

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: TLES

COLLEGE: CEHD

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PROPOSED EFFECTIVE FALL YEAR: 2019

NOV 01 2018

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☒ New certificate*

- ☐ New minor*
- ☐ Deletion*
- ☐ Revised major
- ☐ Revised minor

- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Change in Title
- ☐ Transfer

Received

RECEIVED

OCT 09 2018

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Graduate Certificate in Secondary Education Initial Teacher Certification (Note: We would like to use Banner Code SETC, if available.)

Chair, Department Curriculum Committee:



Date 10/8/18

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director:



Date 10/5/18

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☒ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☒ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☒ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☒ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☒ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☒ For new programs and proposed program deletions, the provost has been consulted.
- ☒ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☒ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:

M. K. Fetter

Date

10-25-18

FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
	*needs review by	
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, GSC/USC:	Date
<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Disapprove	<i>M. K. Fetter</i> Chair, EPGC:	<i>11-30-18</i> Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by	Date
	Provost:	

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

We are proposing to create a new graduate certificate program in secondary education that will ultimately replace the existing undergraduate program in secondary education.

Teacher candidates will enter the program with a bachelor's degree in their chosen content area. Once in the program, candidates will take education coursework and participate in a full-year internship. This cohorted-program will begin in Summer 1 and conclude at the end with the close of the public schools the following Summer I. At that point, candidates will be recommended to the state of Michigan for a Provisional Teaching Certificate in their chosen major. They will also receive a graduate certificate from WMU. Afterwards, candidates will have the option of completing three additional courses in order to obtain a master's degree.

2. Rationale. Give your reason(s) for the proposed improvement.

Currently, all of the content majors for the secondary education program are housed in the College of Arts and Sciences (CAS), with the degree being housed in College of Education and Human Development (CEHD). Due to low enrollments of secondary education students throughout all content areas, CAS will no longer be able to financially justify running all disciplines of the secondary education program. Therefore, a new program has been mutually crafted between the CAS and CEHD. With the proposed program, Secondary Education will now be housed in the CEHD in which students can earn a teaching certification and with three additional courses, if they choose, a Master's Degree.

The CEHD does not have the capacity to run both an undergraduate and graduate teacher certification program. The proposed program is a graduate program. Teacher candidates will enter into the program with an undergraduate degree in a teachable content area (e.g. Mathematics, English, Chemistry, etc.). Over the following 14 months, students will complete 27-36 credit hours of educational course work, including a full-year teaching internship. This program allows for post-bachelor students from Western Michigan University, or elsewhere, to become certified by the State of Michigan to teach in grades 7-12.

There are five major improvements/benefits of this proposed change: 1) The proposed improvement will help increase our teacher candidates' content knowledge; coursework in each content area will be scaffolded to provide candidates with the appropriate content needed to teach at the secondary level, as well as help improve passing rates for the Michigan Teacher Test for Certification (MTTC). 2) The proposed program will offer teacher candidates an opportunity to obtain an undergraduate content degree, which will allow them a wider range of employment opportunities, both within and outside of the education field. 3) The proposed program will include a pathway for obtaining a Michigan Provisional Teaching Certificate in secondary education in the following content areas: English, Mathematics, Social Studies (History, Political Science, Geography), and Sciences (Integrated Science, Biology, Chemistry, Physics). 4) The proposed program will extend the internship from one-semester to a full school year. Based on school-partner feedback, the additional field experience is highly recommended and sought after when hiring future educators. The additional time in the field will provide our teacher candidates with a more comprehensive learning experience, from the start to the end of the public school year, providing more support for classroom management and effective teaching and learning pedagogy. 5) The proposed program will provide a pathway for undergraduates and non-traditional students to earn a Michigan Provisional Teaching Certificate. This provides students from outside of Western Michigan University with a pathway to enter our program, creating an opportunity for increased enrollment.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This programmatic change has an impact on the College of Arts and Sciences. During the last two academic years (AY2016-2017, AY2017-2018), faculty and Associate Deans from both colleges met regularly (monthly during the school year) to discuss the proposed changes. In Spring of 2018, an agreement of this programmatic change was reached by both the College of Education and Human Development and the College of Arts and

Sciences. As such, we have attached a letter of support from Dr. Carla Koretsky, Dean of the College of Arts and Sciences.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

TLES does not have the capacity to offer both undergraduate and graduate programs in secondary education. Therefore, the proposed change will require us to eliminate the current undergraduate program in the future, including the courses used in the undergraduate program. Undergraduate courses ES2000, ED3200, and ED4200 will need to be staffed during the transition period. In addition, ED3200 and ED4200 are new courses that will need to be developed. Finally, ES 3950 is currently the social foundations course for all undergraduate teacher education programs (e.g., elementary, secondary, early childhood, etc.). This program change will reduce enrollments for ES 3950, with parallel content being offered at the graduate level.

