



IMPACT REPORT

WINTER 2020

SCHOLAR SUCCESS

Emergency Fund Helps COE Student Navigate Coursework Through Recovery

The following is an interview with an EMU student majoring in special education for the emotionally impaired who wished to remain anonymous

Can you tell us about your background at EMU- course work, what you hope to get out of your program?

My first path for education began at Washtenaw Community college. Here I achieved my associates within the education field. I transferred to EMU to begin working on my major which is special education for the emotionally impaired. What I hoped to achieve during this time was to become the best special education teacher that I could possibly be. This meant applying myself to become educationally competent in this field of study. I would also like to be prepared for a grad program. This is my 3-year goal in education.

Can you tell us about any challenges you have faced and would want to share with your peers or the EMU community?

I am a person in long-term recovery. What that means to me is that I have not had a drink or a drug since 1/20/2012. This decision has allowed me to retain the same job since 2012, keep a high GPA, and have healthy interpersonal relationships. However, the process of recovery is not simple. I attend recovery meetings, work, and school. This does not allow for much free time. When attending a recovery program there is a strong bond made with other members. These bonds are developed through continuance maintenance through attendance. Therefore, one has many group norms to meet. This can impact life greatly when you are a full-time student, employee and a person in long-term recovery. In turn, I had to cut down on time being an employee during my time at EMU. This had a large impact on me financially. I knew that I was willing to do whatever it took to become a teacher to impact the future generations through education and healthy behavior skills for positive outcomes.

Can you talk about how the student emergency fund helped you in your educational journey?

This emergency fund is not only going to allow me to finish my degree; also, it will allow me to financially stay actively involved in recovery by aiding home expenses like rent and food. Which I am very grateful for. This past term of student-teaching was very difficult to manage. I had to invest 25-30 hours serving in a restaurant during my educational process. There were days that I was not sure if I had the energy to finish. Although, I never gave up, and I was provided a spectacular experience at the Milan high school. Mr. Gilles, my coordinating student-teacher, was very helpful during this process.

What would you say to donors to this fund if you had the chance?

I would tell them; I will never give up on trying to improve a learner's post-secondary

INSIDE...

- Emergency Fund Helps COE Student Navigate Coursework Through Recovery
- Elementary Education Preparation Re-envisioned
- Special Education Innovation
- From the Desk of Dean Saylor

Like our student body, the array of scholarships available at EMU is diverse. They cover every college, every discipline, and were established by donors from differing backgrounds. The commonality is that they provide often-crucial support to recipients. Scholarships help ease the growing financial burdens of college while motivating students to excel in their studies and stay on track to graduate. These scholarships exist because you established and contribute to them. This report provides a small snapshot of the impact of your continued support. You ARE the difference. Thank you for your generosity.

Elementary Education Preparation Re-envisioned

Stepping into the future of educator preparation, the faculty of the Colleges of Education (COE) and Arts and Sciences (CAS) are currently engaged in a deeply collaborative new approach to preparing elementary teachers. Driven by our desire to provide the best possible preparation for our candidates, the new program will greatly increase the hours students spend in schools or other educational settings with K-12 students. To accomplish this we will include education classes in the first year fall semester, teach some education courses in local elementary schools, and weave field experiences throughout the semesters leading up to student teaching. Students in the new program will be able to graduate in 4 years and will have had classroom and field experiences with a variety of elementary grade levels, English language learners, students with disabilities, and other at-risk students. The curriculum will prepare candidates in their content knowledge while increasing the emphasis on classroom and behavior management, high-leverage teaching practices, social-emotional learning, and trauma-informed practices. Graduates will be well prepared to confidently enter classrooms in many kinds of schools and settings.

A strong supplement to the new elementary program is our piloting of the field-based delivery we hope to infuse in many courses in the new plan. In the 2018-2019 school year we had our first experiences of embedding entire courses, their faculty and students into local schools where students and faculty work in collaboration with the building teachers and administrators to learn to be teachers while helping the students and teachers in the building be successful. What better place to do this than in the schools just a few blocks from campus? Our collaborative work has been done in the Ypsilanti Community Schools (YCS) beginning with multiple methods courses from the COE and CAS taught at Estabrook Elementary last winter and this fall. This year's winter semester will begin a new cohort of EMU students at Estabrook, and will expand the pilot to include a second cohort working at Holmes Elementary.

With donor support and the COE Porter Endowed Chair funds, efforts in YCS have been possible and led by Dr. Jackie LaRose. This project and multi-college team are enhanced this year



by the addition of a new doctoral fellow. The team effort will facilitate the scholarly investigation and reporting of impacts of the embedding and of the re-envisioned program as it comes on line. The faculty/student team will be writing external grants to further support the work.

The COE candidates participating in this pilot work are spending extra hours working in the schools and learning so much more than simply being in classes would provide. This does take additional time and our students often need to work multiple jobs to pay for their college education. With your continued generosity, many of our students will be able to afford to be in the schools a little bit more each semester.

This re-envisioning process, built on our strategic beliefs about how best to prepare new teachers, began a year ago and is developing one of the most innovative, clinically intensive, able-to-graduate-in-4-year teacher prep plans in Michigan and across the nation. We will begin recruiting students for the program next year and offer it for the first time in fall 2021. In the near future similar efforts will be undertaken to re-envision and design new middle-school, high-school, and early childhood degree programs. To learn more about how to contribute to this project or for any additional questions, reach out to Christa Reid at 734-487-0496.

