

**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

PROPOSED EFFECTIVE FALL YEAR: 2019

PROPOSED IMPROVEMENTS: Academic Program Proposed Improvements

- | | | |
|--|--|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input checked="" type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: School Improvement

Chair, Department Curriculum Committee:

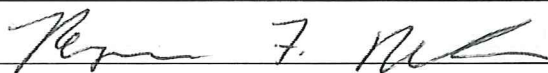


Date 10/2/18

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:

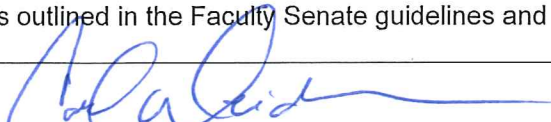


Date 10/2/18

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

10-16-18

**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:

Mark Felt

Date

10-16-18

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 type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	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	
	Provost:	Date

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

We propose to create a new Graduate Certificate Program for inservice teachers called "School Improvement."

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

Over the past decade, there has been a shift in state policy regarding the professional development and continuing education for inservice teachers. Current state policy no longer encourages teachers to pursue a master's degree after they have received their initial teacher certification. Instead of requiring new teachers to complete 18 credits in a planned graduate program (which was the old policy), the Michigan Department of Education (MDE) now requires teachers to complete just six graduate credits. In fulfilling the old requirement (18 credits), teachers would find themselves just 12 credits short of a master's degree at WMU, so they would generally go ahead and complete the degree. Now, however, after completing the required six credits, teachers find themselves 24 credits short of completing a master's degree, which is a daunting prospect for busy professionals. As a result of this new policy, the Department of Teaching, Learning, and Educational Studies (TLES) has seen a precipitous decline in enrollment in its graduate programs—particularly those that do not lead to a Michigan Provisional Teaching Certificate or an added endorsement.

In addition, within today's educational policy climate, local school districts are under great pressure to improve student achievement. As a result, districts routinely seek job-embedded professional development opportunities for their teachers from a variety of sources—including Intermediate School Districts (ISDs), for-profit companies, independent contractors, and universities. Universities, however, are at a distinct disadvantage within this competitive milieu. The rigid curricular structure of academic programs at universities requires school districts to adapt their needs to the universities' offerings, rather than the other way around, which makes school districts likely to choose other providers to meet the professional development needs of their teachers.

In order to solve these problems (i.e., falling enrollment in our existing master's degree programs, and the inflexible nature of these programs in meeting the unique and rapidly-changing professional development needs of school districts), we propose the creation of a flexible 9-credit Graduate Certificate Program designed specifically for school districts that wish to partner with WMU. Teachers would enroll as a cohort, with the curriculum being focused on job-embedded professional development.

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 certificate program will have no effect on other colleges, departments, or programs. It does not duplicate any existing program.

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

This program would have no effect on the existing programs within TLES. It will enable us to recruit new students who would not otherwise enroll at WMU.

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

This proposed change aligns with the following parts of the CEHD Strategic Plan:

Goal 7: Expand and strengthen partnerships: community, interdisciplinary, international.

Objective 1.4: Increase program adaptation to changing external trends.

Objective 4.1: Strengthen recruiting, enrollment and retention.

This proposed change aligns with the following part of the CEHD Mission:

Enhancing the university and its stakeholders through transformative experiences and collaborations.

The CEHD Vision is the following:

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.

The proposed Graduate Certificate Program will make WMU the "premier" choice for teachers seeking job-embedded professional development.

The proposed change aligns with the following components of the TLES Mission:

- *Knowing how to build thoughtful, caring and productive relationships in educational settings.*
- *Learning how to respond proactively to the educational needs of all those with whom we are engaged.*

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.

This proposed change will have no effect on enrolled students.

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?

The anticipated student audience is inservice teachers in local school districts. According to Michigan law governing teacher certification, a teacher needs to complete 150 professional learning hours during a 3-5 year period in order to renew or advance their teaching certificate. The successful completion of 1 credit hour at a university is equivalent to 25 professional learning hours. Therefore, a teacher who completes this 9-credit Graduate Certificate Program at WMU will earn 225 professional learning hours, thereby fully meeting and exceeding the state's requirement. In addition, school districts have periodically contacted WMU and requested job-embedded professional development experiences for their teachers, so the program that we are proposing addresses this demand. The estimated enrollment is 30 students per year.

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.)

This proposed change will require no additional resources. Due to changes in state and federal education policy, enrollment in TLES has steadily declined over the past decade. Therefore, TLES currently has the capacity to accommodate additional students in terms of faculty, equipment, space, and technology. There will be no initial one-time costs or ongoing base-funding costs associated with the proposed program. There are no library resource issues (see attached letter).

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.

1) Identify the challenges and opportunities that influence the success of k-12 students.

2) Demonstrate leadership in the classroom and school community that is focused on positive and innovative change.

3) Effectively utilize data and classroom-based evidence to inform and improve 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 proposed change emerged from the work of the Future Trends Committee, which was organized in the spring of 2015 by Ming Li, Dean of the College of Education and Human Development. This committee was charged with identifying future trends in higher education so that the CEHD could respond proactively. To accomplish this task, 111 university faculty members from the CEHD were broken into small groups during their departmental faculty meetings and brainstorm lists of what they perceived to be the current and future trends in higher education. Working in 23 small groups, with 4-5 people per group, these 111 faculty members produced 64 distinct knowledge claims. Through a process of thematic analysis, these trends were then inductively organized into the following nine categories: funding, students, faculty, partnerships, university mission, accountability, university structures, technology, and teacher preparation. Next, each of the 64 claims was examined to determine what evidence existed, if any, to support them. Possible evidence sources (the data) ranged from peer-reviewed journal articles, to newspaper articles, to state or federal websites, to reports from various advocacy organizations or think tanks. If no evidence was found to support a particular claim, then it was removed from the list. For the category of educator preparation, seven trends were identified and validated.

One of the seven trends under the category of educator preparation is the declining enrollment in teacher preparation programs, not only at WMU but nationally as well. In the early 2000s, Michigan was the largest producer of teachers in the United States, while the teacher preparation program at WMU was the third largest in the nation. Today, enrollment is down 66% in Michigan and down 85% at WMU. This downward trend, if it continues, raises concerns about the future viability of our teacher education programs. The curriculum change that we are proposing, a Graduate Certificate in "School Improvement," has the potential to attract new students to WMU through a program that is innovative and highly relevant to the needs of inservice teachers.

11. (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.

n/a

12. 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 below.

Certificate Program in School Improvement

Advisor: James Muchmore

This graduate level certificate program is designed for school districts that wish to partner with WMU to provide job-embedded professional development focusing on school improvement. Teachers may enroll as cohort and focus on improving the schools in which they work.

Admission Requirements:

- Bachelor's degree and current teaching experience in a K-12 school.
- One page statement explaining applicant interest in this certificate program.
- Meet University requirements for graduate level admission.

Students will complete a planned program of study consisting of 9 credits. An overall program grade point average of 3.0 or better is required to continue in this certificate program.

Required courses for certificate include the following:

ED 5020 - Curriculum Workshop Credits: 1-6 hours.

ED 6980 - Resolving Educational Problems in Schools Credits: 1-6 hours.

The structure, content, and delivery of these courses will be customized to meet the specific needs of the teachers.

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

