

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.

The Teacher Education Unit (TEU) at SCSU is the administrative body charged by the President with the primary responsibility of overseeing and coordinating all teacher and school professional licensures, including both initial and advanced preparation programs. The TEU provides broad leadership and standard guidelines to ensure the delivery of high quality programs that prepare effective teachers for P-12 schools (Exhibit 6.4.a.1). The Dean of the School of Education serves as the Unit Head. Our Teacher Education Unit was reaffirmed by the Provost in June 2014, at which time a position was created to coordinate K-12 & Secondary Education, under the supervision of the Dean of the School of Education. This position will help improve communication among the secondary methods instructors and address concerns of inclusion and consistency between content and professional education faculty (Exhibits 6.4.b.4&5).

In addition to the academic units within the Teacher Education Unit, the Dean of the School of Education oversees the following support programs: Office of Clinical Experience, Student Services Office, Teacher Preparation Initiative, Confucius Institute, Co-Teaching Academy, Curriculum and Technology Center, and Office of Assessment and Accreditation. (Exhibits 6.4.b.1a-6.4.1.b.3b)

Recruitment & Admissions: The unit has an on-going recruitment program designed to attract high-quality candidates of diverse backgrounds and experiences (Exhibits 6.4.d.6). Institutional electronic publications such as catalogs, calendars and hard copy materials are regularly monitored for accuracy (Exhibits 6.4.e.1-4). The Unit maintains a rigorous admission standard to which all programs must adhere. While programs have the autonomy to require even higher admission standards to meet the expectations of their own specialized professional associations, no program is permitted to establish admission standards that are below those established by the Unit (Exhibit 6.4.d.2).

Student Services & Support: At SCSU, three levels of student support are provided on a regular and systematic basis. The first level of advice, guidance and mentoring is provided by academic departments. Every program provides academic advising for their candidates. Candidates are assigned a faculty mentor who meets with them prior to registration each semester. The second level of student support involves the Office of Student Services where academic and dispositional progress of students is closely monitored, supported and documented. The third level of student support offered at the university level includes an Academic Learning Center, Student Disability Services, Counseling and Psychological Services, and Student Health Services (Exhibit 6.4.c.1-2).

Collaboration with P-12 Practitioners:

Faculty and staff in the Teacher Education Unit regularly collaborate with colleagues across the university, P-12 personnel (teachers and administrators), and community stakeholders. Collaborative activities include: regular meetings to plan and implement improved practices P-16, co-taught courses, shared professional development, and workshops for novice teachers. Additionally, our faculty, staff and students regularly interact with P-12 personnel through field

experiences and student teaching/practicum placements locally, nationally, and globally. University supervisors, cooperating teachers, and the Office of Clinical Experience (OCE) collaborate to provide the services teacher candidates need to ensure success in the field.

Budget

The budget to support unit activities and services is derived from the main budget of the Office of Academic Affairs. In 2011-12, SCSU embarked on an institutional reorganization which resulted in the transition of the College of Education into the School of Education. The new School houses six academic departments, three support units and several initiative centers. The School also maintains leadership and oversight responsibilities for the preparation of all professional educators on campus, including those programs in other colleges and schools within the institution.

A review of the financial data among the colleges and schools within the institution indicates equity and strong support for the School of Education. In any given academic year, the School enrolls between 995 and 1,200 graduate and undergraduate students with a total 2015 classified and non-classified staffing budget of \$4,118,010 (Exhibit 6.4.f.1).

Faculty development relating to University mission: To support continuous professional development and improvement of the faculty, the MnSCU Board of Trustees and the faculty union have determined the level of financial support faculty members receive for professional development activities. Each department is allocated \$1,300 per full-time equivalent for professional study and travel. Departments employ a democratic process to determine procedures for distributing funds.

Professional Improvement funds: Each fiscal year, Academic Affairs provides funds to support the improvement of professional skills and departmental strategic missions. The funds are awarded on a competitive basis, up to \$10,000 per project. Academic Affairs establishes the procedures and criteria for awarding funds. During the 2013-2014 academic year 4 faculty members from the Teacher Education Unit were awarded a total of \$39,488 to support scholarly projects (Exhibit 6.4.f.6).

