

AGENDA

College of Education Council
January 28, 2004
Room 301B, Porter Building
2:00 p.m.

1. Call to Order.

Establishment of a Quorum. (There are 14 voting members; eight voting members constitute a quorum.)

2. Approval of the minutes of January 14, 2004. These may be found at http://www.emich.edu/coe/newhome/COECouncil92_01/011404m.html (COE Council agenda and minutes, 1992 forward, may be found at http://www.emich.edu/coe/newhome/COECouncil92_01/coecouncil.htm)

3. Reports of Committees

A. Reports from Standing Committees

i. Basic Programs Committee.

The Basic Programs Committee recommends approval of the following:

a. Change of prerequisites for MATH 108 Mathematics for Elementary Teachers I from "Placement or at least 'C' in MATH 098 or MATH 098B" to "Placement or at least 'C' in MATH 098 or MATH 098B, or MATH 105 or MATH 112 or MATH 120."

b. Proposed new course ECON 303 Consumer Economics (3). This course focuses on the analysis of consumer economic behavior, the public and private institutions designed to protect consumers' interests, and the evolution as well as the effectiveness of consumer education. The course will also include emphasis on buying skills, money management, and consumer-citizenship responsibility.

Comment by Basic Programs Committee: "This class is useful, but might be more useful if offered at a 500- or graduate level for continuing education of teachers. In future, grid should be attached to show how this

class meets state economics standards.”

ii. Advanced Programs Committee

No report.

iii. Professional and Affiliated Programs Committee

The Professional and Affiliated Programs Committee recommends approval of:

a. Revise INDT 341 Advanced Ground Instruction by changing the title to Instrument Ground Instruction, reducing the number of hours from three to two, and revising the course description; Create a new INDT 342 Commercial Ground Instruction (2) “Advanced ground instruction will be presented to include aerodynamics, airports and airport operations, Federal Aviation Regulations, metrology [*sic*], weather reports, aircraft performance, aircraft systems, weight and balance, and commercial pilot operations.”

b. Revisions in the Finance major, by creating a new course FIN 360 Theory of Financial Decisions, modifying the content of FIN 359 Intermediate Financial Theory, changing the prerequisites of both FIN 350 Principles of Finance and FIN 450 Problems in Financial Management, removing FIN 358 and INS 351 as electives, adding FIN 360 as a required course, making FIN 359 and FIN 360 corequisites to each other, adding FIN 352 Entrepreneurial Finance as a restrictive [*sic*] elective, incorporating “Required II” electives into restrictive [*sic*] electives, and adding FIN 360 to the Banking track and changing the selection of restrictive [*sic*] electives. No change in total credit hours required.

c. Proposed new courses FRNH 450 French Civilization in Film (3) and FRNH 550 French Civilization in Films (3). The description for both courses is identical: “The purpose of this course is to study a number of French films and distinguish between fiction and reality as portrayed in the film. Students will research the era and compare the events shown in the film with the societal or historical facts found in their research.”

iv. Personnel Committee

The Personnel Committee has completed its work for the year. (Note:

Gloria Neve has served as chair of this group for app. 12 years. She is retiring at the end of this year.)

v. Planning and Finance Committee

No report.

4. Reports from other College or University Groups

- A. Faculty Council
- B. Graduate Council
- C. Continuing Education Advisory Council
- D. EMU Research Advisory Council
- E. COE Program and Policy Advisory Board
- F. COE Resource Development Board
- G. COE Human Subjects/Research Advisory Committee
- H. COE Student Advisory Committee
- I. ad hoc Technology Advisory Committee
- J. ad hoc Building Appearance Committee
- K. ad hoc Diversity Committee
- L. ad hoc Porter Chair Advisory Committee
- M. ad hoc Education Alumni Hall of Fame Committee
- N. ad hoc Education Students Data Assessment Committee
- O. Other COE Groups
- P. COE Departments or Offices
- Q. Porter Building status
- R. NCATE/State status.
 - i. NCATE status
 - ii. Recent approvals–ELCC approval of all ed leadership programs
- S. Dean's report
 - i. See items C and D under “New Business”

5. Old business

None.

6. New business

- A. Proposal to change name of CHEM 101 from “Science for Elementary Teachers” to “Chemistry for Elementary Teachers.”

B. Provost's invitation for college councils to participate in "the campus debates."

C. Proposal to award current post-baccalaureate students a bachelor's degree. Submitted to Basic Programs Committee for formal input; no response received; See Attachment 1.

D. Proposal to revise the governance system for professional education. See Attachment 2.

7. Adjournment.

Next meeting: February 11-2:00 p.m., Porter 301B

ATTACHMENT 1

Office of the Dean
College of Education
Eastern Michigan University

January 13, 2004

To: Dr. Russell Olwell, Chair, Basic Programs Committee
Dr. Jim Berry, Associate Dean

This is to request formal input and a recommendation to the College of Education Council on the attached proposal to create a bachelor's degree to be awarded to those who complete the requirements of the "post-bac" program.

If you have questions, please let me know. Thank you for your attention.

Jerry Robbins, Dean

Attachment

Copy w/attachment:

Provost Paul Schollaert
Dr. William Miller
Dr. Shawn Quilter
Ms. Chris Lancaster
Members of the College of Education Council

Eastern Michigan University
Division of Academic Affairs

**PROPOSAL FOR BACCALAUREATE DEGREE PROGRAM FOR
POST-BACCALAUREATE STUDENTS IN TEACHER PREPARATION**

Introduction.

