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ABSTRACT

The Urban Teacher Program (UTP) is the result of a collaboration between Wayne County Community College (WCCC), Wayne State University (Michigan), and Eastern Michigan University. It was created to recruit, educate, and prepare minority students for teaching careers in urban elementary schools, where learning is hindered by violence and lack of educational support. Sixty-six volunteer teacher mentors provide counseling and encourage UTP participants to work with children and act as role models. The program includes a course sequence that meets the requirements for an Associate of Arts degree at WCCC as well as the transfer requirements to Eastern Michigan University and credit for six additional education classes. Although there is a lack of documented evaluations, student and teacher reactions to the program have been positive, suggested by the increase in program enrollment. And despite changes in program directors and cessation of state funding, WCCC has continued its sponsorship of the program. UTP, which now includes special education and the secondary education major, has achieved stability since the appointment of key personnel. Further efforts for improvement are underway. (YKH)

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# Urban Teacher Program

## Final Report: Fund for the Improvement of Postsecondary Education

Karen Brantley

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FINAL REPORT  
COVER SHEET

INSTITUTION: Wayne County Community College  
Department of Human and Community Development  
801 W. Fort Street  
Detroit, Michigan 48226

GRANT NUMBER: P116A 91071

PROJECT DATES IDENTIFIED IN THE ORIGINAL GRANT  
STARTING DATE: August 1, 1989

ENDING DATE: July 31, 1993

PROJECT DIRECTOR:

Former Director:

Cheryl Krakow  
Acting Executive Dean  
Wayne County Community College  
Western Campus  
9555 Haggerty Road  
Belleville, Michigan 48111

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Department Head  
Human and Community Development  
Wayne County Community College  
801 W. Fort Street  
Detroit, Michigan 48226  
(313) 579-6959

FIPSE Program Officer:  
Jamie L. Lewis

GRANT AWARD:

First Year:

Total Request: \$109,221 -- Total Direct Cost: \$101,131 --  
Indirect Cost: \$8,090.00

Second Year:

Total Request: \$56,231 -- Total Direct Cost: \$52,066 --  
Indirect Cost: \$4,165

Third Year:

Total Project Cost: \$29,736 -- Total Direct Cost: \$27,533 --  
Indirect Cost: \$2,203

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TITLE OF PROJECT REPORTS:

Annual Report 1989 - 1990  
Annual Report 1990 - 1991  
Annual Report 1991 - 1992  
Final Report

EXECUTIVE SUMMARY

The Urban Teacher Program (UTP) was implemented as a result of a collaboration involving Wayne County Community College, Eastern Michigan University, two K-12 school districts and the Michigan Department of Education. Wayne State University has since joined the collaborative and the State of Michigan Department of Education withdrew its funding support suddenly in October, 1992.

The program developers designed and implemented an urban teacher education preparation program consistent with research finding on teaching practices and the needs of students for learning supports. The first two years of the experience occurs at Wayne County Community College. The classes met the transfer requirements as well as preparation for teaching within urban settings. Within the "Introduction to Education" class students are provided with theoretical information on teaching. Additionally they worked in a classroom under the guidance of a mentoring teacher.

The program originally recruited 111 students in 1989. 128 students were enrolled at Wayne County Community College during the school year 1992 - 1993, and 68 have enrolled for the school year 1993-1994. Approximately 13 students have been graduated and are now enrolled at Wayne State University and Eastern Michigan University.

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URBAN TEACHER PROGRAM  
WAYNE COUNTY COMMUNITY COLLEGE  
PROJECT DIRECTOR: Karen E. Brantley  
(313) 579-6959

#### PROJECT OVERVIEW

The Urban Teacher Program (UTP) began in 1989 with an enrollment of 111 students. UTP is the result of an initial collaboration that designed the program utilizing current research findings to recruit and educate minority students for teaching careers in urban settings. Even though the program has had difficulty, Wayne County Community College, Wayne State University and Eastern Michigan University are committed to its stabilization and continuation.

Currently there are approximately 190 students enrolled at Wayne County Community College with 105 enrolled for the school year 1994-1995.

Because of changes in coordination of the program, the documentation on the number of students who have graduated is not accurate. However it is approximated at 13 during the school year 1992-1993 with a significant number due to graduate in the spring 1994.

The project is too new to determine the success of students attending the universities or their success within the classroom.

The experiences of students attending Wayne County Community College has included educational classes and a teacher mentoring program. Verbal "feedback" on the program from students enrolled in the program includes comments such as "fulfilling"; "commitment to working in urban schools"; and a "desire to work in a similar program at a community college level".

#### PURPOSE:

Research on teaching in urban settings identify enumerable problems to include an increase in student violence, parental apathy and lack of administrative support. Teachers in urban schools face more challenges than their counterparts in rural and suburban areas though problems of the urban teachers are slowly encroaching on these school as well.

The complex series of factors that make urban schools difficult environments to manage, to teach and to learn appear to be beyond the scope and control of teacher education. However, the preparation of teachers to work and guide children in urban schools is one factor that can impact this situation positively.

The purpose of the Urban Teacher (UTP) program is to recruit students from diverse racial, socioeconomic and nontraditional backgrounds -- African Americans with a concerted effort to

recruit African-American males, Hispanics, and other minorities-- and train them to teach in urban elementary schools. Currently all but all but two students are Causian, and all but 5 males are AFfrican Americans.

Since the inception of the program a large body of research has been published on mentoring and its effect on the education of minorities. Additionally, learning style research has also provided a large amount of insight into the use of cognitive perceptions and social interactions by minorities in teaching and learning.

The program utilizes the concept of mentoring. Currently, we have 66 volunteer teacher mentors who work in the Detroit Public schools and the Romulus schools districts. The teachers provide counseling and allow the students to work with children in small groups settings and one-on-one. The students at the same time act as role models.

Within the academic classroom the students' experiences include theoretical information on pedagogical styles as well as the variation in student learning styles.

In order to make an impact there were added components which should be a part of the program. Currently UTP has began to implement them. One is to extend the program to include special education and secondary schools and to develop a tracking students. Additionally, a support for students should exist between the community colleges and the transferring institutions. (See Appendix)

Concerning the later, this agreement is being developed with Wayne State University and includes such activities as "shadowing classes" and university student mentoring.

