

College of Education Teacher Education Committees (TEC) Background, Responsibilities and Procedures

Background

The Teacher Education Committees were established in 1966 following the recommendation of the “Stiles Report,” a study of the College of Education mandated by the State Legislature in 1965. Initially, seven Teacher Education Committees were established, in the areas of art, Hawaiian and foreign languages, language arts, mathematics, music, science, and social studies. Since that time, Teacher Education Committees have been added in early childhood education, elementary education, English as a second language, multicultural education, health education, physical education, special education, and technology. The TEC members are appointed by the Dean of the College of Education.

The voting members of the TECs include faculty members from the academic disciplines represented in the teaching field, faculty members from the College of Education, and Hawai'i State Department of Education personnel representing the teaching field. A student member is added to each TEC when possible.

The basic principle underlying the composition and responsibilities of the TECs is that the education of teachers is a responsibility of the total University, in partnership with the Hawai'i State Department of Education and the Hawai'i Teacher Standards Board. While the COE takes major responsibility for integrated course work and field experience in pedagogy, the academic departments are largely responsible for developing students' knowledge and inquiry skills in subject matter areas. Therefore, the total program for education majors must be developed collaboratively by faculty members from the College and the academic departments in consultation with Hawai'i State Department of Education personnel. In addition, the University as whole is responsible for assuring a liberal education background for teachers through the pre-education core curriculum.

Responsibilities of the Teacher Education Committees

Since the inception of the TECs in 1966, their functions have evolved to reflect changing programs and organizational patterns in the College of Education. New functions emerged as the College pursues national

reaccreditation under the auspices of the National Council for Accreditation of Teacher Education (NCATE). The TECs originate program proposals and review proposals developed by other units, typically departments. At this time, the responsibilities of the TECs include, but are not limited to:

1. Reviewing the content of the program of study periodically for quality, consistency, thoroughness, sequencing, current curriculum trends, and other programmatic elements.
2. Recommending program development and changes based on program review.
3. Recommending course requirements for the preservice teacher preparation programs and whether the programs should be offered at the undergraduate, postbaccalaureate, or graduate levels.
4. Updating the course requirements each semester by monitoring changes in course titles, credit hour designations, and course descriptions, among others.
5. Participating in preparing the self-study curriculum folio and assessment plan of the education major in relation to the NCATE reaccreditation process.
6. Recommending the course offerings in the academic subjects and pedagogy for inservice teachers.
7. Recommending curriculum and instruction in the public schools, while recognizing this is an area in which the University has an advisory role.

Procedures

Members of the TECs are appointed by the Dean of the College of Education for a two-year term. Hawaiçi State Department of Education members are invited to serve on the TECs by the Dean. TEC chairs are appointed by the Dean. Chairs may recommend new members at any time as well as continuing membership at the end of each appointment period. Students usually serve only one year.

TECs meet at least once a semester and more frequently, as needed, to conduct business. The TEC chair is responsible for calling meetings and setting agendas.

Proposals and recommendations may originate in the TECs or be forwarded for their review by the Associate Dean. Proposals and recommendations from the TECs are forwarded to the Associate Dean who routes them for further action. All major recommendations will be forwarded for action to the respective program faculty and College of Education Faculty Senate. Minor recommendations, such as initiating experimental courses, or updating course numbers and titles, may be given direct administrative approval. All recommendations by the TECs are given careful consideration by the respective program faculty, College of Education Faculty Senate, and the appropriate deans regardless of whether each recommendation can be implemented fully.