5. Alignment with college's and department's strategic plan, mission, and vision.

The proposed program is in direct response to changing external needs. It offers teacher candidates diverse field experiences in multiple contexts and multiple school environments, as well as a year-long internship. The year-long internship allows students and faculty to develop deeper relationships with cooperating teachers, supporting a school partnership built on transparency and service. The teacher candidates are supported within a cohorted model, which helps to provide added support structure to retain and professional develop teacher candidates. This cohort model is driven by faculty and purposefully sequenced to interweave content within and throughout course and field experiences. This model is based on learner-centered and discovery driven pedagogy. The level of intensity and professional support structures offers our students a premier education.

The program is structured on a multifaceted system of evidence-based practices, both at the course level and at the field experience level. Current research is interwoven in both theory and methodology course work, as well as examined within the field experiences. As this program's main purpose is to provide rigorous development and certification for future teachers, strengthening research and scholarship are not the primary focus; faculty will, however, continue to engage in their research agendas.

Given these attributes, the proposed program aligns well with the following college and departmental strategic plans, mission and vision:

CEHD MISSION STATEMENT:

Embracing WMU's goals to be learner centered, discovery driven, and globally engaged, the College of Education and Human Development is committed to:

- Developing exceptional education and human development professionals who positively impact our global society;
- Advancing knowledge through teaching, scholarship, creative works, and service;
- Enhancing the university and its stakeholders through transformative field experiences and collaborations.

CEHD VISION:

Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs.

CEHD STRATEGIC PLAN:

Goal 1: Enhance and implement the optimum portfolio of high quality programs.

Objective 1.1: Focus on program quality and outcomes stressing evidence-based practices.

Objective 1.2: Foster/recognize faculty teaching excellence.

Objective 1.3: Strengthen support for an increasingly diverse student population.

Objective 1.4: Increase program adaptation to changing external trends.

Objective 1.5: Enhance student outcome assessments across program areas.

Objective 1.6: Use program review process to optimize the program portfolio.

Objective 1.7: Achieve or maintain program accreditation where appropriate.

Goal 3: Strengthen and expand community engagement.

Objective 3.1: Strengthen mechanisms for coordinating field experiences.

Objective 3.2: Expand and strengthen service learning aligned with university approaches.

Objective 3.6: Learn from community organizations to enhance knowledge and cultural competence.

- Goal 4: Optimize resource acquisition and management.
 Objective 4.1: Strengthen recruiting, enrollment and retention.
 Objective 4.6: Increase faculty participation in professional development
- Goal 5: Increase organizational effectiveness and adaptability.
 Objective 5.1: Clarify/communicate the college's unique identity and contribution.
 Objective 5.2: Implement proactive, transparent communication processes.
 Objective 5.4: Improve monitoring of external trends to increase proactive adaptability.
 Objective 5.5: Create a more innovative and adaptive college culture.
 Objective 5.6: Actively promote collegiality and college-wide activities.
- Goal 6: Increase the college's diversity and its multi-cultural and global competence.
- Goal 7: Expand and strengthen partnerships: community, interdisciplinary, international.
- Goal 8: Increase the optimal use of technology.

TLES MISSION STATEMENT:

Teaching and the study of education are lifelong intellectual processes. They are based on the ability to critically reflect upon the union of educational aims, meaningful content and the diversity of learners in our society. With this in mind, our programs include these areas of inquiry:

- Knowing how to build thoughtful, caring and productive relationships in educational settings.
- Knowing the content of the subjects we teach.
- Knowing the developmental nature and needs of children and youth.
- Learning how to respond proactively to the educational needs of all those with whom we are engaged.
- Reflecting about one's self in relationship to vital educational aims and the teaching profession.
- Reflecting about schools in relationship to the larger society.

As a result, graduates from our programs are prepared to work in a diverse array of settings and be leaders in promoting academic excellence, global awareness and engagement, democratic values and tolerance. This realizes our intent, to engage our students in developing a responsible voice within schools and the larger community.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

The effects on currently enrolled students are minimal. The current undergraduate program will require a teach-out plan of 3-5 years, though Teaching, Learning, and Educational Studies (TLES) will continue to teach the current secondary education courses to accommodate the current undergraduate students enrolled based on a ten-year catalog.