For many years, Eastern Michigan University has provided a service for persons who hold a bachelor's degree (either from EMU or from elsewhere) and who have made the decision to become a teacher after receiving that degree. Sometimes that decision has come soon after receiving the bachelor's degree; more often, it has come after the person has had experience in another line of work.

For a long time, the number of persons in this situation was small. In those days, the occasional person with a bachelor's degree who wanted to become a teacher simply went to a certain staff member in Records and Registration and, following an inspection of the person's undergraduate transcript, the person received a "program of study," the completion of which would trigger a recommendation to the Michigan Department of Education.

The number of "career changers" began to increase considerably in the late 1980's. The shortcomings of the arrangement described in the previous paragraph began to become apparent. There was little connection between the "programs of study" being issued and the rapid changes that were being made otherwise in the requirements for becoming a teacher through Eastern Michigan University. The preparation for the 1992 NCATE visit made it quite clear that EMU, inappropriately, was preparing "initial teachers" in two vastly different ways: (a) a structured approach applicable to undergraduate students that incorporated all the rapidly-changing state and national requirements/expectations and (b) a "program of study" approach through Records and Registration that took virtually any baccalaureate degree and let the student add "a few courses in pedagogy" and obtain the same credential—a recommendation to the Michigan Department of Education for licensure as a teacher.

In the early 1990's the number of "career changers" in the initial teacher preparation program increased still more. Appreciable numbers of persons with graduate and professional degrees joined the ranks, including physicians, lawyers, social workers, and others. Former Provost Ronald Collins transferred the responsibility for the "post-bac" students from Records and Registration to the College of Education. This permitted imposing similar exit requirements on all prospective students.

In 1995-96, 299 such students were formally admitted to the initial teacher preparation program; in 2001-02, 534 such students were formally admitted. These students have made up approximately 1/3 of the student body for initial teacher preparation for some years now. EMU has become one of the nation's largest providers of teacher preparation services, if not the largest, for an "alternative" audience.

Gradually, catalog provisions were clarified, web site materials were prepared, advising mechanisms were strengthened, and other such actions were taken to "regularize" the programming for this large and valued population of prospective teachers. However, up until recent times, these persons were counted as "graduate" students, with the rationale that anyone taking course work after a bachelor's degree must be a graduate student, even though the

required course work has been (at least since 1992) essentially at the undergraduate level. In recent times, the EMU record-keeping system has been changed such as to count the “post-baccalaureate students” as undergraduate, rather than graduate, students—more accurately to reflect the level and nature of course they were taking.

As changes and improvements in the programming for the post-baccalaureate teacher preparation students have been made over, especially, the past decade, one “oddity” has remained with respect to these thousands of students. Except for those that happened to acquire an EMU degree before entering the EMU initial teacher preparation program, none of these persons can truly say that she or he is an EMU “alumnus.” None of them receive a degree or comparable institutional recognition for their academic efforts and accomplishments. This is despite the fact that many of the “post-bac” students take more hours at EMU than many “transfer” students do. The transfer student at the undergraduate level receives an EMU degree, “with all the rights and privileges appertaining thereto.” The “post-bac” student typically does not participate in any ceremony, receives no EMU degree, does not get “captured” by Alumni records, and is not invited to participate in any of the Alumni and Development activities offered by the institution.

The purpose of this proposal is to create a bachelor's degree program, such that all completers of the post-baccalaureate teacher preparation program at EMU will receive a bachelor's degree in teaching, in addition to their other academic credentials, as well as a recommendation for licensure as a teacher by the Michigan Department of Education.

I. Description.

A. Goals and Objectives.

1. Intent. The purpose of this proposal is to create an academic “award”—a bachelor's degree—available to and required of all those who complete EMU's post-baccalaureate program for the initial preparation of teachers. No change is intended in any aspect of the programming with the exception of awarding a degree in association with completion of all requirements.

2. Goals and objectives. The goals and objectives for the initial teacher preparation programs of Eastern Michigan University are provided in several locations. These include a portion of the material found on pp. 165-171 of the EMU 2003-2005 *Undergraduate Catalog*. These are provided in much greater detail as part of the materials prepared for the recent NCATE/State review and may be found in the “initial” program sections at <http://www.emich.edu/coe/NCATE2003/Docs/part1/conceptframes.html>. Additional information may be found under Standards 1-A, 1-C, 1-D, 1-F, and 1-G at <http://www.emich.edu/coe/NCATE2003/Docs/part1/Standard1.html>

3. Goals and Objectives/Professional Community. The goals and objectives of the initial teacher preparation program are aligned with those of (a) the Michigan Department of Education

and (b) where applicable, the requirements of a national Specialized Professional Association (SPA). See http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/cand_prof.html. How the initial teacher preparation program is aligned with our institution's knowledge base is demonstrated at <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/Iknowledge.html>. The body of research literature on which the programs are based may be seen at <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/references.pdf>.

4. Goals/Alignment with EMU directions. The alignment of the program goals with directions identified in EMU documents is given at <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/vision.html>, <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/mission.html>, <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/uivision.html>, and <http://www.emich.edu/coe/NCATE2003/Docs/part1/cf/uimission.html>.

