Comparable Academic Units

5. **Professional development opportunities provided to faculty in the unit regarding online course development and delivery**

Western has a multi-faceted system of support for the development and delivery of online courses. Western’s Center for Teaching and Research (CITR) provides workshops on a range of topics. In the past three years, multiple sections of ten workshops related to online courses were offered. Two examples include “Best Practices in Teaching Online” and “Online Pedagogy and Instructional Design Methods for Online Courses.” CITR staff also consult individually with faculty on design and delivery issues and promote opportunities for those unfamiliar with online education to be mentored by more experienced colleagues.

Several units complement the efforts of CITR. The staff of University Technology’s HelpDesk/Support Center are available by telephone most days between 7:30 a.m. and 11:00 p.m. Members of the Center for the Application of Information Technologies (CAIT) possess vast experience with high-end design; their services are made available across campus on a contract basis. The offices of Professional Partnerships and Technology and Instructional Development Services provide hands-on training for learners, faculty, and area educators. In just the past eighteen months, more than fifty trainings occurred in such varied applications as DimDim, Ning, Weebly, Pixlr, Spruz, Gliffy, and Droplr – all of which have direct and immediate applicability to online design and delivery.

In 2008, the School of Distance Learning, the Office of the Provost, and representatives of the colleges established core guidelines for all online offerings. The definitively identified components were required of all new and revised online courses and were chosen to ensure consistency and quality. Course authors follow a detailed online course development checklist and department chairpersons or curriculum committees carefully review each course and verify that all critical elements are present and functional before a course is loaded into WesternOnline.

This culture of robust technology support is tied to incentives for development. The School of Distance Learning invites the submission of courses for an annual competition. After careful committee review, ten to twenty courses are selected. The authors receive a $5000 stipend for development and the technical support necessary to craft a world-class course. The College of Education and Human Services has provided monies for a comparable...
development effort of its own. Here, extensive technical support is provided, but authors select release time, overload, or Professional Achievement Award points in lieu of a stipend.

Western Illinois University and its Teacher and Professional Education Program are committed to the design and delivery of high-quality online courses and programs. This commitment reflects an appreciation of the changing expectations of students and communities. It also reflects an awareness of the need for the use of multiple delivery systems if a university situated in rural Illinois is to satisfy its state-sanctioned, regional mission. The University’s success in this endeavor is validated by the increasing number and popularity of such offerings and by recognition of the strength and sophistication of its online courses and programs by various accrediting teams in recent years.

**FY12 Online Course Development Checklist**

6. **Resource funding provided during the past two fiscal years to support the purchase of software, materials, equipment, and travel support for faculty and candidates (budget)**

**Departmental Resource Funding Table**

7. **Funding received from Provost for approximately $200,000 for the development of a custom-designed data-collection and management system (Standard 2)**

**WEPPAS Development Expenditure Table**

8. **Hiring of or status of hiring for position of Assessment Coordinator to direct assessment activities (Standard 2)**

Western has long been committed to collecting assessment data that leads to desired candidate outcomes and program improvement. The need for and the volume of such data have increased dramatically in recent years. While the Teacher and Professional Education Program first attempted to meet this increasingly important expectation by soliciting targeted assistance from faculty and staff, the need for a designated Assessment Coordinator became increasingly apparent. For the past four years in the annual reporting process, this need was identified and Presidential support was sought. Each year, the proposal was ranked by central administration among its highest priorities. The clear recognition of the need for a coordinator unfortunately found itself confronted by the most serious fiscal challenges the University had faced in its history. Consequently, the University elected to preserve the majority of existing faculty/staff lines and operating budgets rather than funding new positions.
Given unchanged financial conditions, the College of Education and Human Services proposed an alternative and more cost-effective configuration in the 2011 reporting cycle. The principal modification was that the College would underwrite the cost of a coordinator by providing substantial release time during the academic year for a faculty member with expertise in assessment. This will be complemented by supplemental compensation during the summer months. This model will permit the Teacher Education Program to address assessment with savings of approximately 66% over the salary required for a comparable new-hire. The Provost and President endorsed this approach, and an offer was extended and accepted this fall. A copy of the Assessment Coordinator’s job description is attached.

**Note:** Reviewers experiencing difficulties with any link can also access the report at [http://www.wiu.edu/coehs/ncate](http://www.wiu.edu/coehs/ncate)