Because this program moves the education coursework to the graduate level, it avoids many of the current conflicts (e.g., scheduling courses across CEHD and CAS). One or two CAS courses will be required for this program and those will be included in a master schedule, thus eliminating conflicts. The new program will be a cohort model, which eliminates course conflicts within the CEHD.

In the current program, students earn the bachelor's degree and teacher certification at the same time. This has led to the average time to degree of 5 years. In addition, if candidates choose to discontinue in teacher education, it can cost them additional time to degree, depending on the content area.

The proposed program requires the bachelor's degree as a prerequisite. The proposed program is an intensive 14-month program. Once teacher candidates earn their bachelor's degree and enter the secondary teaching program, they will need to complete four courses during the Summer I and II semesters. These courses will prepare teacher candidates for the internship, which will begin in August. To keep the program running at the proposed timeframe of 1 year, and to prepare teacher candidates for a teaching position the following school year, candidates will need to complete summer course work. A scope and sequence of the program is attached. As an added benefit of the program, teacher candidates will have the option of completing three additional educational courses to complete their master's degree.

Currently, the average time for a secondary education student to graduate is 5 years. Secondary education students will continue to complete the program in 5 years; 4 years at the undergraduate level to complete a content degree (CAS), and 1 year to complete education course requirements, clinical experiences, and internship. After successful completion of course and field work, teacher candidates will earn a Michigan Provisional Teaching Certificate in their content area. These three courses can be taken at the candidates own pace.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

School partners have consistently mentioned that a year-long clinical experience gives teacher candidates a distinct advantage as they begin their careers, because it doubles the amount of time in the clinical setting from 15 weeks to 30 weeks. The additional time in schools enables candidates to develop deeper professional knowledge as well as developing deliberate community and professional relationships. These issues are integral to the CAEP accreditation standards, and beneficial to the hiring process.

The proposed program will serve both Western Michigan University students as well as individuals holding bachelors degrees from other accredited institutions, and individuals seeking to change careers. Estimated enrollment will be 25 students per cohort. It is expected that one cohort will suffice for the first five to ten years. If enrollment increases, additional cohorts will need to be established.

This proposal allows for our teacher candidates to begin with a level of proficiency in their content knowledge, as opposed to having to develop this alongside the education coursework. The proposed program offers a better defined and consistent scope and sequence in terms of the teacher education curriculum. It also provides the extensive clinical experiences with close supervision and constructive feedback mechanisms that are best practices in teacher education. The deliberate cohort approach will allow us to align coursework and clinical experiences to best support teacher candidates as they progress through the program. These changes will advance our program, providing a highly competitive route to teacher certification.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The proposed program will directly affect department (TLES) and college (CEHD) resources. Presently, there are two full time faculty assigned to secondary education courses. Each of these faculty teaches two courses in the education sequence and one supervises pre-interns and interns. The transition to the proposed program will require these faculty to teach in both programs for a period up to five years. Because the proposed program is a year-round program, alternative scheduling and summer contracts will be necessary for some secondary education faculty. Faculty will be needed for pre-intern and intern clinical supervision.

The proposed program will need a program director to continually meet with students who are interested in the program; head program recruitment; coordinate intern supervisors; coach struggling interns; coordinate meetings and advise with cooperating teachers; collect and analyze assessment data; continually monitor and report data for accreditation; and coordinate faculty during regular meetings throughout the year.

TLES will need the dedicated time of a staff member to assist with applications; scheduling interviews, shepherding transcripts to the appropriate CAS faculty review, and other aspects of the admissions process. In addition, the department will need to provide dedicated space to house materials and workspace for teacher candidates.

CEHD advising offices will shift to advising students seeking a secondary education teaching certification. Advisors will need to work in collaboration with faculty to ensure prospective teacher candidates were set up correctly for admission to the program.

The proposed program will affect CAS resources as well. Dedicated resources will need to be provided to the CAS advising office so that undergraduates who are interested in pursuing teaching as a career can obtain the appropriate guidance in their content area degrees.

Because of the cohorted nature of the program, courses in the program will be offered on a once-a-year basis.

This new program will not affect current technology usage or library holdings.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

Learning outcomes remain the same. Only the sequence of coursework is being changed, with a focus on explicit coherence as students move through the new cohorted-sequence. Assessment of all course objectives are based on the MI-InTASC standards (see below).