#### BACKGROUND AND ORIGINS PROJECT DESCRIPTION:

As noted earlier, the design of the program and its resulting activities utilized the results of research findings on recruitment, teaching practices and support of student learning activities. Students are recruited for classes at the Wayne County Community College and are expected to transfer to Wayne State University or Eastern Michigan University.

Wayne County Community College is a two year institution with a constituency that cover all of the county of Wayne with the exception of the cities of Highland Park, Livonia and Dearborn. It has five campuses serving approximately 12,000 student during the Fall and Spring semesters. Three of the campuses are located on the east side of Detroit, the northwest side of Detroit and in the Downtown area of Detroit. The remaining two are located in downriver western Wayne county in the cities of Taylor and Belleville. The student population is 40.2% African American,

57.3% Caucasian, 2.4% Hispanic; .4% American Indian/Eskimo, .01 Asian/Pacific Islander and .009% other.

Wayne State University is a large research institution located in the City of Detroit. It consist of several colleges to include a College of Education. It is one of a few large universities located in a major urban city and as a result is able to take advantage of the urban surroundings. The student population consist of a large number of commuting students and those who are enrolled part-time.

Eastern Michigan University is located in an adjacent city to the one which houses the University of Michigan. It like Wayne State University is a research institution and is noted for its teacher education program.

Originally the program's design included a course sequence which meets the requirements for an Associate of Arts degree at Wayne County Community College and the transfer requirements to Eastern Michigan University. In addition to the required classes, six education classes were added to the required course sequence. They consist of an Introduction to Education; two math for elementary school classes; an Earth Science class and a Science for Elementary Teachers/ Biology. The Introduction to Education course work was designed to provide theoretical information as well as a mentoring experience. (See Appendix A for the original proposal)

The program has had several difficulties. One area has been a change in program directors. One moved to another position outside of the college, one was lost because of a Wayne County Community College organizational restructuring, and one died. With the appointment of a program coordinator and the hire of a Department Head for the Department of Human and Community Development the program has become more stable.

An added problem has been the cessation of funding by the State of Michigan without notice due to a Governor's budget revisions in October, 1992. As a result several activities were suspended to included the stipends given to the mentors and tuition payments.

Wayne County Community College has however agreed to continue its sponsorship of the program.

The program now includes the extension of the original elementary school major to the inclusion of special education and secondary education major. The redesign was conducted in cooperation with faculty and personnel from Wayne County Community College and Wayne State University.

Additionally we are in the process of revising the tracking system, reinstating the advisory committee and increasing the academic support systems for the students currently enrolled at

Wayne County Community College; which will extend to their transfer to Wayne State University's College of Education.

The number of students enrolled in the program has extended from 111 in 1989 to 128 enrolled during the 1992 - 1993 school year (this includes the students who were currently enrolled) and 68 new students who have enrolled for the 1993 - 1994 school year. The total number of students currently enrolled in the program is approximately 195.

#### EVALUATION/PROJECT RESULTS:

As noted earlier, there have been four project directors and there have also been inconsistent reports. As a result the evaluation of this program is not based on documented evidence.

Student and teacher comments about the program have been positive. This has been evident by the increase in the student enrollment. Following the cessation of the funding, the student enrollment dropped to 71 students. In one year it increased to its current numbers. Additionally, the program staff receives calls daily inquiring about enrollment in the program.

When the funding ceased to pay a stipends to the mentors, the thought was the program would lose a considerable number. currently the program has 66 mentors, the majority of whom have been with the program since its inception.

In an assessment of the program when the Department Head took over her duties, she looked at the curriculum, support systems, and the student success support needs. From this data, the program needs included an upgrading of the program, new initiatives to support students, and a need to establish an administrative system which tracks student's progress.

As noted earlier, Wayne County Community College has worked with personnel from Wayne State University in the expansion of the program to add a special education and secondary education component. (see Appendix B) Additionally, Wayne County Community College staff will begin tracking student's progress by semester and develop a support program. The student progress will be given to the coordinator to determine remediation assistance or other problems which deter student learning and for referral to counseling or tutoring. Wayne State University staff will provide, per semester, orientations; set up experiences to "shadow" classes; and assign the WSU students and student teachers as mentors.

The program is currently establishing an improvement in its administrative system

#### SUMMARY AND CONCLUSIONS:

Since this writer is new to the program, the conclusion can be

found in the body of the report. However, it is this writer's expressed opinion that the program has many advantages and should be continued. They include the recruitment and training of minority students, and the provision of opportunities which give underrepresented minorities information and knowledge on other opportunities in education beyond classroom teaching.

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THE URBAN TEACHER EDUCATION PROGRAM

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## I. PROBLEM IDENTIFICATION

Few knowledgeable persons examining the landscape of urban education in America are satisfied with what they observe. Urban teachers face far worse problems with student violence, parent apathy and lack of administrative support than do their colleagues in other schools, as found in a recent (1987) survey of 6,300 public secondary school teachers by researchers under contract to the Carnegie Foundation's study **The Advancement of Teaching**. In his summary of the findings, Foundation President Ernest L. Boyer wrote:

"When all is said and done, the reform movement [in education] must be measured not only by conditions in our privileged schools, but also what happens to children in the inner city." (ANN ARBOR NEWS, 9/8/87)

The complex set of factors that makes urban schools difficult environments to manage, to teach and to learn in are beyond the scope and control of teacher education to solve. However, the preparation of teachers to teach in urban schools is one factor that can be impacted, for better or worse, by higher education institutions. Unfortunately, few successful, long-lasting examples of urban teacher education programs exist in the United States. In part this deficit can be explained as a result of the persistent oversupply of newly certified teachers from 1974 to 1986 and the understandable lack of turnover of educators in the schools. Consequently, relationships between LEAs and IHEs that were moving toward some form of collaboration in teacher education were broken. Colleges of education were constricted in size and often turned attention and resources from program development and field activities in k-12 schools

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to develop programs for educators in non-school settings.

