

AGENDA

College of Education Council
February 11, 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 28, 2004. These may be found at http://www.emich.edu/coe/newhome/COECouncil92_01/012804m.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.

No report, other than negative report on proposal to create B.S.E. degree for post-bac students (regular education). See below under "New business."

ii. Advanced Programs Committee

(a) Proposed new course COUN 671 Advanced Multicultural Counseling. This seminar style course is designed to assist helping professionals in enhancing the knowledge and skill components of multicultural counseling. The course is designed for students who have already obtained a personal awareness of the importance of counselor and client race, ethnicity, gender, socioeconomic class, religion/spirituality, disability, and sexual orientation, and the sociopolitical effects of these issues on the counseling process. This course is heavily experiential as there is a fieldwork component where students will practice using cultural competency skills.

(b) Proposed graduate certificate in Helping Interventions in a Multicultural Society. 11 required hours; 4 elective hours. Required: COUN 505 Counselor Development: Basic Skills (3); COUN 571 Cross Cultural Counseling (3); COUN 660 Community Resources (2); COUN 671 Advanced Multicultural Counseling (3). Examples of electives: COUN 590 Special Topics (1); EDLD 509 Educational Leadership in a Pluralistic Society (3); CTAC 511 Readings in Interracial and Interethnic Communication (3); CTAC 579 Studies in Intercultural Communication (3); PSY 542 Women and Mental Health (2); SOCL 502 Racial and Cultural Minorities (2). Admission requirements include admission to or completion of “a valid graduate program in the helping services.”

iii. Professional and Affiliated Programs Committee

No report

iv. Personnel Committee

The Personnel Committee has completed its work for the year.

v. Planning and Finance Committee

No report.

4. Reports from other College or University Groups

- A. Faculty Council
- B. Graduate Council
- C. Strategic Planning Process
 - Call for members of Cross-Cutting Committees (by Friday)
 - Interdisciplinary Research and Programs
 - International Initiatives and Programming
 - Public Engagement and Linkages
 - The Graduate Experience
 - The Undergraduate Experience
- D. Continuing Education Advisory Council
- E. EMU Research Advisory Council
- F. COE Resource Development Board
- G. COE Student Advisory Committee
- H. ad hoc Diversity Committee
- I. ad hoc Porter Chair Advisory Committee

- J. ad hoc Education Alumni Hall of Fame Committee
March 19.
- K. ad hoc Education Students Data Assessment Committee
- L. Other COE Groups
- M. COE Departments or Offices
- N. Porter Building status
- O. NCATE/State status.
 - i. NCATE status–BOE report–all standards met, only 3 weaknesses.
 - ii. Effect of new SPA process on instances (NCSS, NSTA) where we do not have SPA approval.
- P. Dean's report
 - i. AACTE convention–EMU participation
 - ii. See items under “New Business”

5. Old business

- A. Provost's invitation for college councils to participate in “the campus debates.”
- B. Proposal to revise the governance system for professional education. Revised draft to be available for next meeting.

6. New business

- A. Proposal to award current post-baccalaureate students a bachelor's degree. Submitted to Basic Programs Committee for formal input; negative response received. See Attachment 1.
- B. Information on EMU budget status for FY04 and FY05.
- C. Proposed changes in General Education requirements. (There will be a handout of these, as they stood 11/12/03)

7. Adjournment.

Next meeting: March 10–2:00 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/umission.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.