- Standard #1: Learner Development:** The intern teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences** The intern teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet standards.
- Standard #3: Learning Environments** The intern teacher works with others to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge** The intern teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she/he teaches and creates learning experiences that make the discipline accessible and meaningful for learners.
- Standard #5: Applications of Content** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment** The intern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to inform ongoing planning and instruction.
- Standard #7: Planning for Instruction** The intern teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies** The intern teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.
- Standard #9: Professional Learning and Ethical Practice** The intern teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration** The intern teacher seeks appropriate leadership roles and collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

Program outcomes are also based on CAEP standard 1. See below.

Candidate Knowledge, Skills, and Professional Dispositions

- 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

- 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National

Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

The current undergraduate secondary education model is not financially sustainable for CAS. With continued low enrollment in teacher education, the proposed model provides an opportunity to streamline a coherent cohort of courses as secondary students move through the program.

Additionally, surveys completed by cooperating teachers and school administrators continually indicate a preference for a longer field component. Increasing from one-semester to a full-year internship will provide our teacher candidates with far greater opportunities to learn and grow as a teacher educator, ultimately improving employment opportunities. This model will provide WMU graduates with an edge in the job market.

1. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable.

2. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

See attachment.

Proposed Graduate Catalog (2018-19)

Graduate Certificate in Secondary Education Initial Teacher Certification

This post-baccalaureate program leads to a Michigan Teaching Certificate in the areas of English, foreign language, mathematics, integrated science, or social studies. It is based on the reflective practitioner model, which emphasizes reflection on active learning to develop content expertise and effective approaches to leadership. The aim of this program is to create scholars, who embrace diversity, actively engage in inquiry and critical thinking, and who are willing to act as change agents and advocates for youth.

Western Michigan University offers a highly competitive and personalized educational experience. Through this program, teacher candidates will earn a content degree, engage in a variety of field experiences and earn a teaching certification. Field experiences include tutoring, a set of clinical rotations, and a full-year internship.

Upon admission, teacher candidates undertake an intensive program of study, including coursework in both Summer I and II sessions. During the fall semester, teacher candidates begin their field placements when the public schools begin, spending a minimum of three days a week in the classroom and completing two to three courses on campus. During the Spring/Summer 1 semesters, candidates will complete a full time (5 days/week) internship from January through mid-June, following the school districts schedule. Most candidates can complete all requirements for certification within 13 months of starting coursework. Once teacher candidates complete the graduate certificate program, they may choose to earn a master's degree by completing three additional courses.

Admissions Requirements

1. Bachelor's degree from an accredited institution in an appropriate secondary education discipline.
2. Transcript evaluation to determine what additional discipline area coursework will be required.
3. Passing score on the Content Area Test (MTTC) for the appropriate secondary education discipline.
4. An overall undergraduate grade point average of at least 3.0 (4.0 = A)
5. A concise written "statement of purpose" (500 words or less) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study.
6. Interview
7. 30+ hours of student contact in a public school setting
8. 7+ hours of teacher contact in a public school setting

Program Requirements

27-36 hours depending on content discipline.

Summer I Coursework

ED 5310 Educational and Developmental Psychology Credits: 3 hours

ES 5200 Education from a Socio-Cultural Perspective Credits: 3 hours

ED 5450 Curriculum and Assessment Credits: 2 hour

Summer 2 Coursework

LS 6870 Secondary Disciplinary Literacy Credits: 3 hours

Optional course TEL 5150 or EDT 6410 Credits: 3 hours

Fall Coursework

Candidates will spend a minimum of three days/week in the classroom and one day/week on campus.

ED 6445 Secondary School Field Experience: Phase 1 Credits: 3 hours

ED 6455 Secondary School Internship Seminar Credits: 1 hour

ED 6320 Instructional Practice Credits: 1 hour

SPED 6290 Secondary Ed Inclusive Practices Credits: 3 hours

Content Methods and Seminar Credits: 3-4 hours

Spring Coursework

Candidates will spend five days/week in the classroom. The internship follows district calendars and do not conclude at the end of the WMU semester, but when districts close for the summer.

ED 6452 Secondary School Field Experience: Phase 2 Credits: 4 hours

ED 6455 Secondary School Internship Seminar Credits: 1 hour

Content Methods and Seminar Credits: 1 hour

Summer 1 Coursework

ED 6452 Secondary School Field Experience: Phase 2 Credits: 2 hours

ED 6455 Secondary School Internship Seminar Credits: 1 hour

Content Methods and Seminar Credits: 1 hour

Teacher candidates can qualify for a Michigan Teaching Certificate at the conclusion of these courses in early/mid-June.