B. Program

1. Courses. The course requirements are identified on pp. 201-203 of the EMU 2003-2005 *Undergraduate Catalog*. Any of the requirements that have been met in the student's previous academic work need not be repeated. The student must select (a) or (b) below.

(a) Elementary Teaching

(I) General education

- A course in history
- A course in earth science
- A course in either physics or chemistry
(At least one of the sciences must include a lab)
- A course in literature
- A course in written communication
- A course in oral communication
- A course in the arts: art, dance, music, or theatre
- A course in world religions
- A course in U.S. government
- A course in general psychology
- A course in calculus or MATH 108
- MATH 109 or equivalent

The student must select an approved major and an approved minor from the lists below. Three minors from the approved list may be substituted for the major and minor combination. The content of the major and minor(s) used is as defined under the "teaching major" and "teaching minor" in the EMU catalog that is being

used by the student. As mentioned before, all applicable previously-taken course work may be used for this purpose.

(ii) Major.

The major may be selected from any of the following:

(Recommended)

Elementary Integrated Science

Language Arts Group

Mathematics for the Elementary Teaching Certificate

Reading

Social Studies Group Major for Elementary Education

(Additional)

Biology

Comprehensive Major in Communications and Theatre Arts

Earth Science

Language, Literature and Writing

Geography

History

Spanish

Special Education

(iii) Minor(s)

The minor(s) may be selected from any of the following:

Arts Group

Bilingual-Bicultural Education (Spanish-English)

Biology

Communication Minor for Elementary and Special Education

Early Childhood Education

Elementary Music Education

Elementary Integrated Science

Language, Literature and Writing

French Language

German Language

Spanish Language

Geography

Health

History

Language Arts Group

Mathematics for the Elementary Teaching Certificate

Physical Education for Special Education (available only to special

education majors)
Political Science
Reading
Social Studies Group
Sociology
Structure of the Disciplines
Technology and Design
Reading

(iv) Professional education sequence

EDPS 322 Human Development and Learning
FETE 201 Field Experience I: Elementary
One of:
 SPGN 510 The Exceptional Child in the Regular Classroom
 SPGN 251 Education of Students with Exceptionalities
HLED 320 Health Education in the Elementary Grades
SOFD 328 Schools in a Multicultural Society
EDPS 340 Introduction to Assessment and Evaluation
CURR 304 Elementary Curriculum and Methods
FETE 301 Field Experience II: Elementary
RDNG 300 Early Literacy
EDMT 330 Technology and Media in the Classroom
RDNG 310 Literacy Across the Curriculum in the Intermediate Grades
FETE 401 Field Experience III: Elementary
BIOL 303 Life Science for Elementary Teachers
MATH 381 The Teaching of Mathematics
EDUC 492 Student Teaching

(b) Secondary/K-12 Teaching

A course in history
A course in science with a laboratory component
A course in literature
A course in written communication
A course in oral communication
A course in mathematics
A course in the arts: art, dance, music, or theatre
A course in U.S. government
A course in general psychology

The student must select an approved major and an approved minor from the lists below. The content of the major and minor used is as defined under the “teaching major” and “teaching minor” in the EMU catalog that is being used by the student.

As mentioned before, all applicable previously-taken course work may be used for this purpose.

(ii) Major.

The major may be selected from any of the following:

Secondary

Biology
Business Education
Chemistry
Communication and Theatre Arts (speech)
Computer Science
Earth Science
Economics
French
Geography
German Language
History
Language, Literature and Writing (English)
Marketing Education
Mathematics
Physics
Political Science
Psychology (requires an additional major)
Social Studies
Sociology
Spanish
Vocational Education

K-12

Art Education (no minor required)
Japanese Language and Culture
Music (Instrumental) (no minor required)
Music (Vocal) (no minor required)
Physical Education
Special Education
Technology and Design Education

(iii) Minor

The minor may be selected from any of the following:

Bilingual-Bicultural Education (Spanish-English)
 Biology
 Chemistry
 Comprehensive Minor in Communication and Theatre Arts (speech)
 Computer Science
 Earth Science
 Economics
 French Language
 Geography
 German Language
 Health
 History
 Language, Literature and Writing (English)
 Mathematics
 Physical Education
 Physical Education for Special Education majors (available only to special
 education majors)
 Physics
 Political Science
 Psychology
 Sociology
 Spanish Language

(iv) Professional education sequence

EDPS 322 Human Development and Learning
 FETE 201 Field Experience I: Secondary
 One of:
 SPGN 510 The Exceptional Child in the Regular Classroom
 SPGN 251 Education of Students with Exceptionalities
 SOFD 328 Schools in a Multicultural Society
 EDPS 340 Introduction to Assessment and Evaluation
 CURR 305 Curriculum and Methods: Secondary
 FETE 302 Field Experience II: Secondary
 EDMT 330 Technology and Media in the Classroom
 RDNG 311 Teaching Reading in the Secondary School
 FETE 402 Field Experience III: Secondary
 Methods of teaching in the subject area
 EDUC 492 Student Teaching

(There are variations in the professional education sequence for some of the majors in the "K-12" list. In those instances, the requirements stated in the catalog apply.)

