Proposal for a Minor in Education

Respectfully submitted to the College of Liberal Arts and Education Curriculum Committee by
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February 7, 2012
Revised July 3, 2012
Revised July 18, 2012
Revised October 15, 2012

The 18 credit hour Minor in Education is designed for those students who are interested in applying content knowledge in diverse settings and working with diverse populations but are not planning to pursue teacher certification as this minor will not prepare the student to become a certified teacher in Michigan. The course work is based on the Education Department’s Conceptual Framework which addresses the ethical behaviors for demonstrating how a teacher as scholar, inquirer and moral agent interacts with their constituents in the role of educator. This Proposal includes one new course, EDU 4455 Applied Educational Strategies and one revised course description for EDU 4000 Introduction to Education. The Department is seeking approval of EDU 4455 Applied Educational Strategies, the new course description for EDU 4000 Introduction to Education and the entire Proposal for a Minor in Education. Although the coursework in the proposed minor begins at the 4000 level students may enroll in courses before achieving junior standing with advisor permission. EDU 4200 Philosophy of Education requires junior standing; it is recommended students have sophomore standing prior to enrolling in other courses in Education.
A. Summary of the Minor in Education Proposal

The 18 credit hour Minor in Education is designed for those students who are interested in applying content knowledge in diverse settings and working with diverse populations but are not planning to pursue teacher certification as this minor will not prepare the student to become a certified teacher in Michigan. The course work is based on the Education Department’s Conceptual Framework which addresses the ethical behaviors for demonstrating how a teacher as scholar, inquirer and moral agent interacts with their constituents in the role of educator. The minor is designed to blend a strong background in Education with practical strategies for individuals who plan to pursue a career outside of the traditional classroom and will be responsible for delivering community/culturally-based or business-based instruction.

One new course is included with this Proposal, EDU 4455 Applied Educational Strategies, a general educational methods course that will equip students from programs, other than those offered in Education, with the skills and knowledge required for designing effective instruction and management of the learning environment. Although it is recommended that EDU 4320 Psychology of Education be taken before EDU 4455 Applied Educational Strategies, it may be taken as a co-requisite. All courses in the minor will be delivered in a traditional face-to-face format; however several courses in the Education Department, and in the proposed minor, are technologically enhanced integrating the use of Blackboard for assignment submission, distribution of materials, discussion boards, Blackboard Collaborate, etc.

The minor is unique in that it will enhance many current degrees offered in the College of Liberal Arts & Education as well as degrees offered through the College of Business Administration and the College of Engineering & Science. The market area of the minor is local, regional and national as indicated by the employment projections in the Occupational Outlook Handbook 2010-2011 predicts growth of 12% for training and development managers, 24% for human resources, training and labor relations specialists, and 23% for training and development specialists. In other areas such as engineering and natural science managers, the growth is expected to range from 6-15% nation-wide. It is not anticipated that the minor will pull students away from other programs but, instead, will attract students to the University as it is the only program of its kind offered at any of the universities in the metropolitan Detroit area. Students who complete the Minor will be able to plan learning experiences to accommodate diversity, develop and present engaging learning experiences in their major area of study, and integrate technology into learning experiences.

The University has sufficient administrative staff, facilities, and library resources to support the minor. Dependent upon course enrollment, it is possible that one adjunct or one course overload may be required to offer the one additional course but this is not anticipated for the first two semesters of the Minor. Any of the current faculty members in Education is qualified to teach the new course. The cost of an adjunct or overload for a fulltime faculty member is offset by the tuition generated. Advising for the minor will be administered through the faculty advising load assignment in use at the present time.
An Assessment Matrix following the format provided in the Revised Process for Submitting a Proposal for a New Program Approved September 15, 2011 is included in Appendix A. Editorial changes were incorporated into the course description for EDU 4000 Introduction to Education to clarify the course and its applicability to the minor. The revised course description along with the complete syllabus is attached. Syllabi for all other courses are also attached.

B. Description of the Minor

B1 Narrative Description

The changing world requires organizations to update employees and other stakeholders regularly. A Minor in Education will prepare students to participate in a diverse, global community by preparing the student with the skills to contribute to an organization through education, community outreach, and professional development. The minor blends a strong background in Education with practical strategies for individuals who plan to pursue a career outside of the traditional classroom but plan to deliver community/culturally-based or business-based instruction.

A Minor in Education is designed for those students who are interested in applying content knowledge in diverse settings and working with diverse populations but are not planning to pursue teacher certification as this minor will not prepare the student to become a certified teacher in Michigan. The 18 credit hour minor equips students with the skills to develop and present learning experiences to a diverse audience. Although the coursework in the proposed minor begins at the 4000 level, students may enroll in the foundational courses EDU 4000 Introduction to Education and EDU 4400 Society and Education as early as the freshman year. EDU 4200 Philosophy of Education requires junior standing.