Recent trends in the supply and demand equation for teachers have prompted renewed interest and activity in k-12 teaching, with employment prospects in urban schools most promising. Thus, a window of opportunity for the revival of programs to prepare urban educators is opening. During this time, we trust that revival efforts to prepare urban teachers will germinate after a careful scrutiny of the successes and failures from the last great period of school reform (1960 - 1968). Our examination of the creation of urban education programs during that period suggests that successful programs possess the following characteristics. Successful programs:

1. are built from a collaboration of higher education institutions, k-12 schools districts and state education agencies
2. are conceived and implemented by a program staff and faculty from both the higher education and k-12 communities
3. are constructed to take advantage of the powerful impact of clinical and field experiences in the preparation of teachers
4. are consistent with contemporary knowledge of the social context of urban schools, their particular character, as well as research on administrative, supervisory and teaching behaviors that facilitate optimum student learning and success
5. take advantage of the untapped potential of black and hispanic youth to become urban teachers and provide the inspiration and support needed to achieve the goal

It is to the potential for urban teacher education renewal that this proposal is directed. The participating organizations believe that contained within the proposal are the ingredients necessary for urban teacher education success.

## II. PROJECT DESCRIPTION

Some features of the proposed urban teacher education program:

- o conceived and implemented by a program staff and faculty from both the higher education and k-12 communities
- o constructed to take advantage of the powerful impact of clinical and field experiences on teacher preparation, with emphasis on urban students in urban schools
- o recruits students from diverse racial, socioeconomic and nontraditional backgrounds who possess rich life experiences for the teaching profession, and provides the inspiration and support needed for achievement of student goals
- o increases opportunities for minority and economically disadvantaged students to enter teacher education programs, with particular emphasis on critical areas of teacher shortage in urban areas
- o enlists the support, cooperation and involvement of local communities in the preparation of teachers
- o provides direct opportunities for classroom teachers to impact teacher preparation through the mentoring program
- o enhances the professional development of mentor teachers
- o inculcates contemporary knowledge of the social context of urban schools, their particular character, as well as research on administrative, supervisory and teaching behaviors that facilitate optimum student learning and success
- o in the first two years, provides a curriculum which is infused with a culturally diverse perspective in its text and applications, while still meeting the performance objectives of standard general education courses

The "Urban Teacher Education Program" brings into collaboration the needs and resources of the Wayne County Community College, Eastern Michigan University and k-12 school districts in Wayne County to develop and implement an urban teacher education program that is consistent with research findings about teaching and administrative practices that support student learning. Students in the program would be drawn from the Wayne County community, would receive their teacher

education preparation in Wayne County and would become available to area urban school districts as potential teacher applicants. Most classes in general education majors and minors and professional education would be held at either the Eastern or Western campuses of Wayne County Community College except in cases where personnel or equipment requirements dictate that the courses be scheduled at Eastern Michigan University. Field experiences and student teaching assignments would be in Wayne County urban school districts. Special features of the program include:

- (1) education at centers close to students' home
- (2) opportunities for paid internships in students' junior and senior years
- (3) specialized recruitment, selection, admission and retention procedures
- (4) research-based clinical and performance oriented teacher education
- (5) collaboration on field activities with k-12 educators
- (6) participation in the program with a cohort of classmates who will coalesce into a support group
- (7) a developmental and structured program including early, frequent and supervised field experiences.

In many respects, the urban education program will resemble a traditional 2+2 model. Students will be admitted to the urban education program and then complete their Associate degree at Wayne County Community College with one student cohort studying at the Eastern and another cohort at the Western branch. Courses taken in the first two years of a student's higher education career will follow the EMU program for the preparation of elementary and secondary education teachers (See curriculum section of the proposal). However, the program will have special recruitment, selection, admissions and retention characteristics that will be described later.

Upon successful completion of the Associates degree, students will continue their teacher education program at WCCC following the appropriate EMU course pattern. As much as possible courses will be scheduled at the WCCC branches. However, a one-semester residency on the EMU campus may be required. Facilities, equipment and secretarial support necessary to implement a clinical and field experience oriented teacher education program will be constructed at both WCCC branches. After completion of the Associate Degree, classes would be blocked on Tuesday-Wednesday-Thursday to permit capable upper division students to assume clinical training roles with experienced teachers in participating schools. This type of internship teaching would satisfy EMU's early field experience requirement.

Integrated with the courses in the program, will be associated clinical and field experiences, constructed in a developmental pattern. That is, students will begin in their freshman year with an exploratory field experience in an urban school fashioned in the form of a shadow experience, as the potential teacher learns something about the role of a teacher--the teacher's joys, duties and frustrations. Later field experiences will focus on child development and the social context of schooling. Teaching experiences will begin with peer micro-teaching and culminate much later with the responsibility for whole class instruction in a participating urban school, with paid student teaching a definite possibility.

After the first three years, a substantially reduced amount of special funding will be required to maintain these key elements. These funds will be secured from the State Department of Education

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in concert with the administrations of the two higher education institutions. Given program success and continuing need for teachers in urban schools, the probability that this maintenance funding will be forthcoming is quite high.

### III. STATEMENT OF OBJECTIVES

#### A. Program Objectives

The "Urban Teacher Education Program" will:

1. recruit 300 teacher education students into the program, 150 at each of the two centers
2. recruit, within this group of 300 students, at least 66% black, hispanic and other minorities in similar proportions to the relative mix of Detroit School District students
3. recruit, within this group of 200 minority students, at least 35 black males. This would represent more than a 100% increase in the number of black males in their first five years of teaching in the entire State of Michigan
4. prepare these 300 students for teaching positions in areas of shortage in urban schools. In Detroit these areas include Mathematics and Science, Early Childhood Education, Foreign Language k-12 (French and Spanish) and upper elementary teachers. At least 75% of the program students will be prepared in areas of shortage.
5. prepare teachers consistent with the key elements of the Urban Teacher Education model--instruction at centers close to home, opportunities for developmental, "hand-on" experiences with urban students in urban schools, opportunities for paid internships in the schools during the upper division years of the program and curriculum that produces teachers who know and can apply contemporary educational research findings when they confront instructional and other problems faced by k-12 teachers
6. develop an effective advising, counseling and retention program so that at least 75% of the 300 students are graduated and certificated as urban teachers
7. succeed in obtaining urban teacher education positions for at least 50% of the certificated graduates of the program

8. provide opportunities for at least 150 K-12 teachers to participate in the mentor teacher program and thus enhance the professional worklife of teachers

**B. Curriculum**

Approximately three hundred students (one hundred-fifty at each of the two Wayne County Community College campuses, Eastern and Western) will be enrolled in this program each year.