2. New courses required. None. Not applicable.

3. Typical Program of Study. Especially outside the professional education sequence, it is extremely difficult to identify a “typical program of study.” The two major factors that determine the program of study are (a) what teaching field does the candidate desire and (b) what previous course work does the candidate have that is applicable to the set of requirements?

For example, at one extreme, a recent EMU graduate with a major in economics and a minor in political science who wants to become a teacher in those two fields will have satisfied all the general education requirements, all the major requirements, and all the minor requirements. This person’s requirements will likely be the 27-hour professional education sequence and student teaching.

At the other extreme, a person with an undergraduate degree in, say, Old Testament, and no minor, who now wants to be an elementary teacher will face a large number of requirements—probably including courses in general education, courses to complete a major from the approved list, courses to complete a minor from the approved list, and the professional education sequence in elementary education, and student teaching.

4. Interdisciplinary programs. For more than a decade, this program has been administered through the College of Education, with course work included for a given student as necessary from other colleges. No change in the administration of the program is proposed.

5. Hours for Completion. A minimum of 30 hours at Eastern Michigan University after admission to this program is required. The upper limit is not applicable.

6 and 7. Not applicable. Applies only to graduate programs.

C. Admission

Undergraduate programs

1. Admission requirements. As currently provided on p. 201 of the EMU 2003-2005 *Undergraduate Catalog*, the admission requirements to this program are:

- “1. Minimum undergraduate grade point average (GPA) of 2.5. . . .
2. Official score from the Michigan Test for Teacher Certification (MTTC) [Basic Skills Test] on file at Eastern Michigan University.

3. Signed moral turpitude statement.
 4. Personal statement.
 5. Compliance with all other admission requirements”
2. Conditional admission. There is no conditional admission to this program.

Graduate Programs (not applicable)

D. Projections.

1. Timeline for implementation. Students are currently being served and have been for decades. Whatever the time requirement is for getting this program set up in the Banner system and in other university record-keeping systems is the time that will be necessary for implementation. Fall, 2004 would be desirable, if possible. It is recommended that (a) participation in this degree program be required for all students formally admitted to the initial teacher preparation program after the implementation date, but that (b) all students currently in the program at the time of the implementation date be given the option of changing to the degree program, if desired.

2. Number of students at initial enrollment. The number of students admitted to the post-baccalaureate teacher education program in recent years is given below:

FY96299
 FY97344
 FY98353
 FY99317
 FY00353
 FY01432
 FY02534
 FY03451

The current projection for FY04 is 417. It is expected that admissions will exceed 400 per year for the indefinite future.

3. Anticipated directions. None that would require new courses. Resource issues are always a problem. Assume that of approximately 500 admissions each year, the distribution remains approximately 250 elementary and 250 secondary/K-12. Each year, that number of students requires about 10 additional sections of every course in the professional education

sequence than would be required for just the current undergraduate degree-seeking students, with the exception of the secondary special methods courses. In some cases (*e.g.*, history, social studies, English) this puts a strain on the available sections of secondary special methods courses. In the majors and minors, the effect is relatively negligible, in that students typically take only a little in the major and minor and they are distributed over a large number of majors and minors. By the time the students get to student teaching, there has been both some attrition and a great deal of “spreading out.” Even so, student teaching enrollments break new all-time records every semester—and student teaching is an expensive, labor-intensive operation. The needs of the students are currently being met, but through the use of much more part-time personnel than is desirable.

Further, for both the first-degree students and these students, there is a need for greater involvement by the faculty members who teach the special methods courses and the student teaching experience. It would be highly desirable to have arrangements for all special methods instructors to have a formal role in the student teaching process.

4. Scheduling needs and patterns. The students are currently here and being served except, as noted in the previous paragraph, by much more part-time instructional personnel than is desirable. There is great demand for this program to be offered at off-campus locations and at non-conventional times (and, possibly, through non-traditional delivery mechanisms). This is not possible at the present time, except in very limited ways, largely because of the inability or unwillingness of colleges other than Education to offer the necessary courses.

E. Other Pertinent Information

None

II. Justification/Rationale

A. Demand. The student demand for the substance of the program is given above in section I-D-2. With respect to the demand to convert this program from a “non-award” situation to a “degree” program, there is anecdotal information from students about desiring to participate in Commencement Exercises and it is known that at least a few students have surreptitiously rented caps and gowns and “marched.” Representatives of the EMU Foundation have expressed great interest in having the people identified as formal alumni of the university for purposes of participation in alumni activities, solicitation of funds, and the like. There would be an advantage in hiring, and to prospective employers, in knowing that the applicant held multiple formal degrees, including one in “teaching” from a highly reputable institution such as EMU.

B. Similar Programs. A number of institutions in Michigan provide some type of

programming for post-baccalaureate students. Many follow the current EMU model of making no formal “award.” Michigan State University is the only one in the state and still among relatively few in the country that focuses all teacher preparation at the masters degree level. A few institutions, such as Oakland University, Wayne State University, and the University of Michigan (Ann Arbor) have M.A.T.-type programs that are very restrictive in terms of the numbers of students served or range of programs offered. The University of Phoenix (at least in Michigan) serves only students who have completed subject matter requirements elsewhere. If there is another program in Michigan that awards a bachelor’s degree in Education under the circumstances proposed above, it is not known to us.

