

## **Standard 6: Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### ***Element 1: Unit Leadership and Authority***

- **Leadership and Authority**

The College of Education has a clearly articulated organizational structure that allows it to efficiently plan, deliver and operate coherent programs of study that meet NCATE, INTASC, SPA, and State standards. The College of Education is headed by the Dean, one Associate Dean, one Assistant Dean who administers the Office of Clinical Experiences and Student Teaching, five Department Chairpersons (Counselor Education; Educational Leadership and Development; Health, Physical Education, Recreation and Athletics; Special Education; and Teacher Education), and the Director of the Chicago Teachers' Center. The Dean of the College of Education is a member of the Provost's Council to ensure that there is a voice for professional education programs at the university level. (See NEIU/NCATE website, Institutional Report, College Organizational Chart, Document 6.1)

The Dean's Administrative Team, which is composed of the Associate and Assistant Deans, Department Chairpersons, Chicago Teachers' Center Director, and others who may be invited to participate, meets bi-weekly to not only conduct regular administrative activities, but to also plan and set policy. The Administrative Team also acts to provide a flow of information from the faculty and programs to the Dean. There are also program coordinators, departmental committees, and College of Education standing committees that work to plan, deliver, and operate education programs.

The structure and authority of the College of Education and the University also allows for relatively quick response to changes and requirements from outside agencies that are responsible for monitoring education programs. For example, certification structure for teacher certification in special education in the State of Illinois has recently undergone a dramatic change that was made mandatory due to federal court order. Completely new programs for special education teacher preparation at both the undergraduate and graduate levels had to be developed and implemented within a one-year period. This was accomplished not only through the hard work of the faculty, but also through the collaboration of all of the governance structures of the University.

The College of Education, as a matter of university policy, has direct responsibility and authority in the areas of higher education faculty selection (See Documents Room: *Northeastern Illinois University Search and Screen Manual*" page 12, B. Faculty Positions).

Each year the members of the Administrative Team of the College of Education, led by the Dean, identify faculty positions that are needed by the various departments for the following

year. The chairs make a case for these positions based on retirements, programmatic changes and/or increased enrollment. The Administrative Team then develops a list of hiring priorities. The Dean refines this list and presents it to the Provost. In consultation with the President, the Provost notifies the Dean concerning the positions for which national searches can begin. The process of hiring begins with the selection of a search and screen committee from the academic department or unit, the selection of a committee chairperson, the development of hiring criteria and the development of advertisements with the approval of the hiring agent and the affirmative action officer. The committee then reviews the applications according to criteria and selects those that they will bring in for the interview process. The final list of faculty candidates along with the strengths and weaknesses of each finalist is submitted to the hiring agent (See Documents Room: *Northeastern Illinois University Search and Screen Manual*, pages 1-11, for a full description of the process and guidelines).

The College of Education, as a matter of university policy, also has direct responsibility in tenure, promotion, and retention decisions (See Documents Room: *Northeastern Illinois University Faculty Handbook*, section three, "University Evaluation Schedule."). In addition, each department or unit within the College of Education has criteria for retention, promotion and tenure (see Articles 7 & 8 of the "Professional Agreement," departmental criteria are available in the Documents Room). The process begins with the faculty member preparing documentation to be presented to the department or unit according the University Evaluation Schedule. The Departmental Personnel Committee then forwards its recommendation to the Department Chairperson, who completes a separate recommendation. These recommendations are then reviewed by the Dean who provides a written recommendation to the Provost. The Provost then submits the materials along with the recommendations and supporting reasons to the University Personnel Committee. The University Personnel Committee then provides its recommendations and supporting reasons to the Provost who then confers with the University President to reach a final decision. Negative decisions may be appealed by the faculty member (See Documents Room: Article 15 of the "Professional Agreement").