Elementary education students will be required to have minors in one or more of the following areas---Mathematics and Science, Early Childhood Education and Foreign Language. At least 50% of the secondary education students will have majors in Mathematics, Science, or Foreign Language. Students will be formally admitted into the program after successfully completing the first semester of courses. After admission to the Program, students will work closely with the Wayne County Community College Program Chair to plan a course of study. A full description of the curriculum follows.

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**WAYNE COUNTY COMMUNITY COLLEGE**

=====

First Year: Elementary Education

<u>Fall Semester</u>	<u>Winter Semester</u>
ENG 110 Freshman Composition I (3)	ENG 120 Freshman Composition I (3)
SPH 101 Fundamentals of Speech (3)	MUS 101 Music Fundamentals (3)
PSY 101 Introduction to Psychology (3)	PHY 100 Science for Elementary Teachers (Physics) (3)

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Political Science Requirement (3-4)      MAT 128 Functional Math (3)\*

HIS Elective      GEG 202 World Geography (3)  
ED 110 Intro. to Teacher Ed. Practicum (4)\*

=====

First Year: Secondary Education

Fall Semester

Winter Semester

ENG 110 Freshman Composition I (3)

ED 110 Intro. to Teacher Ed. W. Practicum (4)\*

SPH 101 Fundamentals of Speech (3)

ENG 120 Freshman Composition II (3)

PSY 101 Introduction to Psychology (3)

BIO 110/111 College Biology: Lecture and Lab or CHM 130/131 or PHY 230/231 (6)

Political Science Requirement (3-4)

HIS Elective (3)

MAT 155 College Algebra (3)

=====

Second Year: Elementary Education

Fall Semester

Winter Semester

ENG 285 Children's Literature (3)  
Elective (3)

ENG Literature Elective (3)

ED 210 Introduction to the Classroom, W. Practicum (4)\*

CHM 101 Science for Elementary [Chemistry] (3)\*\*

GES 202 Science for Elementary Teachers [Earth Science] (3)

HIS Elective (3)

Elective (3)

PHL 201 Introduction to Philosophy (3)

=====

Second Year: Secondary Education

Fall Semester

Winter Semester

ENG LIT. Elective (3)

Eng Lit. Elective (3)

MUS/ART/THEATRE Electives (3)

PHL 201 Introduction to Philosophy (3)

HIS Elective (3)

ED. 210 Introduction to Classroom, W. Practicum (4)\*

Electives in Preparation for

Electives in Prep. for Upper

- \*course under development at WCCC  
 \*\*course initially to be offered through Eastern Michigan University, with future development at Wayne County Community College.

In the first two years, the standard liberal arts curriculum has been infused with a multi-cultural perspective through course texts and applications, while still meeting performance objectives. The Program Chairs are in the process of organizing a curriculum sub-committee comprised of faculty and staff from Wayne County Community College, Eastern Michigan University and participating K-12 school districts. This sub-committee will continue to review required liberal arts courses in the program to fine tune their content and direction.

=====

**EASTERN MICHIGAN UNIVERSITY**

=====

Third Year: Elementary Education

Fall Semester

Winter Semester

EDE 322 Human Growth and Learning (4)

Major / Minor courses (7)

FA 300 Art for the Elementary Teacher (4)

ESC 303 Science for the Elementary Teacher Biology (3)

HED 320 Health Education in Elementary Grades (2)

Two Physical Education Activity Courses (2)

SGN 300 The Exceptional Child in the Regular Classroom (1)

FED 257 Physical Education Activity Courses (2)

Major / Minor courses (6)

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Third Year: Secondary Education

Fall Semester

Winter Semester

EDE 322 Human Growth and Learning (4)

Major / Minor courses (14)

CUR 311 Reading in the Secondary School (3)

Two Physical Ed. Activity Courses (2)

SGN 300 Exceptional Child/Reg Classroom (1)

Major / Minor courses (8)

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Fourth Year: Elementary Education

Fall Semester

Winter Semester

CUR 314 Teaching Reading in the  
Elementary Schools (6)

EDU 492 Student Teaching  
(8)

SFD 328 Social Aspects of  
Teaching (3)

CUR 304 Curriculum and Methods  
Elementary (3)

EDM 345 Media for the  
Classroom Teacher (1)

EDP 340 Intro. to Measurement  
and Evaluation (2)

EDT 300 Intro. to Computer  
Applications (1)

MUS 320 Elementary Music Ed. (2)

=====  
Fourth Year: Secondary Education

Fall Semester

Winter Semester

Major/Minor courses (5)

EDU 492 Student Tchng (8)

SFD 328 Social Aspects of  
Teaching (3)

EDM 345 Media for the  
Classroom Teacher (1)

CUR 305 Curriculum and  
Methods, Secondary (3)

EDT 300 Introduction to  
Computer Applications (1)

EDP 340 Intro. to Measurement  
and Evaluation (2)

Subject Area Methods (3)

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## C. Operations

### 1. Program Personnel

Overall management of the program is vested in two program chairs--one employed by Wayne County Community College (Dr. Harriett Slocum) and a second employed by Eastern Michigan University (Dr. Marvin Pasch). These leaders will function as a team to coordinate program and faculty, supervise clerical and other support staff, manage program budget and activities and function as liaisons between sponsoring institutions and school districts (see curriculum vitae).

During the first year of full program implementation (1988-89) the WCCC program chair will fill a three-quarter release time position; this position will be reduced to one-half time in subsequent years. During the same period, the Eastern Michigan University position will be one-fourth time during the first two years, increasing to half time in subsequent years.

As the centerpiece of the funds secured from the Office of Minority Equity, a full time Director for the WCCC/EMU Transfer Center has been created. This person will have direct responsibility to achieve the recruitment, retention and exit objectives of the program and will work in concert with the two program chairs to achieve all program goals. This person will be discussed more fully in the next sections of this proposal.