C. Support. Provost Paul Schollaert strongly supports the model proposed in this proposal. As indicated above, there is also strong support from the EMU Foundation (Alumni, Development). Further, COE reporting to external agencies would be simplified considerably and made more consistent (*e.g.*, consistent reporting by COE officials and Institutional Research and Information Management about the number of “program completers”).

D. Program Delivery. In recent years, and currently, most courses in the program have been delivered on campus, during the M-F schedule. There are appreciable exceptions, though, involving Saturday classes, on line classes, etc. There are no plans for substantial changes.

E. Additional justification. N/A.

III. Preparedness

A. Faculty Qualifications. Same as for current undergraduate program in initial teacher preparation. Much additional information can be seen at <http://www.emich.edu/coe/NCATE2003/Docs/part1/standard5/Standard5.A.html>

B. Library Resources. Same as for current undergraduate program in initial teacher preparation. Additional information can be seen at the “Access to Information Resources” section of <http://www.emich.edu/coe/NCATE2003/Docs/part1/standard6/Standard6.E.html>

C. Facilities and Equipment. Same as for current undergraduate program in initial teacher preparation. Additional information can be seen at <http://www.emich.edu/coe/NCATE2003/Docs/part1/standard6/Standard6.D.html>

D. Supportive Courses, Faculty, Equipment. Same as for current undergraduate program

in initial teacher preparation. This program draws to some degree on resources (intellectual, tangible) from the College of Arts and Sciences, College of Technology, and (effective July 1, 2004), the College of Health and Human Services.

E. Marketing Plan. The program is currently oversubscribed for the resources needed to support it. As a result, word of mouth is providing sufficient marketing at the present time. EMU's excellent and 150 year reputation as a provider of initial teacher preparation services does us well. Existing web sites, materials related to the current undergraduate initial teacher preparation program, a recently developed video, and the like all support this program as well.

At such time as additional marketing resources are available for this program, they should be focused heavily on "hard to fill" teaching fields—special education, secondary physical sciences, mathematics, etc.

F. Additional Information. N/A.

IV. Assessment

The assessment of this program is, has been, and will continue to be an integral part of the total assessment of the preparation of initial teachers. See <http://www.emich.edu/coe/NCATE2003/Docs/part1/Standard2.html> for a full discussion.

V. Program Costs

There are no appreciable costs associated with converting the existing program to one that awards a bachelor's degree to those that complete. There may be incremental costs to the Office of Records and Registration, but not to any unit within Academic Affairs.

ATTACHMENT 2
PROPOSED GOVERNANCE SYSTEM CHANGES
THE PROFESSIONAL EDUCATION FACULTY
Of
EASTERN MICHIGAN UNIVERSITY

1. There shall be a “Professional Education Faculty” at Eastern Michigan University. For a given academic year (and the following Spring/Summer), the members of the Professional Education Faculty shall consist of

A. The persons (tenure-track, lecturer, adjunct lecturer) from throughout EMU who teach, or who are scheduled to teach, any of the courses (the “Professional Education Courses”) listed in Appendix A;

B. The Heads of all EMU departments that include one or more Professional Education Courses;

C. The Deans and Assistant/Associate Deans of all EMU colleges that include one or more Professional Education Courses;

D. Two students, each admitted to a professional education program, selected by the Professional Education Executive Board, selected for a one-year term;

E. Two K-12 practitioners, selected by the Professional Education Executive Board, selected for a one-year term.

F. At the discretion of the chair, guests may attend meetings of the Professional Education Faculty, with voice but no vote.

2. The Professional Education Faculty shall meet at least twice a year, once near the beginning of the Fall semester and once during the Winter semester. The chair of the Professional Education Faculty may call additional meetings.

3. The Professional Education Faculty shall have two officers, elected by the group, from among the members of the group. These will be a chair and a secretary. Each will serve a one-year term and each will be elected during the Winter semester meeting of the Professional

Education Faculty, to serve during the following academic year (and the Spring/Summer terms after the following academic year). The chair and the secretary shall be from two different colleges. There shall be no limit to the number of terms that the chair or the secretary may hold.

4. A quorum of the Professional Education Faculty shall consist of those members of the Professional Education Faculty who are present at an official meeting.

5. The chair, in consultation with the Professional Education Executive Board, shall set the dates, times, and places of meetings of, and the agendas for, the Professional Education Faculty. The chair, or in her/his absence, the secretary, will preside over meetings of the Professional Education Faculty. The Dean of the College of Education shall provide staff services for the accomplishment of these functions.

6. The secretary, in consultation with the Professional Education Executive Board, shall maintain the membership list of the Professional Education Faculty, shall cause minutes of the meetings to be taken, and shall provide minutes for posting to the EMU web site where such records are maintained for NCATE accreditation and State program approval purposes. The secretary shall maintain the official membership lists of the Standing Committees and of the terms of office on these committees. The secretary shall maintain such other records related to the work of the Professional Education Faculty as may be generated, including transmittal of actions of the body to the appropriate authorities for further processing. At the conclusion of the secretary's term of office, she/he shall turn over to his/her successor all records related to the work of the Professional Education Faculty. The Dean of the College of Education shall provide staff services for the accomplishment of these functions.

