

Present: Dan Aloj, Kris Condic (*Ex Officio*), Ledong Li, Karl Majeske, Robert Noiva, Mike Polis, Claire Rammel (*Ex Officio*), Brad Roth, Darlene Schott-Baer (Chair), Meir Shillor, Julia Smith, Kris Thompson

Absent: Margaret Glembocki (excused)

Staff: Julie Delaney and Tina Tucker (Secretary)

Guest: Nancy Brown and Michael MacDonald

The meeting was convened by Darlene Schott-Baer, Chair, at 2:00 PM.

I. APPROVAL OF MINUTES

Kris Thompson moved to approve the minutes of the January 7, 2015, Graduate Council Meeting as written. Brad Roth seconded the motion. Motion passed unanimously.

II. REPORT OF THE CHAIR

Seven nominations were received for the Outstanding Graduate Mentor Award. Three people have been selected to review the nominees and will meet on February 11th to select a nominee to forward to the Provost's Office.

PhD in Nursing New Program Proposal. Dan Aloj, Bob Noiva, and Brad Roth were assigned as reviewers.

Spin-off Program—International Baccalaureate MEd. Mike Polis and Kris Thompson were assigned as reviewers.

Combined Program Degree. Julia Smith and Londong Li were assigned as reviewers.

III. OLD BUSINESS

Master of Arts in Teaching. Reviewers: Karl Majeske and Brad Roth

Second Reading: Debatable, amendable, and eligible for final vote at this meeting.

Motion: ***To approve the program modification proposal for the Master of Arts in Teaching.***

The proposed modification is to remove the current admission requirement to pass the Michigan Test for Teacher Certification (MTTC) Professional Readiness Examination (PRE) and, instead, list as a prerequisite to the capstone experience, student teaching.

The following questions were raised during discussion at the previous meeting about the Master of Arts in Teaching program modification proposal. Nancy Brown and Michael MacDonald attended today's meeting to address the questions as follows:

1. **Question.** How many students would be affected by the proposed change? Perhaps comparing international and domestic students. Currently, all students are required to pass the MTTC for

admission so it is understood that there will not yet be students in the category of ones who cannot do student teaching.

Answer: As of Fall 2014, there are 168 students in the MAT program (81 elementary and 87 secondary). Since this is a two year cohort program, it is anticipated that another 80-85 students admitted this coming fall will be impacted by this change. Of those, it is estimated that 15 will be international students who will not have to student teach and the remaining 65-70 will be domestic students. Based on the current MTTC PRE pass rates of 50%, there might be 30-35 students who will be impacted positively by this change.

2. **Question.** What happens if a student cannot do student teaching? Is that currently possible? What will be the plan if they are able to still get teaching jobs in the private schools, but not in the public schools?

Answer: Every year a few students who are not able to student teach either because of low GPAs, a low grade in a required course, or the inability to pass a content test. However, for the purposes of this proposal, the response is limited to students who are ineligible to student teach because they cannot pass the PRE. Students might be able to be hired in a private school. They also have the option of doing their student teaching and becoming certified in another state. The MTTC PRE is unique to Michigan. No other state uses it. Most states require the Praxis exam. One reason the PRE is found to be so problematic is that the typical student who had an ACT or SAT score high enough to be admitted as an undergraduate in an accredited institution and successfully completed that degree have no problem passing the Praxis exam. More evidence is accumulating that indicates that the MTTC PRE is a flawed test. If the Graduate Council would like, an assessment of the math portion of the exam, done by Jerry Grossman, the reading portion of the exam done, by Jim Ciplewski, and one for the writing portion of the exam, done by Sherry Winn-Purdue can be provided. They were all highly critical. It has caused many to believe that the motivation for the implementation of this exam was more political than academic.

That being so, it is the current regulation. Therefore, as in Section 2 of the proposal submitted, arrangements have been made for all students to be able to complete the MAT degree even if they do not student teach. One group of students are exempt from student teaching because they are full-time teachers (most notably, those who are Mandarin Chinese teachers). Other students who are ineligible for student teaching will be able to take an alternative capstone course to complete the degree. They can continue to prep for the test, with departmental assistance, and at some later date apply to student teach either in Michigan or another state. The important point in this proposal is that the MTTC PRE should not be an admission requirement. It is not a requirement at the undergraduate level and should not be at the graduate level.

3. **Question:** Is it possible to request two Plans of Study, one for students not doing student teaching and one for students who do student teaching?

Answer: There are actually three tracks. The first is for regular MAT students who will student teach. The second is for students who are working as full-time teachers and are, therefore, exempt from student teaching. The third track is for students who are not eligible to student teach. They will be required to take a capstone course for a minimum of 3 credits.

4. **Question:** How will international students be handled if this change is made?

Answer: At present the international students are those coming to Michigan to work as full time teachers. Based on the fact they are teaching full time they will be exempt from student teaching. International students will be admitted to the university according to the criteria printed in the catalog

with the exception of the requirement to pass the MTTC PRE. All international students will also need to meet the regular university visa, TOEFL, financial support, and any other requirements for international students.

5. **Question:** Please provide clarification of how this change would affect EE and SE programs.

Answer: This change effects students in both the MAT Elementary and MAT Secondary program. It should be noted that students pursuing a K-12 teaching endorsement follow the secondary course of study to complete their degree and add two additional courses to qualify for the teaching endorsement. Also, students will be required to sign an acknowledgement that the passing the MTTC is a prerequisite to do student teaching. Included with the proposal are two appendices for the undergraduate students and are provided only as an example of the type of form that will be create for graduate students upon approval of this proposal.

6. **Question:** Could this affect faculty work load if non-public school sites need to be found for those not passing MTTC but still wanting to do student teaching?

Answer: No. The department will not be finding student teaching sites in non-public schools. Students who are ineligible to student teach may ultimately find employment in these schools, and these schools can recommend them to the MDE for emergency certification; however, state regulations do not allow the department to arrange for supervised student teaching for anyone who has not passed the MTTC PRE.

The Council noted a couple of minor corrections/revisions to be made in the proposal. ***Meir Shillor moved to approve the program modification proposal for the Master of Arts in Teaching with recommended corrections/revisions. Brad Roth seconded the motion. Motion was unanimously approved.***

IV. NEW BUSINESS

PhD in Counseling Program Modification Proposal. Reviewers: Bob Noiva and Meir Shillor.

First Reading: Debatable, amendable, but not eligible for final vote at this meeting.

Motion: ***To approve the program modification proposal for the PhD in Counseling Program.***

The modifications proposed involve reducing the program length from 84 credits to 64 credits; refining the content of three current courses to focus more on research rather than practice; and modifying the admissions process by removing the on-site examination.

The Council had questions concerning dissertation and credits. Members of Graduate Council thought that the 4 credits for dissertation as proposed would not be the norm and had concerns that the likely number of credits would be closer to 12 credits. Dr. Schott-Baer stated that she would invite a representative from the Counseling Program to the next meeting to address concerns/questions.

V. GOOD AND WELFARE

No report.

VI. ADJOURNMENT

With no further business, the meeting adjourned approximately 3:34 PM.