In addition, a one-half release time field experience coordinator, most likely chosen from the EMU field supervision cadre, will be appointed. This person will be responsible for planning, coordinating and monitoring all field experiences at participating schools. The field experience

coordinator will work under the supervision of the program chairs and in concert with the Student Teaching Office at Eastern Michigan University.

The program will require the services of a half-time general clerk/secretary. Project offices, consisting of work space for the two chairs and the field experience coordinator--one office at each targeted campus--plus a secretarial station with appropriate equipment and work areas, will be maintained at Wayne County Community College.

The program chairs will be supported by a **PROGRAM COMMITTEE**. This committee will be composed of representatives of the two college faculties teaching in the program, representative administrators and teachers from participating school districts, student representatives enrolled in the program, the field experience coordinator, the Transfer Center Director and the two program chairs.

Appropriate functions of the committee include:

1. advise chairs in regard to program development and implementation
2. review curriculum modifications and revisions
3. monitor equipment and supply needs
4. share current research
5. review and recommend program procedures
6. review student entry, advising and retention data
7. assist in scheduling of courses and other program requirements

Lastly, an **ADVISORY COMMITTEE** has been created, composed of fifteen or more representatives from the following:

1. Eastern Michigan University
2. Wayne County Community College
3. Other area higher education institutions
4. Participating school district faculty and administrator
5. Program students
6. Wayne County Intermediate School District representative

7. State Board of Education representative
8. Representatives of areas outside the field of education, i.e. representatives of business and industry, political and community leaders, labor and management contacts, and the general public
9. Teacher Union Organizations
10. Transfer Center Director

Initially, the Advisory Committee will meet monthly. After the first year, two to three meetings per year would be appropriate. Members are to be appointed by the Presidents of Eastern Michigan University and Wayne County Community College.

Functions of the Committee include:

1. To advise of program development and implementation
2. To review curriculum modifications and revisions
3. To identify potential funding sources
4. To assist in student recruitment and retention
5. To monitor program equipment and supply needs
6. To recommend program procedures
7. To assist in identification of field work sites and recommend criteria for selection
8. To share current relevant research in the field
9. To act as and identify resource people
10. To disseminate program information to the public
11. To serve as advocates to the State Board of Education
12. To assist in annual program evaluation
13. To assist with articulation
14. To assist in long-range planning
15. To assess labor market demand and assist in placement of graduates

## **2. Facilities and Equipment**

Each campus site will require a teaching skills laboratory. This laboratory should provide flexibility for whole-class instruction for thirty students and for peer-teaching for three subgroups of ten students each.

Included in each facility's micro-teaching laboratory should be three separate complete teaching stations, with blackboards and screens. Videotaping equipment and instructional material should be available for concurrent use by all subgroups.

### 3. Student Recruitment, Selection, and Retention

#### A. Student Recruitment

Central to the success of this collaborative program is the recruitment of highly motivated students from under-represented minority groups. The initial goal of this urban alternative is to recruit 300 elementary and secondary teacher education students. To accomplish this goal three strategies will be employed:

1. High school students in the Detroit Public Schools and in other targeted metropolitan Detroit area schools must be aggressively recruited through contacts with high school counselors, Future Teacher Clubs recently revitalized through leadership from the Eastern Michigan University Office of Student Teaching, community youth groups, churches and social organizations.
2. The large non-traditional student population at Wayne County Community College must be a recruitment emphasis. Counselors and program faculty must be active in recruiting students who may wish to enter teacher education from another preparation field.
3. General publicity to the targeted communities will include the development and distribution of program brochures, advertisements, media appearances and presentations at community organizations and groups etc.

#### B. Student Selection

Students will be recruited consistent with the targeted areas of shortage listed in Program Objective #4.

Preference will be given to students who live in Detroit or in one of the targeted urban perimeter districts in Wayne County. In addition, students who have experience working with children and are active in their communities will be sought.

Finally, applicants will be assessed on their commitment to teach in an urban community, their appreciation of cultural differences and their commitment to educational excellence.

One of the primary emphases of the planning period (January 1, 1989 to June 30, 1989) will be to develop an entry/retention/exit model for the program. However, it is understood that students will meet the entrance and exit requirements of the two institutions.

### C. Student Retention

The program proposes a three part program to meet its retention and graduation targets. The three part program will involve: (1) Transfer Center; (2) Academic Support Programs; and (3) Mentor Role Model Program.

#### 1. Transfer Center

The center will maintain the responsibility of ensuring that all aspects of the transfer function are addressed and enforced at both Wayne County Community College and Eastern Michigan University. The Director of the Transfer Center will:

- > provide academic and career counseling to community college students from a baccalaureate perspective.
- > assist in planning an appropriate transfer program of study for participants.
- > monitor academic programs and facilitate problem-solving strategies.
- > facilitate admission into the College of Education Urban Teacher Education Program.
- > determine equivalency lists and monitor academic records and credits of participants.

The Director will be at Eastern Michigan University thirty (30%) percent of the time and at Wayne County Community College seventy percent (70%) of the time.

#### 2. Academic Support Program

Students who need added academic assistance will enroll in an academic support class which emphasizes reading and study skills, adjusting to a higher education setting and test taking

including standardized tests with special attention to Educational Testing Service's Pre-Professional Skills Test (PPST) a test which must be passed for admission into the EMU College of Education. In addition, program counselors and advisors will refer students, when needed, to the WCCC remediation service centers.

### 3. Mentor Program

Students in the program will participate in a developmentally structured program of clinical and field experiences beginning in the freshman year. Consequently, principals and teachers in participating school districts will be asked to make a substantial commitment to the preparation of urban teachers.

This contribution will take time, attention, energy, and commitment and knowledge of the program. The goal is to develop a cadre of participating schools and teachers who would have students at different program stages in their K-12 classes each year. To give credibility and status to the participating teachers, some will be designated as MENTOR teachers.

The characteristics, recruitment and support of the Mentor Program are described in the next section. It is to this segment of the UTP program that the FIPSE proposal is directed.

