

The Educator Preparation Governing Council Bylaws

A. Purpose and Functions

1. Purpose

The Educator Preparation Governing Council (EPGC) is a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals at Western Michigan University, including undergraduate and graduate programs. Its ultimate goal is to improve the quality of educator preparation programs and the learning of students. For example, it will be concerned with the establishment or revision of educator programs, the assessment of program outcomes, and the alignment of programs with state and national standards for educators.

Note: Throughout this document, the term “unit” refers to the overall professional education unit which encompasses all colleges, departments, and programs related to education preparation.

2. Functions

- To develop policy concerning educator preparation at WMU and communicate such policies to internal and external constituents, including faculty, staff, students, and PK-12 school partners
- To coordinate and review assessment processes and results to assure candidates meet national, state, and WMU standards
- To consider possible deficiencies in programs, and recommend, initiate and monitor program improvements
- To coordinate and review curriculum processes and results campus wide to assure programs meet national, state, and WMU standards
- To seek funding support for initiatives to improve the educator preparation unit
- To consult regularly with PK-12 school partners to assure that educator preparation at WMU is responsive to the changing demands of public education and make recommendations for improvements to WMU programs based on those consultations
- To report annually, through the Executive Committee (EC), to the Provost/Vice President for Academic Affairs
- To consider any other matters affecting educator preparation programs at the University
- Coordinate an annual meeting of all members of the EPGC

B. Council Structure

The EPGC comprises three standing committees: Executive Committee, Assessment and Compliance Committee (ACC), and the Professional Educators

Board Curriculum Committee (PEBCC), The EPGC may establish ad hoc committees as needed to address emerging issues.

C. Council Standing Committees

1. Executive Committee:

The Executive Committee includes the Deans (or designees) of the four academic colleges engaged in educator preparation at WMU: the College of Education and Human Development (CEHD), the College of Arts and Sciences (CAS), the College of Fine Arts (CFA), and the College of Health and Human Services (CHHS). Other members of the Executive Committee include the Director of Teacher Education, the Associate Provost for Undergraduate Education and Assessment, and representatives from the local PK-12 schools as follows: two superintendents appointed by the Region 7 MASA Board (one representing an urban district and one representing a rural/suburban district), one principal appointed by the Kalamazoo County Council of Principals (KC-COPS), and the Superintendent of the Kalamazoo Regional Education Service Agency.

The CEHD Dean, serving as the head of the Educator Preparation Unit at WMU, chairs the EC and presides at the annual EPGC meeting. The EC meets at least twice each semester.

The EC will be responsible for overseeing the governance of the EPGC. Specifically, it has the following responsibilities:

- To review and approve recommendations of new policies or revision to existing policies put forward by the ACC concerning educator preparation
- To review and approve recommendations of curriculum changes put forward by the ACC and PEBCC.
- To present the recommendations to concerned colleges, departments, and programs
- To oversee the implementation of recommended curriculum changes or new policies
- To allocate resources to support initiatives

2. Assessment and Compliance Committee

Membership of the ACC includes the Associate Dean or Director of Assessment from each of the four colleges, the CAEP Coordinator, the Director of Teacher Education (if different from the CAEP Coordinator), the Directors of Certification and Clinical Experiences, the CEHD Advising Director, a Data/Assessment Manager for the Council, and eight faculty members representing the four colleges engaging in educator preparation. The faculty membership is specifically allocated in the following format: three from CEHD, three from CAS, one from the CFA, and one from CHHS.

The work of this committee is accomplished through four subcommittees: Elementary Education Oversight Committee, Secondary Education Oversight Committee, K-12 Education Oversight Committee, and Graduate /Certificate Education Programs Oversight Committee who will set their own meeting schedules, but will meet at least once each semester (see Appendix A for a description of each of these eight charges):

- Impact on Student Learning
- Dispositions
- Diversity
- Checkpoints and Documentation
- Clinical Experiences
- Program Impact
- State and National Reporting
- Teacher/Administrator Testing
- Advanced Programs

Members of the ACC subcommittees may include any faculty or staff working within the professional education programs at WMU and its school partners. The chair of each subcommittee must be a member on the Council. Department chairs may serve on any of the subcommittees and on the ACC.

The main purpose of the ACC is to assure that candidate assessments are implemented at key checkpoints in educator preparation and present to the EC recommendations for improvement and recommendations pertaining to how deficiencies identified during the assessment can be remediated. Because the ACC's assessments are focused at the unit level, individual programs and departments are encouraged to implement their own assessments and make changes to their curricula.

The ACC's duties will include, but are not limited to, the following tasks:

- To monitor and review assessment plans from Educator Preparation departments and programs
- Receive assessment results and recommend to the EC changes as needed to the key assessments
- To monitor remediation to deficiency areas
- To prepare an annual report on assessment and accreditation activities to inform the college deans, and the Provost/Vice President for Academic Affairs
- To assist with the accreditation efforts of the Educator Preparation Unit as a whole and programs within the unit. As appropriate, members of the ACC will work with the various steering committees for accreditation of the unit and its programs.