B2 The following courses equaling 18 credit hours are all required for a Minor in Education (syllabi for all courses are included as a separate attachment)

*EDU 4000 Introduction to Education Serves as an introduction to the teaching profession through classroom activities, relevant research, and fieldwork. Practical experience is mandatory, forming the core of this course, and helps students to clarify career goals and aspirations. Extensive student interaction and participation creates a community of learners that is central to the experience and to the profession. Twenty (20) hours of field observation are required. (3 credit hours)

*EDU 4200 Philosophy of Education Relates contemporary theories of education with philosophical and historical starting points as well as ethical implications for educational practice. The course applies the UDM Educator Code of Professional Ethics. It engages students in professional scholarly inquiry on the issues and alternatives to consider as one articulates a personal philosophy of education to begin their professional portfolio. (3 credit hours)

*EDU 4320 Psychology of Education Application of psychological theories and research findings to the field of education and teaching. Major topics include: nature and direction of the learning process, cultural influences on learning, evaluation/measurement methods, learning styles, motivation, discipline, dimensions of student mental health, intelligence, critical and creative thinking and the
principles of human development. Current research in related language acquisition is reviewed. Ten to fifteen (10-15) hours of fieldwork are required. (3 credit hours)

*EDU 4400 School and Society*  Sociological implications for formal and informal as well as structured and unstructured education; analysis of the school as a specific social institution in society; the effects of social class, stratification, caste, role, status and peer group relationships in education. Topics include: educational finance, organization of schools and private education. Twenty (20) Service Learning volunteer hours are required. (3 credit hours) *(This course is approved to fulfill Core Curriculum Obj 6)*

*EDU 4455 Applied Educational Strategies* (EDU 4320 Psychology of Education should be completed prior to enrollment in EDU 4455 but may be taken as a co-requisite with advisor permission.) Students will learn design of effective instruction with a focus on practical educational strategies, learning environment management, collaborative activities and technology. This course is a hands-on approach focusing on the methodologies as well as a review/analysis of current trend in teaching strategies for all ages. Using creative cross-disciplinary relationship in developing relevant content is stressed. 15 hours of field work relevant to area of interest are required. (3 credit hours) *(This is a new course developed for the proposed Education Minor)*

*EDU 4590 Instructional Technology* This course is an introduction and exposure to technology and its uses in all phases of instruction with special attention to realistic application in the classroom. Emphasis is placed on the integration of curriculum and technology with practical hands-on projects using computers, digital cameras, multimedia, the Internet, and electronic communication. (3 credit hours)

(Per Academic Standards for Minors, courses currently offered in Education are marked * and the one new course is marked +)

**B3 Delivery Format**

All courses are offered within the Education Department as traditional face-to-face courses; although, specific courses do include online requirements such as completion of discussion board assignments or class sessions offered via Blackboard Collaborate. *EDU 4200 Philosophy of Education, EDU 4400 School and Society, and EDU 4590 Instructional Technology* have included online elements into the course prior to May 2010 and are not subject to the Submission and Approval Policy and Process for Online Course Delivery ([http://research.udmercy.edu/ids/online/OnlineCourseDelivery_Process.pdf](http://research.udmercy.edu/ids/online/OnlineCourseDelivery_Process.pdf)). The required courses for the completion of the minor are offered both fall and winter terms as day, late afternoon and evening sections. All courses have been offered during summer terms depending upon enrollment. *EDU 4455 Applied Educational Strategies* will be offered either fall or winter as a traditional face-to-face course depending upon the time of day and term that will be most attractive to the student population.

**B4 Academic Integrity and Intellectual Merit**

The proposed Minor in Education reflects academic integrity and intellectual merit. It is designed to blend a strong background in Education with practical strategies for individuals who plan to pursue a
career outside of the traditional classroom but plan to deliver community/culturally-based or business-based instruction. All courses in the sequence will be taught by fulltime faculty in the Department of Education. The full time faculty members teaching the courses in the minor all hold a terminal degree in their respective fields. Each of them contributes to scholarship within their field of specialty and service to the educational community surrounding the University. They have developed close working relationships with local public, charter and Catholic schools as well as Detroit Area Pre-College Engineering Program (DAPCEP) which has been recognized as a national model for out-of-school time educational enrichment (http://www.dapcep.org/index.aspx). Additionally, faculty members have developed working relationships with other community organizations such as Southwest Detroit Business Association (http://www.southwestdetroit.com/) and Henry Ford Hospital (http://www.henryford.com/) providing ample opportunity to develop field work placements to ensure students gain relevant field experience while completing the minor.