Faculty workload policy is governed by the IFO Master Agreement and includes student advising, maintaining and improving expertise in a discipline and in pedagogy, serving on departmental and university committees, contributing to student growth and development, evaluating student performance, scholarly activities, and service to university and community, as well as teaching and class preparation (Exhibit 6.4.b.8, pg. 12). The master agreement stipulates that a faculty member's teaching load does not exceed 14 undergraduate credit hours per semester or 24 undergraduate credit hours per academic year. (A 3-credit graduate course is equivalent to a 4-credit undergraduate course.) The maximum clinical supervision load is 18. At the graduate level, supervision policies are defined by professional organizations, such as CACREP. Faculty members are engaged in field experience and student teaching supervision, but rarely reach the maximum load as they are also engaged in other teaching duties. Part-time clinical faculty are valued for their expertise and strong contributions to our programs. Department chairs and the OCE work closely with part-time faculty to ensure program consistency.

Through internal and external grant opportunities, faculty are awarded reassigned time to initiate projects and/or to conduct research. In addition, the School supports a work climate that promotes intellectual vitality, best teaching practice and scholarship, by providing faculty reassigned time and sabbatical leave. During the regular academic year, several faculty members are awarded reassigned time for various purposes ranging from assessment data collection activities to community service activities involving support for our partnership P-12 schools.

Unit Facilities

The Education Building is approximately 89,310 square feet, housing classrooms, offices and conference spaces. There are a total of 22 classrooms occupying 21,132 square feet of space. An additional 5,882 square feet of space is occupied by the three support units, two general access computer labs, the Curriculum and Technology Center (CTC), Instructional Technology Discovery Lab (ITDL), MTLE Center, and English Tutoring Center. The instructional spaces are being continuously upgraded for improved instructional environment and to facilitate student collaboration.

Unit Resources

Within the Education Building, the CTC and ITDL are designed to meet the needs of education students. The CTC provides print materials, web-based resources and technology for use in both classroom and practicum settings. Collection acquisition reflects the curricula being used in Minnesota P-12 classrooms and includes teaching materials, literature and professional development materials. The ITDL facilitates creative exploration of ways to infuse technology into teaching and learning.

In addition, Learning Resources Services provides the campus community with the scholarly resources that advance intellectual discovery and academic success. The library, built in 2000, hosts comfortable, student-focused learning and study spaces as well as state of the art technology. Librarians staff the reference desk 60 hours per week, providing course-specific sessions, and one-on-one research consultation to students and faculty. The recently implemented Ebsco Discovery Service allows students to research across media available at the SCSU Library or throughout a statewide consortium via automated interlibrary loan. Our library collection includes more than 732,333 books, 185,712 federal and state documents, 160,080 units of microfilm, 3,175 maps and 26,777 nonprint items. In addition to hundreds of periodicals maintained in print, users have electronic access to thousands of journal titles in all subject areas. The institutional repository hosts a diverse collection of scholarly and creative content produced by faculty, students, and staff.

The Information Technology Services Division provides campus-wide computing support, networking services, email services/support, the technology Help Desk, the Computer Store, instructional television and video conferencing operations, installation and support for electronic classrooms, maintenance and operation of 700 computers in the library and general access computer labs across campus. Personnel support a complex campus telecommunications infrastructure for more than 26,000 user accounts utilizing nearly 1.5 terabytes of storage space.

STANDARD 6: Continuous Improvement

The Teacher Education Unit has engaged in a number of activities and changes based on data that have led to continuous improvement in facilities, resources and governance.

Governance. Based on the research and recommendations of faculty engaged in the work of Teacher Preparation Initiative, three major changes have been implemented in our structure and governance.