Assessment Process

Each semester after grades are due, the Director of Teacher Education uses the assessment system to compile all unit and program data that has been administered. All data are organized and assembled for distribution at the aggregate level and disaggregate level (by program when appropriate). These data are reported to the appropriate programs and ACC subcommittees.

The subcommittee is to consult with the appropriate faculty, programs, or departments as the data are reviewed and analyzed. Each subcommittee then prepares a written data report using a common template, which contains such information as who reviewed it, the date(s) of review and analysis, the current status of the data, and recommendations for program improvement including recommended action steps. These recommendations will be presented to the whole ACC for review. At the meeting, the subcommittees present their data analysis and recommended action steps. The ACC reviews the subcommittees' analyses and action steps and responds to the recommendations. If the ACC responds that the recommendations need revision, they are returned to the subcommittee. If the feedback is for ongoing program interventions and/or review, it is returned to the program for continued improvement. If the recommendations require a major change in the Educator Preparation Unit or a change in policy, they are forwarded to the EC who reviews the recommended action and makes a decision on the recommendation.

The approved plan for program/unit improvement will then be delivered to the appropriate faculty, programs, and departments for implementation. The implementers should provide an update to the EPGC about the progress of the improvement once a semester. A flowchart that depicts the assessment review and approval process can be found in Appendix B.

3. Professional Educators Board Curriculum Committee

Membership of the PEBC includes the Associate Dean or Director of Advising from each of the four colleges, the CAEP Coordinator, The Director of Teacher Education (if different from the CAEP Coordinator), the Directors of Certification and Field Experience and eight faculty members representing the four colleges engaging in educator preparation. The faculty membership is specifically allocated in the following format: three from CEHD, three from CAS, one from CFA, and one from CHHS.

The PEBC meets monthly (as needed) to review curriculum proposals impacting educator preparation. College curriculum committees are to refer all proposals impacting educator preparation to the PEBC prior or concurrent to sending on to the Undergraduate Studies Council and Graduate Studies Council.

The PEBC is responsible for reviewing all curriculum proposals verifying that:

- Learning outcomes and assessments strategies are clearly defined and developed
- Curriculum changes are based on a review of data and are addressing specific needs of the program
- Curriculum changes do not significantly delay graduation, increase scheduling conflicts or financially burden candidates
- The rationale for the curriculum changes clearly defines the need for the change and that curriculum changes do not duplicate similar courses in other departments .

C. Council Membership

Members of the EPGC shall include the members of the three standing committees (i.e., Executive Committee, Assessment and Compliance Committee, and Communications Committee).

D. Council Meetings

The Council will meet at least once each year to review any issues encountered during the process of implementing action plans, review and update by-laws as needed, and create additional subcommittees if needed.

Appendix A

Brief descriptions of ACC Subcommittee Charges

Impact on Student Learning

This charge addresses continued improvement of the Impact on Student Learning assignment (a modified “teacher work sample”) completed by intern teachers. The committee will review the results of the Impact on Student Learning assignment each semester and make recommendations for program improvements based on their analysis of the results. In addition, the committee will assist with the Michigan Department of Education’s efforts to assess the impact of WMU graduates on their future students.

Dispositions

This charge address the need for continued development and improvement of instruments and processes to assess candidate dispositions related to teaching. The committee will review the results of assessments, make suggestions for changes to the identification and assessment of dispositions, and make recommendations for program improvements based on the assessments of dispositions.

Diversity

This charge addresses the continuous review of data regarding diversity of candidates, faculty, and students in field placement sites. The committee will make recommendations for improvements based on their data analysis and will work with department, college, and university groups related to diversity. They will determine indicators of progress toward meeting the unit’s diversity goals and may make recommendations for faculty, staff, and candidate training to support those goals.

Checkpoints and Documentation

This charge assures that assessments are implemented consistently and systematically across all programs within the professional education unit. The committee will review the established checkpoints and available documentation to determine changes that may be needed to improve compliance with institutional, state, and national mandates. Their recommendations may address timelines, implementation strategies, use of assessments, and support for documentation.

Clinical Experience

This charge is concerned with assuring that all clinical experiences are designed to support candidate professional development. Clinical experiences across initial and advanced programs are systematically developed and implemented with school partners. All clinical experiences are reviewed to be and are in compliance with institutional, state and national mandates.

Program Impact

Evidence of program completers effectiveness is collected through multiple measures, including student- learning growth. Candidates in professional education are surveyed at the conclusion of their preparation programs and annually during their first three years of professional practice. Employers are also surveyed during the first three years

to assess the extent to which candidates have been prepared by their experiences at WMU.

State and National Reporting

This charge address and supports the certification office with oversight of the various state and national reports required of professional education programs. These reports include the annual PEDS submission, Title II report, ESAR, Educator Preparation Performance Score from the MDE, SMTI, and CAEP. This charge also addresses periodic reports such as the SPA reports, MDE program review reports, and others as mandated by state and national agencies. Programs should be making recommendations for program improvements based on the data in the reports and may recommend improvements in reporting processes and data collection.