- **Coordination of Programs to Ensure That Candidates Meet Standards**

The preparation of candidates to meet standards begins with the establishment and approval of the teacher preparation programs. These programs are carefully planned to meet the professional standards as established by NCATE, INTASC, SPAs, and the Illinois State Board of Education and are designed with appropriate procedures and checks and balances throughout program progression to ensure that candidates will meet standards. Course curricula incorporate the standards at three levels: knowledge, skills and dispositions. Once candidates have met the admission requirements to a professional education program, they are monitored throughout their course of study. Candidates are expected to maintain the appropriate grade point average (2.75 for undergraduates and 3.0 for graduate candidates on a 4.0 scale). Grades below "C" may not be applied to professional programs. Candidates must earn a minimum grade of "B" in their clinical practice/student teaching to be entitled for teacher certification.

Candidates who display poor academic performance or who do not display appropriate professional dispositions are first advised by program professors and advisors. If the student does not make appropriate progress and improvement in performance, he or she is referred either to the department professional standards committee or to the College of Education Admission, Retention and Appeals Committee.

Field experiences and student teaching placements for all but special education programs are administered by the Office of Clinical Experiences and Student Teaching (CEST). This office is responsible for the monitoring of health and program requirements of student candidates and for the placement of those candidates in the appropriate professional situation to meet standards. Special Education candidates are monitored and placed in field experiences and clinical practice by the Department of Special Education. (See also Standard 3 regarding “high quality field experience and clinical practice.”)

- **Recruitment and Admissions**

The College’s recruiting and admission practices are described clearly and consistently in the NEIU Academic Catalog, departmental and program publications, and on the university’s web site. The College of Education sends representatives to community colleges for recruitment purposes and has articulation agreements with individual community colleges, which allows for easier transition between 2-year institutions and Northeastern. In addition, the College of Education sponsors open house presentations for undergraduate and graduate programs as well as program specific open house sessions for recruitment. Please refer to the NEIU Academic Catalog for program specific details for admission.

*Undergraduate candidates.* In addition to the requirements for admission to the university, undergraduate candidates must meet specific requirements before they can be admitted to the College of Education. Undergraduates must meet the following requirements:

- Completion of 30 semester hours at the time of consideration.
- Declared major in Education with evidence of passing State of Illinois Basic Skills Examination
- A cumulative grade point average of at least 2.50 on a 4.0 scale. Some departments may require a higher grade point average. All candidates should consult with their advisor. Candidates working for a second B.A. degree must also meet this requirement.
- Pass the writing section of the University English Competency Exam.
- Passing the reading section of the University English Competency Exam.
- Pass the State of Illinois Basic Skills Test
- Candidates in certification programs must earn a grade of “C” or higher in an approved, three credit, speech course.
- Candidates in certification programs must earn a grade of “C” or higher in 3-6 credits of approved college-level mathematics.
- Candidates in certification programs must earn a minimum of six semester hours with grades of “C” or higher in approved writing courses that meet state certification requirements.

- A minimum grade of “C” in “professional education” and “major” courses, including those required for admission to the College of Education.

*Graduate degree candidates.* Graduate candidates must meet the requirements for admission to the Graduate College:

- Possession of a bachelor’s degree from an accredited college or university.
- Demonstration of a high level of scholastic ability as reflected by an undergraduate grade point average of 2.75 or better (4.0 point scale).
- Submission of all parts of the completed Graduate College self-managed application for admission.
- Official copies of transcripts from each college/university previously attended.
- Satisfactory completion of the published program prerequisites.
- An average of at least B (3.0) in the undergraduate major or work that is the foundation for the Master’s program.
- Some programs require applicants to take the Graduate Record Examination.
- Departmental or program committee approval. The final decision rests with the faculty of the appropriate department.

Admission requirements for graduate professional education programs that lead to State certification entitlement also require passage of the ICTS Basic Skills Test. In addition, some require letters of recommendation and some require a writing sample.

- **Accuracy of Academic Calendars, Catalogs, Publications, Grading Policies, and Advertising**

Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The NEIU Academic Catalog, which contains the university policies and procedures, college and program guidelines and courses, is updated and published yearly. The academic calendar and schedule of courses are prepared and published for each new semester and are also available at the NEIU web site in PDF format: [www.neiu.edu/](http://www.neiu.edu/) All brochures and advertising related to teacher education programs must be submitted to the College of Education for review and approval before being published.

