

Indiana University School of Education
COMMITTEE ON TEACHER EDUCATION

COURSE/PROGRAM APPROVAL PROCESS

The Committee on Teacher Education (CTE) has developed a process and schedule for the thoughtful review and deliberation of course and program changes submitted for approval. A new expedited approval process for minor course changes has been added and is described below. This document outlines the material to be submitted and the calendar noting when materials needed to be turned in for consideration.

Materials should be submitted to:

Committee on Teacher Education
c/o Office for Teacher Education
Education 1000

EXPEDITED REVIEW

The CTE has agreed to provide an *expedited* review process for those course changes that are minor in nature. Criteria for an expedited review include changes *only involving* the following:

- Course description
- Course numbers
- Credit hours

For such minor changes, faculty are asked to submit *only* the documents asterisked below. Proposals for expedited reviews will be reviewed by the Office of Teacher Education and the CTE Review Committee noted below. If approved by the Review Committee, the recommendation will be forwarded to the Policy Council and shared with the Committee on Teacher Education as a point of information.

REVIEW PROCESS FOR PROGRAM AND MAJOR COURSE CHANGES

Proposals for program and/or major course changes require that ALL documents listed below be submitted to the Committee on Teacher Education following the preferred dates noted above. These proposals will be reviewed following the process below.

1) Office of Teacher Education (OTE)

The OTE staff will complete a logistical analysis of the impact of the proposed change/program and provide a written summary to the CTE Review Committee, to include recommendations for an implementation date.

2) CTE Review Committee*

The Review Committee members will review the documents submitted along with the logistical analysis provided by the OTE staff. Members may interview faculty as appropriate. The Review Committee will summarize the issues for presentation to CTE.

* The Agenda Committee may serve as the Review Committee, or a special committee may be appointed.

3) CTE Review

CTE will review the work of the Review Committee and vote on the recommended change/program. The results will be distributed to the respective faculty and to the Policy Council for review and/or remonstrance.

DOCUMENTATION TO BE SUBMITTED

(** documents necessary for a course expedited review)

- 1) Change/Program Description****
Describe succinctly the change/program being proposed.
- 2) Rationale****
What student and/or future professional education/licensure needs will this proposal address?
What evaluation evidence prompted the recommended change/program?
- 3) Faculty Staffing**
What are the anticipated necessary faculty resources? How do these align with the faculty needs/resources of existing programs?
- 4) Principle/Standard Documentation**
Include appropriate documentation as to how the proposal addresses the School's Six Guiding Principles (see attachment) and the respective Division of Professional Standards Board (DPS) standards. Documentation should include updated program review matrix. Also include documentation as to how the proposal incorporates the Indiana K-12 academic standards.
- 5) Integration with Existing Programs****
How does the proposal contribute/depart from the existing program(s)?
- 6) Implementation Time Line****
Propose an implementation time line in terms of the first class of students for whom the change is required/available. State the proposed semester of the first class(es) offering.
- 7) Assessment Plan**
Provide a description of plans for self-assessment of the change/new program and the process of ongoing program review.
- 8) Documented Program Faculty and/or Department Chair Review and Approval****
(include approval from dean outside of School of Education, as appropriate)
Include documentation which indicates that the proposed changes have been reviewed by program faculty and/or department chair to reflect support of the change and revised program documentation (see #4) and support of the faculty resources noted in #3.
- 9) Appropriate University Forms****

SIX GUIDING PRINCIPLES

1) Community

Effective teacher preparation requires that participants develop a sense of community. It brings coherence to programs, fosters an appreciation of the power of cooperative effort, and encourages a dialogue that promotes the continual rejuvenation of teacher education. Teacher candidates are expected to understand and be involved in the academic learning community and to build and develop relationships within the school, corporation, and community. Our teacher education programs must foster a sense of community among their students, among faculty members, between faculty members and students, and between the university and the schools.

2) Critical Reflection

Effective teachers reflect critically on the moral, political, social, and economic dimensions of education, and thus have an understanding of the multiple contexts in which schools function, an appreciation of diverse perspectives on educational issues, and a commitment to democratic forms of interaction. Teacher candidates are expected to reflect continuously on all aspects of the teaching experience to identify ways for improvement as an individual, as a part of the school community, and as part of the teaching profession. Our teacher education programs must encourage students to develop their own social and educational visions that are connected to critically reflective practice.

3) Intellectual, Personal, and Professional Growth

Teachers must be committed to lifelong intellectual, personal, and professional growth. Both faculty and students must continually develop these habits of mind, requiring that our programs stimulate the exploration and development of the full range of human capabilities. Teacher candidates are expected to develop a philosophy of teaching and learning, which demonstrates continuous growth in values, commitments, and professional judgment. Our teacher education programs must foster intellectual curiosity and encourage an appreciation of learning through intuition, imagination, and aesthetic experience.

4) Meaningful Experience

Teachers must be effective in actual educational settings. Our teacher education program must maintain or create experiences in schools and on campus that will assist in the development of their expertise in those settings. Students should be expected to act as thoughtful, reflective, caring practitioners as part of those experiences, and instructors must be able to assess their abilities in such settings. Teacher candidates are expected to create and nurture a positive physical, social, and academic learning environment. Our teacher education programs must include early and continuous engagement through direct immersion or simulation with the multiple realities of children, teaching, and schools.

5) Knowledge and Multiple Forms of Understanding

Effective teachers possess a well-grounded knowledge of the content areas that are central to their teaching. They also have an in-depth comprehension of the forms of knowledge embodied in the traditional disciplines, of the interdisciplinary nature of inquiry, and of the multiple forms of understanding which individual students bring to the classroom. Teacher candidates are expected to be well-grounded in student development, the content areas that are central to teaching, and assessment strategies. Our teacher education programs must help students acquire a "practical wisdom" that integrates forms of understanding, skilled action in and outside classrooms, and a particular sensitivity to the diversity of students.

6) Personalized Learning

Good teachers build on their students' interests, learning styles, and goals. Similarly, teacher education should offer its students opportunities to individualize and personalize their preparation as teachers. Teacher candidates are expected to understand ability levels, interests, and learning styles

and to demonstrate instruction that reflects the diversity among all learners. Our teacher education programs must give students a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work.

Inquiry

In addition to these six principles, IUB's teacher education programs incorporate inquiry as an overarching theme in an effort to encourage a spirit of intellectual engagement within the culture of teacher education within the School.