7. The meetings of the Professional Education Faculty shall, in general, include

A. Reports from the Standing Committees,

B. Information sharing about the professional education programs of Eastern Michigan University and the external influences on these programs,

C. Discussion of current educational issues related to EMU's role in preparing professional educators, and

D. Consideration of future directions of the professional education program.

The Professional Education Faculty may make recommendations to any of the Standing Committees, to the Professional Education Executive Board, or to particular colleges, departments, or programs. The Professional Education Faculty may create *ad hoc* committees.

8. During each Winter semester meeting of the Professional Education Faculty, the body shall elect a Nominations and Elections Committee. This committee shall consist of five members of the Professional Education Faculty. This committee must include at least one member from each College represented among the members of the Professional Education Faculty and must include one administrator (Department Head, Assistant/Associate Dean, Dean) from among the membership of the Professional Education Faculty. The Nominations and Elections Committee shall select its own chair.

9. It shall be the responsibility of the Nominations and Elections Committee to prepare a slate of nominees for all Standing Committee vacancies. (See Standing Committee structures below.) Nominees, other than students and PK-12 representatives, shall be members of the Professional Education Faculty at the time of nomination. Each person nominated shall have agreed to serve, if elected. Ordinarily, the slate of nominees will be presented to the Fall meeting of the Professional Education Faculty, at which point nominations from the floor will be accepted and an election will be conducted. However, unless the Professional Education Faculty determines otherwise, the Nominations and Elections committee may, if it wishes, solicit additional nominations for any vacant position by email or by campus mail and may hold the election by electronic or paper ballot. (Any person so nominated must agree to serve, if elected, prior to being placed on the ballot.) In such a case, the chair of the Nominations and Elections Committee shall report the outcome of the election to the chair and to the secretary.

10. It is expected that faculty members assigned to teach Professional Education Courses meet the qualifications and participate in the professional activities defined in the NCATE *Standards*, in the various requirements of the Michigan Department of Education, and, where applicable, by a Specialized Professional Association.

PROFESSIONAL EDUCATION STUDENTS COMMITTEE

1. The charge to the Professional Education Students Committee shall be to:

A. Recommend to the Professional Education Executive Board minimum requirements, criteria, and procedures for selection, admission, retention, and exit from all professional education programs (initial teacher preparation¹, professional-level certification², advanced programs³) at Eastern Michigan University, with the

¹As defined by NCATE and the Michigan Department of Education.

²As defined by the Michigan Department of Education.

understanding that departments and programs may have more stringent criteria.

B. Study and recommend (to the Professional Education Executive Board and to others) ways to maintain and increase an academically able and culturally diverse student population for the professional education programs.

C. Study and recommend (to the Professional Education Executive Board and to others) ways to increase the numbers of persons entering “high demand” fields and the numbers of persons whose demographic characteristics are under represented in the profession.

D. Review and make recommendations as necessary concerning dismissal from any professional educator program.

E. Act upon all appeals and grievances regarding selection, admission, retention, and exit from the program that do not fall under other University policy.

F. Respond to referrals from the Professional Education Executive Committee.

G. Conduct studies and make recommendations from the findings concerning the effectiveness of selection, admission, retention, advising, and exit policies.

H. Serve as an advisory and coordinating body among all the relevant academic advising functions related to professional education.

2. The membership of the Professional Education Students Committee shall be elected by the Professional Education Faculty from among its membership for three-year terms, except that the student and PK-12 representatives, selected by the Professional Education Executive Board, shall serve one-year terms.⁴ When a vacancy occurs in midterm, the person elected to fill the position shall serve a term equal to the remainder of the original term for that position. Persons may be reelected to membership on this committee.

3. The Professional Education Students Committee shall consist of ten voting members,

³As defined by NCATE.

⁴For the initial composition of the Professional Education Students Committee, the Nominations and Elections Committee shall designate, by random assignment, one-third of the faculty member terms to be for one year, one-third of the faculty member terms to be for two years, and one-third of the faculty member terms to be for three years.

distributed initially as follows. The Professional Education Executive Committee may, from time to time, adjust the distribution of the ten voting members to reflect numerical shifts among the student population.

- A. An undergraduate student in a professional education program.
- B. A graduate student in a professional education program.
- C. A PK-12 representative.
- D. 3 members from the College of Education
- E. 2 members from the College of Arts and Sciences
- F. 1 member from the College of Technology
- G. 1 member from the College of Health and Human Services.

At least one of the three members from the College of Education must be a Department Head and, among the representatives of the other colleges, at least one must be a Department Head.

4. The Professional Education Students Committee shall also include two, *ex officio*, non-voting members:

- A. The Dean of the College of Education or his/her designee.
- B. The Associate Dean of the COE/Office of Academic Services or her/his designee.

5. The members of the Professional Education Students Committee shall elect a chair and a secretary from among the membership, each for a one-year term. The officers may be reelected. During her/his term of office, the chair shall serve as a member of the Professional Education Executive Board.

6. The Professional Education Students Committee shall determine its own quorum for conducting business and shall establish its other procedural rules. In cases where the Professional Education Students Committee has not determined a procedural matter, or this document does not provide guidance, Robert's *Rules of Order* shall prevail.

7. The Professional Education Students Committee may establish such subcommittees as it sees fit and the membership of any subcommittee may include any university-affiliated personnel, including, but not limited to, faculty members not part of the Professional Education faculty, staff members, students, cooperating teachers, and other P-12 personnel from schools with an EMU affiliation.

8. Staff services for the Professional Education Students Committee shall be provided by the College of Education Office of Academic Services.