- **Access to Student Services**

All undergraduate candidates at Northeastern are assigned an advisor, and those who have declared a teacher education major and have been admitted to the College of Education are then assigned an advisor in their major area. Graduate candidates who have been admitted to the Graduate College in one of the graduate education programs are assigned an advisor from that program. All students at the University, including candidates in teacher preparation programs, have access to counseling services, student health services, and the reading, writing and mathematics laboratories. The University also provides numerous support services such as the “Returning Adult Program,” computer laboratories and email accounts, the “Child Care Center,” the “Physical Education Complex” for recreation and fitness, the Accessibility Center (formerly the Handicap Educational Liaison Program/

HELP), “Project Success,” “Proyecto Pa’Lante,” the “Summer Transition Program,” the “Minority Student Mentoring Program,” Veterans’ Advisement, “Women’s Services,” and others (See NEIU/NCATE website, Educational Support Resources). Candidates are also made aware of available services at open houses and student orientations and are provided with the “Student Survival Kit” (See NEIU Documents Room). In addition, specific professional education programs have various support services, e.g. the professional standards committee of the Department of Special Education, to provide guidance and support to candidates who may have difficulty with professional dispositions. Candidates who have grievances that they are not able to resolve by talking first to the faculty member, department chairperson, or the Associate Dean of the College, may then bring their concern before the Admission, Retention and Appeals Committee, if an undergraduate, or to the Graduate College Advisory Committee, if a graduate student.

- **Faculty Involvement in Program Design, Implementation, and Evaluation**

Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs in a variety of ways. Departments and programs have advisory boards that consist of members of the various constituencies mentioned such as principals and practitioners in the public and private K-12 schools, parents and others. The professional community provides feedback to the programs through formal program evaluation and through regular feedback to faculty who are supervising pre-service and in-service candidates who are enrolled in P–12 professional preparation programs (See also Standard 3). Advisory boards and program faculty review candidate performance assessments and program data annually. Implications for program changes and advisement are discussed and acted upon. (See also Standard 2). In addition, there are currently two innovative federally sponsored Total Quality Enhancement (TQE) grants: Illinois Professional Learning Partnerships (IPLP) and the Middle School Total Quality Enhancement (MSTQE). These two grants require collaboration of the constituencies mentioned above to create model teacher preparation programs to serve “high-need” P–12 schools. (See Documents Room for additional documentation; also see NEIU/NCATE website, Chicago Teacher’s Center.)

- **Collaboration Between Faculty in the College of Education and the College of Arts and Sciences**

There are several means for collaboration between and among faculty in different units within the university. Appropriate faculty from departments in the College of Arts and Sciences work with faculty from the College of Education in the design and development of programs, e.g. Secondary Education. In addition, several outside funding sources have provided unique opportunities for collaboration between faculty from the College of Education and the College of Arts and Sciences and others. The federal Title V grant provides opportunities for collaboration to improve the delivery of general education classes through professional development and mentoring. The Illinois Professional Learning Partnerships and the Middle School Teacher Quality Enhancement grants provide opportunities for collaboration between faculty in both colleges and also provides for

participation by community college partners and P-12 teachers and other professionals to improve teacher education programs and experiences.

### ***Element 2: Unit Budget***

- **Proportional Budgetary Allocations**

Each education program through its department/unit and the College of Education is allocated resources that allow each one to meet its expected outcomes. The University budget provides direct allocation to the College of Education and its departments/units. The Dean is the fiscal agent for the College of Education, and department/unit heads are the fiscal agents at the program and departmental level, which allows for the most efficient allocation of funds. The allocations for the College of Education and the departments/units are at a level that is proportional to the other units in the university. (See NEIU Documents Room: *Northeastern Illinois University 2002-2003 Internal Budget*).