WESTERN MICHIGAN UNIVERSITY



Office of the Dean
College of Arts and Sciences

October 8, 2018

To Whom It May Concern,

I am delighted to offer my strong support to the College of Education and Human Development (CEHD) curricular proposal to create a new post-baccalaureate program to prepare secondary education teachers. This proposal is the result of several years of thorough, considered, and dedicated discussion by a broad group of faculty and administrators representing CEHD and the College of Arts and Sciences (CAS). The proposed new program is intended to increase the quality and quantity of new secondary ed teachers by allowing our students to complete a content-specific undergraduate major and subsequently enroll in the post-baccalaureate program. We anticipate that this will increase our graduate's depth of knowledge in their content areas, will help them to pass the MTTC on a first attempt, and will shorten their time to degree. The new program will also allow facilitate completion of a master's degree for graduates who are interested in continuing their education.

We are currently engaged in a continuing, college-wide conversation with faculty in all CAS secondary education programs to determine which should be eliminated in favor of only a content major, and which should be revised to seamlessly integrate with the new post-baccalaureate program. Those programs which are maintained will no longer lead to teacher certification; students will need to enroll in the post-baccalaureate program to achieve certification. Enrollment in CAS secondary education programs has decreased dramatically in recent years (from over 1350 students in fall 2005 to less than 300 in fall 2017 and fall 2018), which means that the current configuration of these programs is no longer financially sustainable. We strongly believe that the proposed program will encourage more of our students to pursue a career in teaching and will prepare them exceptionally well for that career.

If you have any questions, please do not hesitate to get in touch.

Sincerely,

Dr. Carla M. Koretsky, Dean
College of Arts and Sciences

WESTERN MICHIGAN UNIVERSITY



October 8, 2018

College of Education and Human Development
Office of the Dean

To Whom It May Concern,

This letter is to indicate my strong support and approval of the new graduate certification program in secondary education proposed by our faculty in secondary education in the Department of Teaching, Learning and Educational Studies (TLES). The proposed program was co-constructed with faculty and leadership in the College of Arts and Sciences through multiple years of negotiations, discussions, and revisions.

Built upon a successful Woodrow Wilson Fellowship program that WMU used to offer to prepare highly-needed math and sciences teachers for K-12 public schools, this new program has a number of unique features:

- It can be finished within a calendar year.
- It incorporates a structured, year-long internship in the program, which is highly recommended by superintendents and teachers.
- Students will go through the program in cohorts.
- It addresses a number of issues experienced by the current undergraduate secondary education program for many years, including low enrollment in some majors and low MTTC passing rates.
- Once certified, students will take additional 9 credit hours to receive a Master of Arts in Teaching degree.

Again, I am enthusiastically in support of the proposed graduate certification program in secondary education. Please let me know if you have any questions about this letter.

Sincerely,

Ming Li, Ed.D.
Dean

Fw: New Graduate Certificate Program in School Improvement

Barbara J Cockrell

James A Muchmore <james.muchmore@wmich.edu>; Ming Li <ming.li@wmich.edu>;

Michele D Behr <michele.behr@wmich.edu>; Julie A Garrison <julie.garrison@wmich.edu>;

Library Checklist for Post-Baccalaureate Program in Secondary Education.docx; Library Checklist for Certificate in School Improvement.docx;

Professor Muchmore and Dean Li,

On behalf of Dean Julie Garrison thank you for completing the Libraries checklists for the proposed new Graduate Certificate Program, "Certificate in School Improvement" and the new post-baccalaureate graduate program in Secondary Education.

Graduate "Certificate in School Improvement" program.

The program or substantial portions may be offered off-campus. While this certificate is expected to include various types of information research the proposal asserts that it will be adequately served by existing databases including ERIC, Education Abstracts, Teacher Reference Center and Education in Video. No particular journals are specified to support the program and the proposer states that no new journals will need to be purchased. There is not expected to be any need for audio/video, handbooks, reference or other specialized information materials or services.

Post Baccalaureate Program for Initial Certification in Secondary Education

Off campus access is required as students in this program will be engaged in a year-long teaching internship. There will be research components to this program but the repeated comment is that the proposed "program already exists at the undergraduate level and all the library and information resources that currently serve the undergraduate program in secondary education will be utilized in the new post-baccalaureate program with no additional resources being required.

Based on these responses University Libraries will assume no additional informational resources are required for either of these programs. I have copied in the Libraries rep. on the Graduate Studies Council (Michele Behr).

We wish you every success,

Barbara

Barbara Cockrell,
Collections Strategist Librarian, University Libraries
Western Michigan University
Waldo Library, 1903 W Michigan Ave