- The **Teacher Education Unit (TEU)** was recently reaffirmed by the Provost and Vice President for Academic Affairs. This reaffirmation serves to clarify the interdisciplinary nature of educator preparation at SCSU and make space for a Coordinator of K-12 and Secondary Education to embody our efforts to strengthen relationships between education and content faculty (Exhibit 6.4.b.4).
- The **Teacher Education Advisory Council (TEAC)** was developed to deliberate on all matters relating to teacher education including integration of P-12 representation in decision making, review of curriculum proposals related to teacher education and developing recommendations regarding revisions to the conceptual framework (Exhibit 6.4.b.6). TEAC membership includes education unit faculty and staff, teacher candidates and P-12 educators.
- The **Executive Teacher Education Advisory Council (ETEC)**, reviews recommendations from TEAC, seeks and provides appropriate resources to support teacher education at SCSU and provides support for initiatives to transform teacher education programs (Exhibit 6.4.b.7). ETEC membership includes the deans of all colleges and schools involved in the preparation of education professionals and three area superintendents.

Recruitment & Admissions. Unit admission criteria were modified during in 2013, to reflect changes based on concerns about the ability of candidates in our programs to successfully complete all requirements for professional licensure. The required cumulative grade point average for admission to teacher education was raised from 2.5 to 2.75 and candidates were required to attain a minimum score on the Minnesota Teacher Licensure Basic Skills tests (Exhibit 6.4.d.4). (New legislation has since been passed that is pending clarification for implementation. The admission criteria for our teacher education programs will be modified again, if necessary, based on the new legislation; Exhibit 6.4.d.5). In addition, the Recruit Working Group has developed a comprehensive recommendation for the recruitment of underrepresented persons in education programs (Exhibit 6.4.d.1). This group also developed an ad that ran in Seventeen Magazine (Exhibit 6.4.e.7).

Student Services and Support. The institutional restructuring and reorganization that SCSU went through in 2011 allowed the School of Education to reconsider priorities and needs. As a result of that exercise and in an effort to put greater emphasis on our services to students, a full-time Student Relations Coordinator position was created. In addition to monitoring candidate progress, providing academic, social and emotional support and overseeing recruiting and orientation activities, the Student Relations Coordinator handles all student complaints and concerns in accordance with institutional policy and procedure (Exhibit 6.4.c.1&3). The Student Relations Coordinator works closely with other Student Relations Coordinators on campus and serves as the School's representative to numerous campus-wide committees, including the Behavior Intervention

Team, Academic Intervention Team, Advisor's Council and Transfer Workgroup of the Steering Committee for Student Success.

Professional Improvement. In addition to the contractual ways in which the professional development needs of faculty and staff are met, the Teacher Preparation Initiative has created a means by which to provide equity in compensating university and P-12 faculty and staff for their participation in teacher education reform efforts. TPI Development Funds are "earned" through active participation in working groups, advisory groups or consulting groups and may be used to support professional development activities (Exhibit 6.4.f.2).

Facilities. In 2008, one of our alumae, Vera Russell, gifted the School of Education with property valued at over \$1 million. Her gift funded renovation of the Curriculum and Technology Center, several classrooms and established the Vera Russell Art Gallery in the School of Education (Exhibit 6.4.f.3). The renovations in the Curriculum and Technology Center have resulted in a pleasant, relaxing environment in which education students can study, find teaching materials, get assistance from graduate assistants and explore children's literature selections (Exhibit 6.4.f.4). The renovations to classroom spaces include a literacy classroom, science methods classroom and special education classroom. The art Gallery is a collaborative project with the St. Cloud School District and features artwork from P-12 students throughout the building (Exhibit 6.4.f.5).

Resources. With the legislative action in 2010 that changed licensure requirements in our state from the Praxis examinations to Minnesota Teacher Licensure Examinations (MTLE), our Praxis Center also needed updating. New reference materials were purchased for students to check out in preparation for their examinations. In addition, vouchers were purchased to provide our students with access to online resources. Additional resources were devoted to providing remediation in the form of individual and group tutoring and workshops, for students struggling to pass the new basic skills examinations.

STANDARD 6: Areas for Improvement

St. Cloud State University had no areas for improvement cited in this standard during the last review.