- **Adequate Budgetary Support for Professional Preparation**

The budget adequately supports on-campus and field work that is essential for the preparation of professional educators. The total College of Education internal budgetary allocations for the past two years is indicative of this support:

College of Education Total Budget Allocations

|              |             |
|--------------|-------------|
| FY 2001-2002 | \$7,356,967 |
| FY 2002-2003 | \$7,771,811 |

Additional support is received through external funding. During the 2002-03 academic year, approximately \$11 million was received through external funding. (See NEIU Documents Room: *Northeastern Illinois University 2002-2003 Internal Budget* for complete details of departmental/unit allocations and for *External Funding Report*.)

### ***Element 3: Personnel***

- **Workload Policies**

Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Workload policies are clearly delineated and provide the framework for assignment of professional duties within the guidelines of the collective bargaining agreement. In addition to the typical assignment of workload credit for teaching courses, faculty can be assigned to a wide range of professional duties including using technology for on-line course delivery and teleclasses, advisement, scholarship (every faculty member receives the equivalent of one course for professional development per academic year), and departmentally assigned/approved professional activities which can

include additional assigned research, significant community service projects, the editorship of major professional journals, the holding of national office in recognized professional organizations, grant proposal writing, program or course development, and/or other similar professional activities which can include collaborative work in P–12 schools. The major federally supported grants that are coordinated by the Chicago Teachers’ Center, the outreach arm of the College of Education, are known for their direct collaborative involvement with P–12 schools and faculty are encouraged to participate in these innovative grant activities which can be accomplished either in load or as overload to their yearly contract. (See the NEIU Documents Room: Credit-unit Equivalencies Policy; Grant Documentation.)

- **Faculty Teaching Loads**

Faculty teaching loads, including overloads and off-campus teaching are mutually agreed upon through union negotiations, and also on an individual basis by each faculty member. The individual faculty member is issued a Form D (See NEIU Documents Room: Form D Workload form) each year, which he/she must review with the Department Chairperson before signing. Teaching loads are specified by the Union agreement, a copy of which is contained in the NEIU Documents Room.

Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and 9 hours for graduate teaching per semester. Credit unit equivalencies (CUs) from 21 to 27 are assigned to each faculty member per academic year. Three CUs per faculty member are assigned for professional development purposes, leaving a maximum of 24 CUs assigned for teaching and other responsibilities. Size for graduate classes are differentiated from class sizes for undergraduate classes.

Typically, faculty do not have entire professional assignments for teaching each semester. In addition to the non-instructional activities that can be assigned that are mentioned above, other instructional duties that can be assigned include preparation/initial development of On-line or Web-based courses; mentoring; other instructional technology and/or maintenance activities; program coordination; candidate advisement (graduate and undergraduate); independent study; tutored study; teleclasses; field experience or clinical practice/student teaching supervision; thesis advising; graduate research seminars; supervision of clinical experiences; team teaching; and additional CU credit for multiple preparations or additional CU credit for enrollment above the normal range for the class level and type.

- **Supervision of Clinical Practice**

Faculty who supervise student teachers and other interns have adequate time as part of their teaching load to observe and to provide feedback to candidates. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member as provided in the assignment of CUs per Union contract.

- **Appropriate Use of Faculty**

Each program offered by the College of Education is supported by an adequate number of full-time faculty (See NEIU Documents Room: College of Education Roster and NEIU Academic Catalog). Full-time faculty meet the requirements of an earned doctorate along with related credentials and experience. When the need for part-time faculty arises, part-time faculty are chosen for their expertise and credentials as required by each course. Each part-time faculty must meet the minimum requirements of the University and have their credentials on file with the Provost. In addition to meeting those minimum requirements, part-time faculty for College of Education programs are recruited and chosen for their expertise and skill. Public and private school experience is sought and potential instructors are interviewed at length prior to an initial teaching assignment. Student evaluations and comments as well as feedback from full-time faculty are weighed before part-time instructors are invited to teach again.

Once temporary faculty have been employed by the University for five courses they are referred to as “Unit B” personnel and are covered by the Northeastern collective bargaining agreement. If program need requires more extensive use of part-time faculty due to enrollment, attrition of tenure-track faculty, medical or educational leave, etc., the usual procedure is to hire a full-time visiting lecturer to ensure continuity of the program. Graduate assistants are used to support faculty research projects, as faculty assistants as well as for departmental and College of Education projects. They rarely, if ever, teach courses.