PROFESSIONAL EDUCATION ASSESSMENT COMMITTEE

1. The charge of the Professional Education Assessment Committee (PEAC) shall be to:

A. Provide leadership and guidance in the evaluation of professional education undergraduate and graduate programs to ensure their compliance with standards of the Michigan Department of Education and of NCATE.

B. Provide leadership for the development and ongoing monitoring of an assessment system for the professional education program as a whole that satisfies NCATE Standards 1 and 2 and the requirements of the NCATE-related Specialized Professional Associations and that complements the ongoing program reviews/assessments of the EMU Division of Academic Affairs and that of other external review bodies (NCA, NASM, CACREP, etc.)

C. Disseminate conclusions and recommendations based on the results of the evaluations and assessment to the Professional Education Executive Board and to the Professional Education Faculty.

D. Serve as an advisory body on all matters related to the Michigan Tests for Teacher Education.

E. Respond to referrals from the Professional Education Executive Committee.

F. Form subcommittees as needed to accomplish the work of the PEAC. See item 7 below.

2. The membership of the Professional Education Assessment Committee shall be elected by the Professional Education Faculty from among its membership for three-year terms, except that the student and PK-12 representatives, selected by the Professional Education Executive Board, shall serve one-year terms.⁵ When a vacancy occurs in midterm, the person

⁵For the initial composition of the Professional Education Assessment Committee, the Nominations and Elections Committee shall designate, by random assignment, one-third of the faculty member terms to be for one year, one-third of the faculty member terms to be for two years, and one-third of the faculty member terms to be for three years.

elected to fill the position shall serve a term equal to the remainder of the original term for that position. Persons may be reelected to membership on this committee.

3. The Professional Education Assessment Committee shall consist of nine voting members, distributed initially as follows. The Professional Education Executive Committee may, from time to time, adjust the distribution of the nine voting members to reflect numerical shifts among the student population.

- A. A student in a professional education program.
- B. A PK-12 representative.
- C. 3 members from the College of Education
- D. 2 members from the College of Arts and Sciences
- E. 1 member from the College of Technology
- F. 1 member from the College of Health and Human Services.

At least one of the three members from the College of Education must be a Department Head and, among the representatives of the other colleges, at least one must be a Department Head.

4. The Professional Education Assessment Committee shall also include one, *ex officio*, non-voting member:

- A. The Dean of the College of Education or his/her designee.

5. The members of the Professional Education Assessment Committee shall elect a chair and a secretary from among the membership, each for a one-year term. The officers may be reelected. During her/his term of office, the chair shall serve as a member of the Professional Education Executive Board.

6. The Professional Education Assessment Committee shall determine its own quorum for conducting business and shall establish its other procedural rules. In cases where the Professional Education Assessment Committee has not determined a matter, or this document does not provide guidance, Robert's *Rules of Order* shall prevail.

7. The Professional Education Assessment Committee may establish such subcommittees as it sees fit and the membership of any subcommittee may include any university-affiliated personnel, including, but not limited to, faculty members not part of the Professional Education faculty, staff members, students, cooperating teachers, and other P-12

personnel from schools with an EMU affiliation.

8. Staff services for the Professional Education Assessment Committee shall be provided by the College of Education Office of Academic Services.

PROFESSIONAL EDUCATION CURRICULUM COMMITTEE

1. The charge of the Professional Education Curriculum Committee shall be to:

A. Review and make a recommendation on all proposed (from any EMU source) new or modifications of existing (See Appendix B) professional educator preparation programs of EMU that fall under the licensing authority of the Michigan Department of Education and/or the accreditation review authority of the National Council for the Accreditation of Teacher Education (including its affiliated Specialized Professional Associations). This includes, but is not limited to, courses in those programs; the total curricular requirements for the program; majors; minors; degrees; endorsements; and any other academic requirements for any institutional recommendation for certification (licensure) as an education professional in Michigan or any other jurisdiction. Recommendations shall be submitted to the Professional Education Executive Board.

B. Respond to referrals from the Professional Education Executive Board.

C. Maintain the official list of Professional Education Courses (see Appendix A) and official list(s) of authorized programs (see Appendix X), including the approval/recognition status of each. The Committee shall respond to department/program initiated requests to add or remove courses/programs from the list.

2. The Professional Education Curriculum Committee shall consist of 23 voting members, distributed initially as follows. The Professional Education Executive Committee shall, every three years, review the distribution of the faculty members and make adjustments as necessary to reflect numerical shifts among the student population.

- A. An undergraduate student in a professional education program.
- B. A graduate student in a professional education program.
- C. A PK-12 representative.

Professional Education Faculty members:

- D. 1 from languages (English, FLABS)

- E. 1 from mathematics
- F. 1 from the sciences (Biology, Chemistry, Physics, Earth/Space Science)
- G. 2 from the arts (Art, Music, CTA)
- H. 1 from the social sciences (Economics, Geography, History, Political Science, Psychology, Sociology)
- I. 1 from Business and Technology Education
- J. 1 from HPERD
- K. 2 from Special Education
- L. 2 from Leadership and Counseling
- M. 2 from Student Teaching
- N. 6 from Teacher Education, including the Head of the Department of Teacher Education

The representatives from the constituencies listed under D through M above, inclusive, must include at least one Department Head.