#### D. The Field Dimension/Mentor Teacher Plan

The selection of classroom teachers is a crucial element in the UTP's long-term success. It is important to recruit teachers who have a demonstrated commitment to the teaching profession, and a professional history.

Ideally, teachers participating in the program should:

- o respect themselves and their teaching, and want to help others to achieve the same respect;

- o have demonstrated effective skills in teaching specific subject matter and in discipline practices;
- o have actively sought professional development with some consistency throughout their teaching careers;
- o have worked effectively with a variety of people in different roles within their school system (e.g. students, parents, administrators, support staff, and other members of their teaching team);
- o have had responsibilities other than teaching within their school district;
- o possess a willingness to assist a non-traditional student in the Urban Teacher Program to make appropriate choices.

The goal of program planners is to develop a cadre of participating schools and teachers who would have three to five program students in their classes each year, possibly on a rotating basis, one semester on, one semester off. To give credibility and status to teachers who act as field teachers in this program, such teachers will be designated as **mentor teachers**. Given the size of the program, it is expected that a cadre of 100 secondary and elementary teachers would be needed at schools convenient to given campus. To attract such a large number of mentors, the program will have to provide explicit benefits for participation. Listed below are incentives that teachers might reasonably expect from participation as a mentor teacher in the proposed Urban Teacher Education Program:

1. **DIRECT CLASSROOM ASSISTANCE.** Students enrolled in the Program would offer participating teachers help in everyday classroom activities such as taking attendance, monitoring development of displays and materials, story-telling tutoring.
2. **PROFESSIONAL DEVELOPMENT.** Participating teachers would be released for professional development workshops and activities, with their duties assumed by upper division students enrolled in the program.

Mentor teacher participation would also count as credits for recertification, or under certain circumstances for Eastern Michigan graduate level course credit, which can be counted toward salary differentials.

3. VIABLE INPUT INTO CHANGING/IMPROVING TEACHER PREPARATION. As planners and implementors of the program, classroom teachers would have a direct window on teacher education, and direct involvement in the development of a national model. Teachers in the program would also be invited to act as guest lecturers within the college program, in subject areas related to the program and to teaching in general.

Participating mentors would also play a key role in the on-going selection of mentors.

4. QUALITY SUBSTITUTES. Classroom teachers could be assured that quality substitutes were being prepared in their own buildings. These substitutes would be well-versed in building operations, procedures, expectations and the like, as they would have observed and worked within the building.
5. TEACHER-STUDENT COMMITMENT. As this program is envisioned, a teacher and program student would have multiple opportunities for bonding. This bonding could last for a period of two to three years, and provide an extended relationship much longer than the traditional student teaching experience. Teachers could see growth in the teacher education student, as well as increasing performance and maturity. It is reasonable to predict that in a significant number of cases this bonding process and the mentoring relationship will have long-term positive results for mentor and student.
6. FINANCIAL INCENTIVES. Although this incentive would be limited, teachers would be paid the hourly rate for meetings/conferences after the regular school day.

Criteria for Selection of Mentor Teachers:

- o shall currently be full-time classroom teachers in participating public school districts.
- o shall have taught successfully in the participating public schools for a minimum of five (5) years.
- o shall possess a valid Michigan Continuing Certificate.
- o shall have demonstrated outstanding classroom ability.
- o shall have demonstrated effective written and oral communication skills
- o shall have demonstrated ability to work cooperatively and effectively with other professional staff members.
- o shall have extensive knowledge of a variety of classroom management and instructional techniques.

In addition to submitting a properly completed application, applicants must submit the names and addresses of persons listed below from whom recommendations are required.

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- o current building principal.
- o teacher union building representative.
- o two participating school district teachers who are knowledgeable about the applicant's teaching performance.
- o one administrator/supervisor knowledgeable about the applicant's teaching performance.

All applications and references would be treated as confidential documents. A committee composed of representatives from participating school districts, Eastern Michigan University and Wayne County Community College will:

- o screen, schedule and interview the applicants.
- o have the option of observing teachers in their classrooms.
- o establish an eligibility pool from which the mentoring teachers will be selected.
- o send approval or denial letters to applicants.

Teachers will remain in the pool until a need for their services is identified. Placement in the pool is not a guarantee of an active assignment.

#### Recruitment of Mentor Teachers:

Communications about the proposed Urban Education Program, and its need for special mentor teachers, would be made to district superintendents, school boards, principals, and teachers through program brochures and on-site presentations by program personnel. Presentations would be made to each targeted district's school board and building administrators so that these contact persons could more accurately explain the program to teaching staff.

#### E. Evaluation Plan

Since the Field Dimension/Mentor Teacher Plan covered by the funding from this proposal is a segment of the full Urban Teacher Education program, the evaluation plan will encompass the full program. The Program Objectives (See Section III-A) will be combined with a timeline for successful achievement. Where

appropriate the instruments/procedures to be used to assess the objectives will be described.

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OBJECTIVE 1

Three hundred teacher education students will be recruited into the program, one-hundred fifty at each of the two program centers.

TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 1

As time will be needed to evaluate and revise program components, this objective will be monitored during Years 1 and 2 (1989-90, 1990-91) and achieved in the Year 3 class (1991-92)

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OBJECTIVE 2

Within this group of enrolled students, at least 66% (200) will be black, hispanic and other minorities in similar proportions to the relative mix of Detroit School District students

TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 2

This objective will be achieved in Year 1 and subsequent years

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OBJECTIVE 3

Within this group of 200 minority students, at least thirty-five will be black males. This would represent more than a 100% increase in the number of black males in their first five years of teaching in the entire State of Michigan.

TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 3

As time will be needed to build on program success, this objective will be monitored during Years 1 and 2 (1989-90, 1990-91) and achieved in the Year 3 class (1991-92).

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OBJECTIVE 4

The UTP will prepare students for teaching positions in areas of shortage in urban schools. In Detroit these areas are Mathematics and Science, Early Childhood Education, Foreign Language K-12 (French and Spanish) and upper elementary teachers.

At least 75% of the program students will be prepared in areas of shortage.

TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 4

This objective will be achieved in Year 1 and subsequent years

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OBJECTIVE 5

The Urban Teacher Education program will prepare teachers consistent with the key elements of the Urban Teacher Education model including:

- a. instruction at centers close to home
- b. opportunities for developmental, "hand-on" experiences with urban students in urban schools
- c. opportunities for paid internships in the schools during the upper division years of the program
- d. a curriculum that produces teachers who know and can apply contemporary educational research findings when they confront instructional and other problems faced by K-12 teachers

#### Instruments/Procedures

Objective 5a will be assessed through visits to the teaching sites and the examination of program records.

Objective 5b will be assessed through a rating instrument administered to students and mentor teachers and the examination of program field experience records. The objective will be achieved if the average of the responses on relevant items on the questionnaire is 3.5 on a 5 point scale.

Objective 5c will be assessed through examination of program records.

Objective 5d will be assessed using repeated structured interviews with students. This interview will make use of a newly developed taxonomy of teacher thinking about instruction to be presented at the 1989 Annual Meeting of the American Educational Research Association in the form of a paper presentation "Exploring the Structure of Teacher Reflection in Novice and Expert Teachers: The Birth of a Developmental Taxonomy" (Simmons, Sparks, Starko, Pasch and Colton). The paper is the culmination of two years of research involving the analysis of two hundred interviews with novice and experienced teachers. The taxonomy and associated interview is a theory based framework for classifying a teacher's instructional thinking. The taxonomy extends across a range of thought from simple description without using instructional language to the classification and explanation of events using instructional concepts and principles. This, it is an ideal instrument to assess the degree to which UTP students "can apply contemporary educational research findings when they confront instructional and other problems faced by K-12 teachers".

#### TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 5

Objective 5a will be achieved in Year 1 and subsequent years

Objective 5b will be monitored during Years 1 and 2 (1989-90, 1990-91) and achieved in the Year 3 class (1991-92)

Objective 5c will be achieved for the Year 1 class but evaluated when Year 1 students achieve upper division status in 1991-92.

Objective 5d will be pre-tested when the student is accepted into the EMU College of Education during the sophomore year and then

assessed at the conclusion of the Curriculum and Methods class in the junior or senior year and again at the conclusion of student teaching. Success will be achieved if there is a highly significant positive change in the student's level of instructional thought between the pre-test and each subsequent interview. Objective 5d will be achieved for the Year 1 class but evaluated when Year 1 students achieve upper division status in 1991-92.

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**OBJECTIVE 6**

The UTF will develop an effective advising, counseling and retention program so that at least 75% of the 300 students are graduated and certificated as urban teachers.

**TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 6**

The objective will be continually monitored to track retention. However, final evaluation of the objective will have to await the graduation of the first class in 1992-93. The evaluation will consist of an examination of program records.

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**OBJECTIVE 7**

The UTF will succeed in obtaining urban teacher education positions for at least 50% of the certified graduates of the program.

**TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 7**

The evaluation of the objective will have to await the graduation of the first class in 1992-93. The evaluation will consist of an examination of program records.

**OBJECTIVE 8**

The UTF will provide opportunities for at least 150 K-12 teachers to:

- a. participate in the mentor teacher program
- b. enhance their professional worklife

Instruments/Procedures

Objective 8a will be assessed through examination of program records.

Objective 8b will be assessed through the administration of a program questionnaire to teachers who have participated in the mentor program. Items will assess their morale, self-esteem and attitudes toward their worklife. The objective will be achieved if the average of the responses on relevant items on the questionnaire is 3.5 on a 5 point scale.

**TIMELINE FOR ACHIEVEMENT OF OBJECTIVE 8**

Objective 8 will be assessed at the conclusion of each of the first three years of program life. However, since the positive effects on teacher worklife are cumulative, the evaluation of the achievement of Objective 8b will be undertaken in Year 3, 1991-92.

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#### IV. CAPACITY AND COMMITMENT

This proposal represents the combined efforts of representatives of Wayne County Community College, the Eastern Michigan University College of Education, Wayne County K-12 school districts and the Michigan Department of Education.

Initial groundwork was laid at the Western Campus of WCCC. A selective survey of K-12 school districts across Wayne County indicated a strong interest in a locally available, high quality teacher training program which would incorporate a strong practical experience component. Dr. William Bedell, Romulus School District Superintendent, took a particularly strong interest in continuing discussion of such a program, especially one which would actively involve K-12 faculty in its development.

In 1987, representatives of the Eastern Michigan University College of Education were approached, and an Ad hoc Committee--comprised of Eastern Michigan University College of Education Faculty, Wayne County Community College Faculty, Romulus School District Faculty, and administrative representatives of all three units--was formed to discuss program potential. The task of drafting a proposal for approval by the various review bodies of the institutions fell to the joint chairs of the Committee--Dr. Marvin Pasch, Professor and Head of the Department of Teacher Education at EMU, and Cheryl Krakow, Chair of Arts and Sciences at WCCC. The program was approved by the State Board of Education (November, 1989) as the first experimental program in teacher education of its kind. It has broken through and past the rules, regulations and conditions that typically retard development of collaborative innovative teacher education models.

The UTP Program planning process was lead by an Ad Hoc Advisor Committee comprised of the two program chairs, faculty and administrators from the two institutions and Detroit and other area school districts, teacher and teacher union representatives. Additional members included a representative from the State Board of Education, a representative from the Wayne County Intermediate School District and the Director of the Michigan Urban Education Alliance (a consortium of the five largest Michigan school districts).

Financial support will be needed during the vital three years of program design and implementation to support the key elements of the program, (1) PERSONNEL (2) STUDENT RECRUITMENT RETENTION AND EXIT, (3) FACILITIES , AND (4) FIELD EXPERIENCES/MENTOR TEACHERS. The two higher education institutions have committed themselves to support the first key element, to staff the administrative and instructional roles of the program. External funds have been secured for the second key element through a grant from State of Michigan Office of Minority Equity. A proposal for funding of the third element is being prepared by the State Department of Education for funding by the Michigan legislature.

A proposal has been submitted to the Fund for Improvement of Postsecondary Education specifically targeted to the funding of the fourth critical element--the design, development and support for the field experiences with special attention on the recruitment, training and benefits for K-12 mentor teachers who will assist in the preparation of the urban teacher education students and act as their role models.