An advisory board of local community organizations will be constructed and regularly consulted about the Education Minor in order to respond to curricular and employment trends in a timely and informed manner.

B5 Unusual or Unique Characteristics of the Minor

This minor proposal is unique because it is both the first of its kind in the surrounding area and also because it meets need predicted by Occupational Outlook Handbook 2010-2011 of 12% for training and development managers, 24% for human resources, training and labor relations specialists, and 23% for training and development specialists. In other areas such as engineering and natural science managers, the growth is expected to range from 6-15% nation-wide. The minor does not prepare students to pursue teacher certification in Michigan but, it is specifically designed to provide educational background to such individuals so they can use educational strategies to share their content knowledge at their place of employment.

The minor is designed to complement nearly any academic major by blending a strong background in Education with practical strategies for individuals who plan to pursue a career outside of the traditional classroom but plan to deliver community/culturally-based or business-based instruction. Majors in Business, Engineering, Mathematics, Science, Health Professions, Theatre, and Communication Studies are examples of areas that would be complemented by a minor in education. All organizations and institutions have a need for individuals prepared to design and deliver instruction as advances within a field occur or new programs are introduced within the organization or institution. A minor in Education will equip the graduate with the skills to fill this need.

The State of Michigan does not have a designation for non-certified teacher. The term non-certified teacher is most commonly applied to long-term substitute teachers who have completed at least 90 hours toward a Bachelor’s degree and are substituting full time. The term ‘educator’ used in this proposal refers to someone who plans to work in the role of an educator within an organization but does not intend to pursue teacher certification in Michigan. This term would apply to anyone who has the responsibility of training new employees, conducting tours of an organization, informing the public
either within the organization or in the community. For example, nursing students from the McAuley School of Nursing are functioning as ‘educators’ when they work with school children to teach proper teeth brushing techniques. A background in educational strategies would benefit them.

The course work differs from the professional core for Education in that students who are pursuing Teacher Education are required to complete specific coursework depending upon level and content area of certification as well as special education coursework to prepare them for the typical classroom population. For example, students pursuing Elementary Certification are required to pass all areas of the Michigan Basic Skills test, take 4 content methods courses, 1 special education course, complete 1 content major or 2 content minors, complete 1 semester of student teaching, complete all the courses listed for the minor with the exception of \textit{EDU 4455 Applied Educational Strategies}. The minor requires only 18 hours without any specific content methods or special education courses.

Students must demonstrate the ability to integrate technology into learning experiences in \textit{EDU 4590 Instructional Technology}, they must demonstrate the ability to plan learning experiences the accommodate diversity in \textit{EDU 4320 Psychology of Education} and, in \textit{EDU 4455 Applied Educational Strategies}, students must demonstrate the ability to develop and present organized and engaging learning experiences. The remaining courses, \textit{EDU 4000 Introduction to Education}, \textit{EDU 4200 Philosophy of Education} and \textit{EDU 4400 School and Society} are foundational courses that provide the basis for assignments in the other courses.

\textbf{B6 Effect on Related Departments or Fields of Concentration}

The minor is not expected to detract students from other majors within the College of Liberal Arts or any other college in the University as it is specifically designed for those students who have an interest in becoming a community/cultural organization or business/health services organization manager, trainer, or presenter rather than a fulltime educator. To effectively lead groups and coordinate projects, engineering and natural science managers must possess good communication skills which are naturally part of any curriculum in Education as organizing and delivering information is the nature of the minor. Employment projections in the \textit{Occupational Outlook Handbook 2010-2011} from the Department of Labor Bureau of Labor Statistics predicts growth of 12\% for training and development managers, 24\% for human resources, training and labor relations specialists, and 23\% for training and development specialists. In other areas such as engineering and natural science managers, the growth is expected to range from 6-15\%.

The Department of Education has several paths to full teacher certification that are designed for students who wish to pursue a career path as a traditional classroom teacher in a public, charter, or private k-12 school. Students who major in Education will not be eligible to also minor in Education.

\textbf{C. Mission}

The mission of the Minor in Education is to use the theory and research to prepare individuals to become community/cultural organization or business/health services organization manager, trainer or presenter who will stimulate and inform the intellect of those with whom knowledge is shared. The
Minor in Education seeks to encompass the spiritual formation of values, philosophy and ethical principles that enhance the learner's knowledge base through instruction. The manager, trainer, or presenter fulfills an important societal role as educator by providing a place to share knowledge to benefit others.