Special Education Innovation

Having enough qualified special educators is one of the ever perennial challenges in K-12 education. Because of the great shortage, schools hire thousands of para-teachers to help out and work with the licensed special educators. Our Department of Special Education has developed an innovative project that seeks to help strong para-teachers become fully licensed special educators. They will offer a state-approved experimental program in collaboration with the Washtenaw Intermediate School District

(WISD) to prepare up to 50 of their para-teachers as special education teachers.

The experimental program waives some of the normal requirements for state licensure in special education and moves students through the program diagnostically and efficiently. We will offer special education and teacher education courses at the WISD headquarters during after school hours and online.

→ **Innovation cont'd from pg.2**

This innovative approach to helping the strongest para-pros become fully licensed teachers is exciting to WISD, to the state, and at the national level. The potential for other ISDs to enter into similar partnerships with us is great. This work may also lead to ISDs and schools contracting with us to provide courses and micro-credentials to their faculty and leadership as staff development.

Recently, our special education faculty, also in partnership with WISD, were invited by the American Association of Colleges of Teacher Education (AACTE) to be a member of a small cohort of universities nationwide working collaboratively in a network improvement community on increasing enrollments in special education and especially among minority students.

One key component of a person's choice to become a special educator is how to pay for the college courses needed to achieve this goal and your help is needed. Scholarships for these individuals greatly increase their probability of completing the program. If you are looking for a great way to support our future special educators, please consider contributing to this program today.



→ **Scholar Success cont'd from pg.1**

opportunity. I know there is a place for everyone in this world no matter where you come from, and I thank you (donors) for not giving up on me and my education. This emergency fund will never be forgotten.

What advice would you give to other students going through challenges in their educational journey?

There is always a way if you work for it. Be passionate, proud and hard working because it will all work out in the end.

GIVING MAKES A DIFFERENCE

YOUR Support Gives...

- Students the help they need when life emergencies hinder their educational journeys
- Opportunities to students and professors to bring their research and critical thinking to fruition, impacting educational communities around the globe
- College of Education students hope in completing their degree
- Professors the ability to continue implementing a forward-thinking curriculum focused on producing the best educators since 1959

Your support of our students and professors in the EMU Community is still needed. Through student emergency funds, annual donations, scholarships, endowments, and legacy gifts you continue to touch the lives of many.

Give as generously as you can by visiting www.emich.edu/give as your online gift goes to work right away. **For additional questions or to learn more about ways to give to EMU, contact Christa Reid, Director of Development at 734-487-0496.**

The EMU Foundation is an institutionally related, 501(c)3 nonprofit organization soliciting and managing funds on behalf of Eastern Michigan University. Created in 1989 by the EMU Regents, the foundation is governed by an independent Board of Trustees that elects its own officers. All trustees serve as volunteers.

From the Desk of Dean Saylor

It is very appropriate for us to recall the 170 continuous years of our college's operations. EMU is historically and in pedagogical practice always "education first". Over these centuries we have not had the same name nor the same programs, but the educationally-oriented purposes of our founding in 1849 have not changed. For scores of years, the public in Michigan and across the country have recognized Eastern as a great place to be trained as an educator.

If I ever mention to anyone in Michigan or too many outside the state that I work at Eastern, even without mentioning my role in the College of Education, the individual always comments that EMU is known for its teacher preparation. Of course in the College, "education first" means a lot more than preparing teachers. Education first also means that we are experts at the education or preparation of many other professionals having some of the best, most effective, and most efficient programs for K-12 administrators, speech-language pathologists, counselors, early childhood specialists, student affairs specialists, higher education leaders, and training for the deeper professionalization of educators at the graduate level.

The college continues to be a great place for those individuals who desire to teach and influence children and youth in positive ways to come for that preparation. We continue to attract recent graduates of high schools. Our efforts to encourage more young people to consider teaching as a career has led us to our Pathways and place-based education efforts in regional urban schools and in rural schools across Michigan. Too few adults are encouraging students and children to become teachers. We want the next generation of K-12 learners to have the best teachers possible and we are doing our part to make that happen.

Many of our programs are growing again. We recognize that it is not enough to get students to come to our college and its programs. For many years, the college has had the highest retention rates at EMU for students in their second through seventh falls at the university. This has been true since the fall of 2003 (the oldest data I can find). The latest data available show COE students with an 84% rate in returning to EMU the fall after their first year here. The college also exceeds the university in graduating its students. The only statistic for which this is not true is the 4-year graduation rates, but the college has no 4-year programs, this will change as we start with our re-envisioned programs. We do beat the university in 5-year, 6-year, and 7-year graduation rates, by about 10+ percentage points for each interval.

The college has over 110 scholarships for its students and you helped award \$54,000 for the 2019-2020 school year. The need for additional support is high and last year we had more students requesting scholarships than funds available. Your generosity, big or small, really makes a difference for our College of Education students and we truly thank you for all of your support.



This EMU Foundation Impact Report is published by:
The EMU Foundation
112 Welch Hall
850 W. Cross St.
Ypsilanti, MI 48197
emufoundation.org

Director of Development
Christa Reid | 734-487-0496
christa.reid@emich.edu



JUST THE FACTS

40,000+

College of Education alumni around the world

The College of Education has over 110 SCHOLARSHIPS, and awarded more than \$54,000 LAST YEAR!

100% of EMU College of Education students passed the State Teacher Licensing tests (MTTC) in 16 categories!