ARTHUR JEFFERSON  
GENERAL SUPERINTENDENT OF SCHOOLS  
DETROIT PUBLIC SCHOOLS CENTER - 8057 WOODWARD AVENUE  
DETROIT, MICHIGAN 48202

February 23, 1989

Ms. Cheryl Krakow, Chair  
Arts and Science Division  
Wayne County Community College  
Detroit, MI

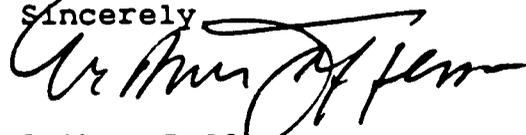
Dear Ms. Krakow:

The Detroit Public Schools is most enthused with the prospect of an Urban Teacher Education Program being implemented in the Wayne County Area. As you know, Detroit is not alone in feeling the sting of the teacher shortage of adequately prepared Math and Science teachers. We are particularly sensitive to the need for teachers adept to teaching in urban areas such as Detroit. I have reviewed the proposal prepared for the State Department of Education. It represents a well conceived plan of operation, and I am delighted to see that Detroit's input, needs and concerns related to the curriculum offerings and eventual outcomes of the Program have been interwoven throughout.

We look forward to our participation in meeting such a vital community and educational need, and if you should require Detroit to work with you to seek additional funds in support of the Program, do not hesitate to let me know.

I look forward to hearing from you soon.

Sincerely



Arthur Jefferson

AJ/bed

# DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

February 22, 1989



DONALD L. BEMIS  
Superintendent  
of Public Instruction

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Mr. Charles H. Karelis  
Director, Fund for Improvement  
of Postsecondary Education  
U.S. Department of Education  
Washington, D. C. 20202

Dear Mr. Karelis:

The Michigan Department of Education and the State Board of Education are pleased to endorse the Wayne County Community College/Eastern Michigan University Urban Teacher Education Program.

The Urban Teacher Program was approved by the State Board of Education as an experimental program in teacher education in November 1988. The program focuses on the recruitment of minority teachers and their preparation to teach in urban centers. It consists of a well-articulated program of preparation in the first two years in the community college, with provisions for transfer into professional education courses during the third and fourth years of the program.

The model provides for several innovative clinical experiences, as well as work throughout the preparation program with mentor teachers in participating school districts. In order for the model to be successful, cooperation is required from local school districts, Wayne County Community College, Eastern Michigan University, and the Michigan Department of Education.

The recruitment, counseling, and academic support dimensions of the program are being supported through a grant from the Department of Education's Office of Minority Equity. Furthermore, a recommendation for additional financial support by the State Legislature for facilities, equipment, and materials is in preparation and has the Department of Education's strong endorsement.

I was pleased to learn that the Fund for the Improvement of Postsecondary Education may award a grant to support the program's innovative plan for field experiences, with special attention to the critical mentor teacher component. Added to the other sources of funding, your grant would provide the final key element that will produce the critical level of funding support needed for program success.

I believe the Urban Teacher Program has the spirit, form, and substance that can make it an exemplary program--one that can be replicated in other urban centers across Michigan and the country.

Sincerely,

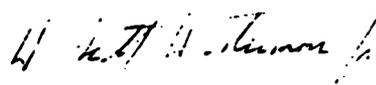
Donald L. Bemis

Letter to Charles H. Karelis  
February 20, 1989  
Page 2

Finally, we have committed an EMU faculty member as a program coordinator, instructional resources to offer the full range of EMU teacher education courses on location, support for the field experience dimension of the program at the two branches of WCCC and additional funds for supplies and materials as described in the program budget.

I would be pleased to provide any additional justification or support that you may require. Thank you for your consideration of our joint proposal.

Sincerely,



W. Scott Westerman, Jr.  
Dean, College of Education

WSW:cf



# Eastern Michigan University

Ypsilanti, Michigan 48197

February 20, 1989

Charles H. Karelis, Director  
Fund for the Improvement of Secondary Education  
U. S. Department of Education  
Washington, D. C. 20202

Dear Director Karelis:

It is with pleasure that I extend the support and approval of the College of Education and the administrative leadership at Eastern Michigan University for the Wayne County Community College/Eastern Michigan University Urban Teacher Education Program. I hope that a segment of its necessary funding can be secured through the Fund for the Improvement of Postsecondary Education.

My support and approval is derived from the fact that the UTP is a true collaborative project that has seen leadership, effort and inspiration emerge, in equal measure, from both institutions. The project began two years ago when representatives of WCCC and area school districts suggested that we prepare interns to assist in urban school districts. We replied that our interest was in developing an urban teacher education program in the Detroit community which could have internships as a component of the program. From that beginning, a task force including instructors and administrators from the two institutions and LEAs, developed a proposal for the program which was approved by all levels of review at EMU. In Fall, 1988, the UTP was approved by the Michigan State Board of Education as the first of its kind experimental program in teacher education.

We, at EMU, are excited by the impending birth of UTP. It will mean that the EMU professional teacher education program, which in 1987-88, ranked first in the nation in the number of educators prepared and has received seven national awards for quality including the 1987 AACTE Distinguished Program Award for Research, will be available to prospective students who under other circumstances would be unable to pursue higher education at our residential campus. Furthermore, it is exciting to participate in a program that has such great potential to enable minority students to pursue higher education, to become urban teachers, and to return educational dividends to the Detroit community.

Specifically, this letter is our testimony that the curriculum of the UTP was an integration of the WCCC Associates degree program with the EMU Baccalaureate program. Students will faithfully follow EMU teacher education requirements while they study at WCCC. During the first two years of their program, appropriate WCCC courses will be counted toward the fulfillment of general education and major/minor requirements. In the case of specialized EMU courses not available at WCCC, they will be brought and taught at WCCC. During the third and fourth years, the student will take EMU professional education courses from EMU instructors. The only significant difference will be that the courses will be taught at a place convenient to the student's home.



**U.S. DEPARTMENT OF EDUCATION**  
*Office of Educational Research and Improvement (OERI)*  
*Educational Resources Information Center (ERIC)*



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