D. Objectives, Learning Outcomes, and Assessment (see Appendix B for the Curriculum Matrix)

D1 Objectives and Learning Outcomes

Upon completing the minor, students will be able to:

- Integrate technology into learning experiences
- Plan learning experiences to accommodate diversity (e.g. cultural, racial, and social diversity)
- Develop and present organized and engaging learning experiences in their major area of study

D2 Assessment

The objectives listed above are specifically assessed through assignments in the required courses for the minor. Students must demonstrate the ability to integrate technology into learning experiences in \textit{EDU 4590 Instructional Technology}, they must demonstrate the ability to plan learning experiences that accommodate diversity in \textit{EDU 4320 Psychology of Education} and, in \textit{EDU 4455 Applied Educational Strategies}, students must demonstrate the ability to develop and present organized and engaging learning experiences. The remaining courses, \textit{EDU 4000 Introduction to Education}, \textit{EDU 4200 Philosophy of Education} and \textit{EDU 4400 School and Society} are foundational courses that provide the basis for assignments in the other courses. To review specific assignments addressing the above objectives, refer to the syllabi for all courses included in the minor proposal. For an overall assessment of objectives, students will complete a detailed Learning Experience Plan that integrates the objectives of the Minor. Appendix B provides the detailed rubric that will be used to assess the learning experience plan.

E New Resources

Now new resources are required for the Minor in Education. The one new course, \textit{EDU 4455 Applied Educational Strategies}, will be offered every other year as part of a regular fulltime faculty load. Due to the employment projections in the \textit{Occupational Outlook Handbook 2010-2011} from the Department of Labor Bureau of Labor Statistics that predict growth of 12% for training and development managers, 24% for human resources, training and labor relations specialists, and 23% for training and development specialists, if enrollment demands the course being offered yearly, no new resources will be required.
## Appendix A Curriculum Matrix

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Learning Outcome</th>
<th>Course</th>
<th>Assessment Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate technology into learning experiences</td>
<td>Develop a learning experience that integrates technology to enhance learning</td>
<td>EDU 4590 Instructional Technology (learning experience assignment)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td>Plan learning experiences to accommodate diversity</td>
<td>Understand the importance of identifying the cultural context of learning</td>
<td>EDU 4000 Introduction to Education (field work assignment and reflection journal)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td></td>
<td>Create a personal philosophy of education</td>
<td>EDU 4200 Philosophy of Education (write a personal educational philosophy)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td></td>
<td>Understand the impact of diverse backgrounds on learning</td>
<td>EDU 4400 School and Society (service learning project)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge of human growth, development and learning theory</td>
<td>EDU 4320 Psychology of Education (observation journal)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td>Develop and present organized and engaging learning experiences in the major area of study</td>
<td>Develop a learning experience that integrates technology to enhance learning</td>
<td>EDU 4590 Instructional Technology (learning experience assignment)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td></td>
<td>Develop a learning experience in the major area of study</td>
<td>EDU 4455 Applied Educational Strategies (learning experience assignment)</td>
<td>Course grade of ≥ C</td>
</tr>
<tr>
<td></td>
<td>Present a learning experience in the major area of study</td>
<td>EDU 4455 Applied Educational Strategies (class presentation assignment)</td>
<td>Course grade of ≥ C</td>
</tr>
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## Appendix B

### Learning Experience Plan Rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Excellent 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-assessment</strong></td>
<td>None given</td>
<td>Present but has vague connection to the learning experience topic</td>
<td>Clear connection to the learning experience topic</td>
<td>Clear connection to the learning experience topic, clearly stated how learner answers will inform instruction</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>Vague at best</td>
<td>Outline of what the educator will do, no specific steps or materials listed</td>
<td>Some detail in the outline, a competent substitute educator could follow the plan</td>
<td>Very detailed, even someone who knows little or nothing about the learning experience could step in and follow the plan</td>
</tr>
<tr>
<td><strong>Design of Learning Experiences</strong></td>
<td>This is a “talk at” experience for learners</td>
<td>Verbal explanation with question/answer session, may include minimal visual representation</td>
<td>Includes integration of technology to enhance learning and uses at least 2 different educational strategies, e.g. verbal explanation with question/answer session, visual representation, auditory experience</td>
<td>Includes integration of technology to enhance learning and uses at least 3 different educational strategies, e.g. verbal explanation with question/answer session, visual representation, auditory experience, hands-on experience</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>No connection to the learning experience</td>
<td>Measures only knowledge and comprehension (lower levels of Bloom’s taxonomy)</td>
<td>Measures knowledge and comprehension, starts to assess higher orders but not quite</td>
<td>Assesses higher order skills such as synthesis, analysis and evaluation</td>
</tr>
</tbody>
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