4. The PECC shall also include four, *ex officio*, non-voting members:

- A. The Dean of the College of Education or her/his designee.
- B. The Dean of the College of Arts and Sciences or his/her designee.
- B. The Dean of the College of Technology or his/her designee.
- C. The Dean of the College of Health & Human Services or her/his designee.

5. The membership of the Professional Education Curriculum Committee shall be elected by the Professional Education Faculty for three-year terms⁶, except that the student and PK-12 representatives, appointed by the Professional Education Executive Board, shall serve one-year terms. When a vacancy occurs in midterm, the person elected to fill the position shall serve a term equal to the remainder of the original term for that position. Persons may be reelected to membership on this committee.

6. The members of the Professional Education Curriculum Committee shall elect a chair and a secretary from among the membership each for a one-year term. The officers may be reelected. During her/his term of office, the chair shall serve as a member of the Professional Education Executive Board.

⁶For the initial composition of the Professional Education Curriculum Committee, the Nominations and Elections Committee shall designate, by random assignment, one-third of the faculty member terms to be for one year, one-third of the faculty member terms to be for two years, and one-third of the faculty member terms to be for three years.

7. The Professional Education Curriculum Committee shall determine its own quorum for conducting business and shall establish its other procedural rules. In cases where the Professional Education Curriculum Committee has not determined a matter, or this document does not provide guidance, Robert's *Rules of Order* shall prevail.

8. The Professional Education Curriculum Committee may establish such subcommittees as it sees fit and the membership of any subcommittee may include any university-affiliated personnel, including, but not limited to, faculty members not part of the Professional Education Faculty, staff members, students, cooperating teachers, and other PK-12 personnel from schools with an EMU affiliation.

9. Staff services for the Professional Education Curriculum Committee shall be provided by the College of Education Office of Academic Services.

PROFESSIONAL EDUCATION EXECUTIVE BOARD

1. The charge of the Professional Education Executive Board (PEEB) shall include:

A. Provide general oversight of all EMU professional educator preparation programs.

B. Advise relevant colleges and departments on matters related to professional preparation programs.

C. Refer relevant issues to one of the standing committees of the Professional Education Faculty.

D. Coordinate, facilitate, and communicate the work of the standing committees of the Professional Education Faculty.

E. Receive recommendations for the standing committees of the Professional Education Faculty and from the Professional Education Faculty; review and make a determination on each such recommendation.

F. Transmit approved recommendations to the appropriate University office or officer for approval and implementation. In particular, transmit approved curricular or academic policy recommendations directly to the Provost (or his designee). It is strongly recommended that the Provost (or his/her designee) approve or disapprove such recommendations without further formal referral for review among other EMU

organizational units within Academic Affairs.

G. Transmit unapproved recommendations to the submitting body, along with a statement of reasons for disapproval.

H. Make appointments of students and PK-12 representatives to the various standing committees.

2. The Professional Education Executive Board membership shall consist of the Dean of the College of Education (or her/his designee), an Associate Dean of the College of Education (designated by the Dean), the Dean of the College of Arts and Sciences (or his/her designee), an Associate Dean of the College of Arts and Sciences (designated by the Dean), the Dean of the College of Technology (or her/his designee), the Dean of the College of Health & Human Services (or his/her designee), the chair of the Professional Education Faculty, and the chairs of the standing committees of the Professional Education Faculty. The Provost (or his/her designee) shall be an *ex officio*, non-voting member of the Professional Education Executive Board.

3. The Dean of the College of Education shall serve as chair of the Professional Education Executive Board. The position of secretary shall rotate, on an annual basis, among the Dean of the College of Arts and Sciences, the Dean of the College of Technology, and the Dean of the College of Health & Human Services. In the absence of the chair, the secretary shall preside.

4. The Professional Education Executive Board may establish *ad hoc* committees for the purpose of addressing issues that do not clearly fit under the charge of any of the standing committees of the Professional Education Faculty.

5. The Professional Education Executive Board shall regularly communicate its actions to the membership of the Professional Education Faculty.

6. The Professional Education Executive Board shall determine its own quorum for conducting business and shall establish its other procedural rules. In cases where the Professional Education Executive Board has not determined a matter, or this document does not provide guidance, Robert's *Rules of Order* shall prevail.

7. Staff services for the Professional Education Executive Board shall be provided by the Office of the Dean of the College of Education.

MODIFICATIONS IN COE INPUT/GOVERNANCE STRUCTURE

1. Abolish Basic Programs Committee. Duties are assumed by the Professional Education Curriculum Committee (and, to some extent, the Professional Education Students Committee and the Professional Education Assessment Committee).
2. Abolish Advanced Programs Committee. Same as #1.
3. The Professional and Affiliated Programs Committee becomes a “Curriculum Committee” of the College of Education, dealing with (a) all matters that originate within the COE related to non-professional educator programs and (b) all matters that originate outside the COE in non-professional educator programs to which the COE is expected to respond.
4. The work of the COE Council is reduced considerably.

APPENDIX A

The Professional Education Courses and Professional Education Faculty of
Eastern Michigan University

See <http://www.emich.edu/coe/NCATE2003/Docs/part1/standard5/exhibits/exhibit5.1.A.html>

APPENDIX B

The Professional Educator Preparation Programs of
Eastern Michigan University

(To be supplied)