

OVERVIEW OF THE INSTITUTION

The Mission and Foundational Values of Butler University

(Most of this text is taken from the Report of a Comprehensive Evaluation visit of the North Central Association, March 24-26, 2003).

Butler University was originally known as Northwestern Christian University and officially opened its doors in 1855. Ovid Butler, the university's founder, believed in equality of members of different races and religions, as well as both sexes, and the original admission policy grounded in Mr. Butler's beliefs has been central to the University since its founding. Northwestern Christian University was only the second coeducational institution of higher learning in the United States. It also has admitted African-Americans throughout its history. Totally nonsectarian, its student body has included Catholics, Jews, members of almost every Protestant denomination, and students of numerous other religions or of no church affiliation.

From its inception, Butler University has offered law, music, art, and business courses, employing adjunct teachers paid by cash fees required of students taking such work. Near the turn of the century, new subjects became a regular part of the curriculum, including teacher education, sociology, public speaking, physical education, home economics, and journalism. Art and music classes were usually available, particularly since the little community, which rapidly identified itself with the University, became something of an art colony. The University was the first in Indiana to allow its students, with parental consent, to select subjects of their choosing under an "elective" system.

Butler University was among the pioneers in developing a "general education" component or core curriculum in higher education. Just after World War II, the University initiated studies whereby a University College provided basic courses required of most students in their first two years. The core embraced three divisions: humanities, social studies, and mathematics and sciences. Offering innovative interdisciplinary courses as well as introductory courses, the Butler University Core Curriculum has remained a central part of its undergraduate studies, with most students then progressing in their latter years to courses in their majors, or to electives in their chosen colleges.

The College of Liberal Arts and Sciences has remained a traditional strength and center of the University. A long-established Department of Bible became the College of Religion in 1924. It eventually attained independent status as the Christian Theological Seminary (located adjacent to the current Butler campus) in 1960.

Other colleges were added as Butler continued towards the goal, outlined in its charter, for instruction in every branch of liberal and professional education. A merger with Teachers' College of Indianapolis in 1930 established Butler's College of Education. A College of Business Administration opened in 1937. The College of Pharmacy developed through a merger with the Indianapolis College of Pharmacy in

1945. The Arthur Jordan Conservatory of Music became Butler's Jordan College of Music in 1951, later to become the Jordan College of Fine Arts.

Since the inception of the University, Butler students have willingly given back to their community and their country. A commitment to serve both community and country remains a key outcome for students involved in both the University's academic and other programs.

As Butler moves towards its sesquicentennial in 2005, the University continues to emphasize the same fundamental values and principles upon which the institution was founded. Butler has continued to serve as a pioneer in higher education, as was exhibited again recently by the inauguration in 2002 of Dr. Bobby Fong as President of Butler University. Dr. Fong is one of the few university presidents in the country of Asian descent, and currently is the only Asian president of a private institution of higher education.

The University Core Curriculum, together with a strong foundation of education in the liberal arts, remains to this day the central experience for graduates in all of the University's academic programs. This continues a proud tradition of liberally educated Butler graduates throughout the decades. Citizenship and service, integrity and values, a commitment to diversity, and preparation for lifelong learning remain essential components of the Butler experience.

The values and principles upon which the University was founded are still exhibited in the current mission statement of Butler University:

Butler's mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts into professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff, and students.

This mission statement is the most recent of a series of such statements issued beginning in the 1970s. Prior to that time the board expressed the university mission by citing the language of the Butler charter and by adopting mission-oriented reports crafted at board planning retreats. Although somewhat different in language, these earlier statements are similar in content and direction to the current statement adopted in the early 1990s. The most obvious change in goal statements occurred some forty years ago when the board severed Butler's ties with the Christian/Disciples of Christ Church and removed sectarian language from its subsequent goal statements.

Mission of the College of Education

The mission of the College of Education at Butler University is to prepare individuals to be highly qualified professionals who exemplify our core values of integrity and responsibility; teaching, learning and mentoring; diversity and similarity; and theory, practice and collaboration.

The College of Education has a document entitled “Constitution of the Butler University College of Education Faculty Assembly.” This document has eleven articles. Appended to this constitution is another document, entitled “Bylaws of the College of Education Faculty Assembly.” (Exhibit) The prologue to the constitution states that the purpose of the document is to promote the existing core values of the College of Education. The articles of the constitution define membership in the Faculty Assembly, define academic matters, and specify procedures for dealing with such matters. The constitution also specifies the functions, membership, and chairperson of an executive committee. Other articles mandate the creation of advisory committees, as necessary; empower the executive committee to appoint ad hoc committees; and mandate monthly meetings of the college Faculty Assembly during the academic year. Additional meetings may be scheduled on the call of a majority vote of the Faculty Assembly or the executive committee. The Bylaws consist of eleven Sections establishing committees, and specifying the responsibilities and composition of those committees. The last section of the bylaws outlines procedures for amendment of the bylaws.

The Vision Statement of the College of Education as passed by the COE Faculty Assembly on October 16, 2003 incorporates the Conceptual Framework as exemplified through the college’s Four Core Values.