- **Support Personnel**

Adequate support personnel are provided so that programs can prepare candidates to meet standards. The College of Education has sound administrative and clerical support. The administrative staff consists of a Dean, one Associate Dean, one Assistant Dean who serves as a coordinator of clinical experiences and student teaching, five department chairpersons, thirteen program coordinators, and a Director of the Chicago Teachers’ Center. Each program has access to clerical support through departmental/program secretaries and most programs have access to student aides and graduate assistants as well. Some programs are also supported by civil service advisors and academic professional advisors. Technical support is provided by the University through the Office of Network and Distributed Services, the Technology Help Desk, the Office of Academic Computing, University Media Services, and the Enhanced Teaching and Learning Center.

- **Resources and Opportunities for Professional Development**

All faculty in the College of Education have the same opportunities for professional development as other faculty at the university. Each fall, the Provost distributes the “Faculty Travel Policy and General Travel Fund” guidelines to the professional community (See “Northeastern Illinois University Faculty Handbook” section two; also NEIU website: [www.neiu.edu/Academic\\_Affairs/resources.htm](http://www.neiu.edu/Academic_Affairs/resources.htm) ). Travel to professional conferences is supported through faculty requests to the General Travel Fund. Requests are reviewed by the General Travel Fund Committee, with representation from each academic constituency,

which makes recommendations to the Provost about distribution of funds. Each department/unit also has travel fund allocations as part of its yearly budget to be distributed according to departmental guidelines.

Faculty may also receive CUs for research as part of their professional load. These additional research CU requests are reviewed by Department Chairperson and the Dean and awarded based upon the merits of the request. The University also supports original research by faculty throughout the university community. The Committee on Organized Research (COR) with representation from the College of Education, reviews applications related to original research. Small grants are awarded to selected proposals to cover expenses including contractual, commodities, equipment, personal services, and travel (See NEIU Documents Room: *Northeastern Illinois University Faculty Handbook*, section two).

The University also provides services to faculty who wish to develop grant proposals for outside funding. The Office of Sponsored Programs (OSP) coordinates the process between the project director, department/unit chairpersons, Dean(s), Provost and other appropriate administrative offices, the University President, and the funding source (See NEIU Documents Room: *The Grants Manual: A Guide for Faculty and Staff*). The Office of Sponsored Programs also supports a World Wide Web page that is available through the University's Home Page at <http://www.neiu.edu>, Select "About NEIU" and then select "Administration" to find the Office of Sponsored Programs. The faculty of the College of Education has been very active and successful in this area of professional development (See Standard 5).

Unique to the College of Education is the Chicago Teachers' Center, which is a direct outreach arm to P-12 schools. The Chicago Teachers' Center has been very successful in obtaining extensive outside funding for important research and school development and reform initiatives. Faculty are encouraged and supported in their participation in the grant activities that are administered by the Chicago Teachers' Center. (See NEIU/NCATE website: Chicago Teachers' Center.)

Faculty are also provided with opportunities to develop technology skills. The Enhanced Teaching and Learning with Technology Center (ETLT) located in the Ronald Williams Library provides training for faculty in basic computer skills and software, and also in the software/web-based technology that is typically used to both support and to deliver university courses. The Enhanced Teaching and Learning with Technology Center publishes a calendar of faculty training sessions. Academic Computing also offers training for faculty and staff in the use of software programs in the training center located on the 4<sup>th</sup> floor of the Classroom Building. The university has a vast collection of Blackboard® courses that both provide web support to campus-based courses and total on-line course delivery. College of Education faculty are active participants in the development and delivery of these courses. (See NEIU Documents Room: Program Reports and course syllabi; also NEIU/NCATE website: Enhancing Teaching and Learning with Technology)

Additional technology skill development is available to faculty through the yearly statewide university faculty technology training offered at the University of Illinois at Champaign-

Urbana. Many College of Education faculty have taken advantage of the training slots available each year.