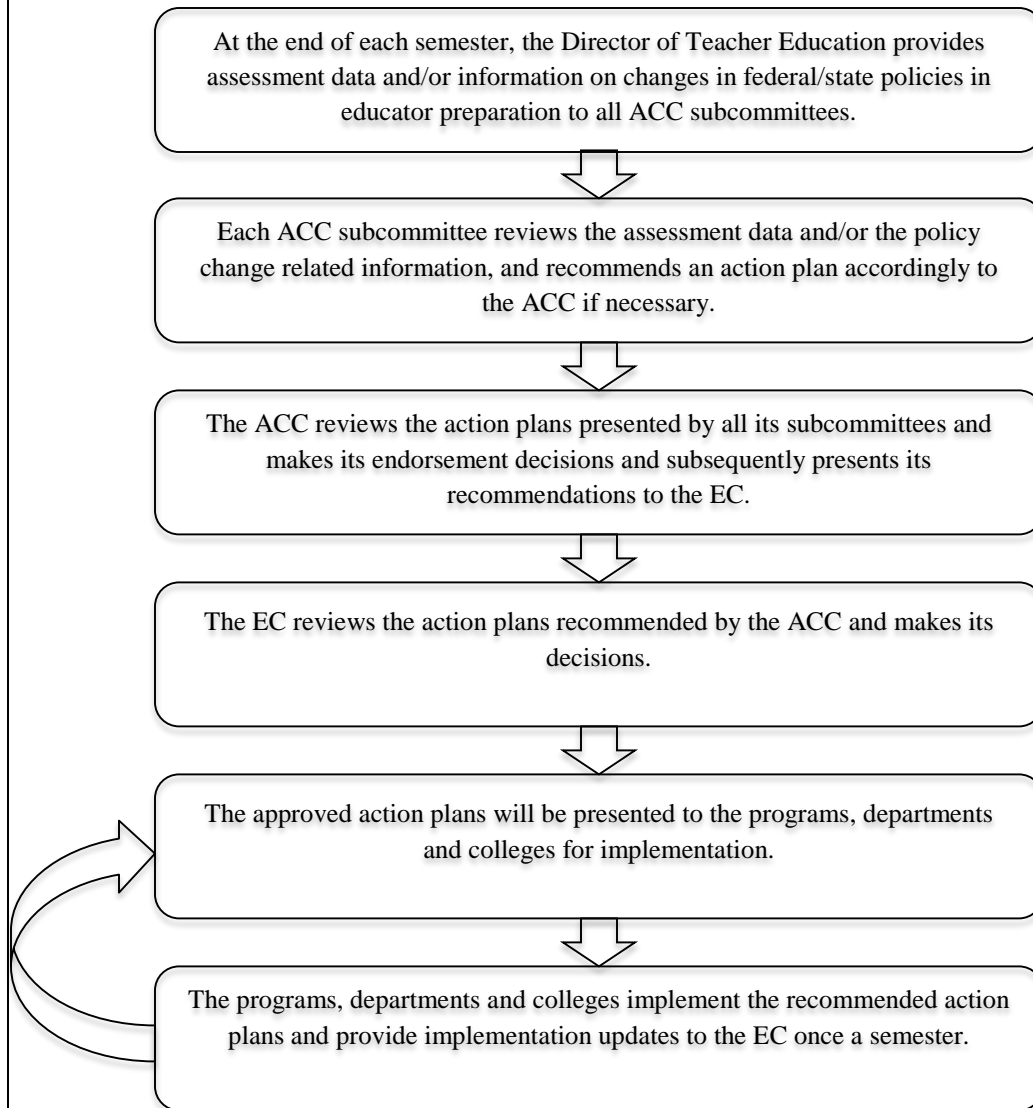
Teacher Testing

This charge deals with monitoring the MTTC testing process including candidate preparation for the testing, results of the testing, and changes in the tests or cut-scores. The committee will make recommendations for program improvements, test preparation, and use of test results. They may also recommend policies concerning the timeline for taking the PRE test and the content tests.

Advanced Programs (not leading to additional certification)

All programs, both initial and advanced, are expected to use assessment results to engage in continuous improvement. Advanced programs tend to have fewer external mandates related to their assessment processes. The committee is charged with overseeing the assessment efforts in advanced programs to assure that assessments are implemented consistently and systematically. Moreover, programs will review assessment results and make recommendations for improvements based on their review.

Appendix B Assessment Review and Approval Process



Note: ACC = Assessment and Compliance Committee
EC = Executive Committee

**Western Michigan University
Educator Preparation Governing Council**

The undersigned approve the creation of the Educator Preparation Governing Council to oversee educator preparation programs at WMU, as described in the by-laws.

Dr. Jennifer Bott, Provost

Date

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

Date

Dr. Ming Li, Dean-College of Education and Human Development

Date

Dr. Daniel Guyette, Dean-College of Fine Arts

Date

Dr. Earlie Washington, Dean-College of Health and Human Services

Date