#### *Element 4: Unit Facilities*

- **Adequacy of Campus and School Facilities**

All faculty of the College of Education have offices that are equipped with appropriate furnishings and computer technology that is connected to the University network. In a few instances, full-time faculty may share office space with part-time faculty. Faculty also have access to a faculty computer laboratory, with PC and Macintosh computers, printers, Internet connection, and scanner.

There is a range of instructional space available to meet the needs of different class demands. In addition to typical classrooms of varying sizes, from lecture halls to small seminar rooms, there are distance learning classrooms with electronic connections to distant sites available through the Consortium, “Smart Classrooms” with computers for each student and an instructor unit with projection screen for classes that make direct use of computer technology, a special education learning disabilities clinic and a reading clinic where services are provided to children and youth in the community and where graduate candidates are able to hone skills under direct faculty supervision, and a variety of off-campus sites to provide classroom space during peak hours when demand for classrooms at the University is high. All instructors have access to audio-visual support and can order equipment and videotapes to be delivered directly to the classroom at a pre-specified time. In addition, instructors may order computer projection equipment for classroom presentations (e.g. PowerPoint) that can be developed on computer equipment in their own offices or in the faculty computer laboratory and can receive training and assistance in the development of such presentations through the Enhanced Teaching and Learning with Technology center (ETLT) located in the Ronald Williams Library.

All space and equipment is maintained through University support. Space is maintained through typical building and grounds maintenance services, and equipment is maintained through a variety of service units, both internal and external. Faculty office computer and telephone equipment is supported by the Office of Network and Distributed Services, which also provides a Technology Help Desk. The computer laboratories and “Smart Classrooms” are supported by the Office of Academic Computing. The Distance Learning Classrooms are supported by University Media Services.

The Ronald Williams Library’s existing collection and current acquisition commitment levels support an advanced instructional level (3 C Level according to the Illinois Conspectus). During FY 02, the Library expended a total of \$1,033,122 on library books and professional journals. This is reflective of the relatively strong level of support for library collections from the University Administration that has been in place for many years at Northeastern. The Library book budget is very carefully managed and expended by professional librarians, most with advanced subject degrees in their area of specialization in addition to their library science degrees. Dollars are allocated to the library’s subject area

funds by the Library Administration based on a carefully designed formula, which takes into account curriculum needs, candidate demand and the costs of materials. The librarian subject bibliographers serve as liaisons to the academic departments. They each strive to solicit input from the classroom faculty on their needs then work hard to shape the collection to meet those needs. (See NEIU Documents Room: *Northeastern Illinois University Library and Learning Resources Annual Report*.)

- **Support for the Use of Information Technology in Instruction**

All faculty and candidates are provided with an e-mail address and dial-in access to the university's computer network. The University provides a variety of education-related electronic resources for faculty and candidates as well as opportunities for instruction and support in the use of these materials. The Library provides access to a number of online databases and other electronic resources, many of which are specifically intended to meet the needs of higher education faculty and candidates with specific interest in research related to P-12 education. There are a number of web pages which have been developed by the Library, the College of Education Administration and individual faculty which point faculty and candidates alike to key resources and research in all areas related to education which can be found on the Internet. The University's "Information and Computer Literacy Requirement" is facilitated by librarians who provide candidates with instruction on how to use online resources and how to evaluate the quality of information retrieved from the Internet and other electronic resources. (See NEIU website: [www.neiu.edu/](http://www.neiu.edu/))

The University has a fully deployed data network on campus that provides Internet connectivity to faculty and candidates from offices, computer labs, the library and classrooms. Most faculty members have a relatively recent computer in their offices that is connected to the campus network and to the Internet. The University has established an "Enhancing Teaching and Learning with Technology" center that is focused on providing faculty development and support in using new technologies to improve student learning. All university classrooms are provided with Internet access, and a multimedia cart can be ordered by faculty for presentations by faculty and candidates. (See NEIU /NCATE website: ETLT)

In addition, the University has a strong Media Services unit, which provides classroom support with faculty use of new and traditional multimedia resources. This includes access to a sizable film and video collection, which can be searched by faculty via the Northeastern website.