VISION STATEMENT

Upon graduation, College of Education students dare to imagine and create schools that reach high standards and promote excellence in education. These schools focus not only on student achievement, but also on the development of thoughtful citizens in a democratic society.

Global Vision: College of Education, 2010

We envision Butler University’s College of Education as a nationally recognized flagship school for the preparation of educators. Students seek to attend Butler University’s College of Education from all over the United States, and our graduates are eagerly sought by a wide variety of employers. We are nationally known for our innovative programs as well as for our diverse and intense field experiences for both undergraduate and graduate College of Education students. The College of Education establishes important international relationships which expands its reach globally.

The future of Butler University’s College of Education will be endowed with resources that allow for increased learning and productivity for faculty and students. These include expanded, state of the art facilities to house and inspire students and faculty; an attractive compensation package to recruit and retain highly qualified faculty, staff, adjuncts, supervisors, and practitioners; and funds to invite guest lecturers to campus and to encourage participation in conferences and study trips by students and faculty.

This global vision is founded upon and made explicit by our four core values which is the College of Education Conceptual Framework.

The Appreciation of Diversity and Similarity

We value richness in experiences, values, beliefs, and backgrounds. Our faculty, staff, and students, as well as our school and community colleagues, come from ethnically and culturally diverse populations. Students and faculty at Butler engage in the development of a global perspective on human development, teaching and learning. Diversity is increased by Butler's dynamic and newly developed program in which our campus is expanded through technology so that our students and faculty interact with people and programs around the world.

The Excitement of Teaching, Learning, and Mentoring

We value dedicated, knowledgeable professionals who demonstrate a passion for children and learning. To this end, our students are immersed in the literature of our liberal arts tradition and develop deep, diverse conceptual grounding in educational theory. Our students learn to think critically and are not afraid to ask difficult and challenging questions. The faculty and school partners mentor the College of Education students so that they become caring, competent, and committed educators who inspire learners and respond sensitively to their needs. We practice what we teach.

The Challenge of Integrated Practice and Collaboration

We value the development of knowledge and the examination of thoughts, values and practical experiences. Our programs integrate theory and practice in order to continuously improve and enhance Butler University students' performance as pre-service teachers, practicing teachers, counselors, or administrators. This is most effectively accomplished in a personal context which leads us to develop programs that emphasize positive and satisfying relationships among all in the College of Education and with our P-12 school and community sites. Butler graduates are noted for their on-going professional ties with other Butler alumni, former professors, and the entire Butler community and for their willingness to collaborate with other professionals worldwide.

The Strength of Integrity and Responsibility

We value the integrity and responsibility shown by true professionals. High levels of integrity and responsibility are expected in all of our daily encounters: in courses, field experiences, and daily interactions. Through a specific focus on College of Education identified dispositions, key courses in our programs foster an expectation of high ethical standards for the sake of the children and communities we serve. Butler graduates are known not only for their knowledge and proficiency, but also for the strength of their character.

At present initial candidates within the College of Education are enrolled in one of two programs. This is necessitated by the fact that all teacher preparation programs in Indiana needed to meet new Indiana Professional Standards Board

Standards (Indiana 2002 Standards), effective Fall, 2002. The following table lists these programs.

TABLE 1.
Butler University College of Education
EDUCATIONAL PREPARATION PROGRAMS
For Candidates entering programs in Fall 2002 and after

Early and Middle Childhood Education Major

Also, the possibility of a Special Education License in Mild Intervention with the Elementary Education license exists.

Early Adolescent Generalist, Early Adolescent/Adolescent Young Adulthood, and Adolescent Young Adulthood

Biology	Latin
Chemistry	Mathematics
English	Physics
French	Social Studies
German	Spanish

Physical Education and Health Major: All School Settings

Music Education Major: All School Settings

Choral
Instrumental
Area

Programs which are being “phased out” (Effective June 30, 2006) and were authorized through Rules 46/47 are in Journalism, Radio-TV, and Speech, Communication and Theatre. Minors and endorsements are also being phased out.

TABLE 2.
Rules 46-47 Initial Licensure programs
For Candidates completing programs by June 30, 2006

General Elementary 1-6 (7/8 non departmental)
Early Childhood– PreK
Kindergarten-Primary (K-3)

A junior high/middle school/secondary program (grades 5-12) and a secondary program (grades 9-12) may have the following content area major (36-52 hours depending on individual major requirements):

English	Radio-TV
Foreign Language: French, German, Latin, Spanish	Science: Primary areas in biology, chemistry, physics
Journalism	Social Studies
Mathematics	Speech, Communication and Theatre (with speech emphasis or theatre emphasis)

Or, a secondary program may be for all grade (K-12) licensure in:

- Music Education – Choral, Instrumental or Area
- Physical Education (K-12 licensure, athletic training concentration, exercise science concentration)

Minors and Endorsement may be added as follows:

Early Childhood Program minors:

- Learning Disabled
- Mildly Mentally Disabled
- Seriously Emotionally Disabled

Early Childhood Program endorsement – Kindergarten

Elementary Program minors:

- Physical Education
- Reading
- Learning Disabled
- Mildly Mentally Disabled
- Seriously Emotionally Disabled

Elementary Program endorsements:

- Coaching
- Computer
- Junior High/Middle School
- Kindergarten

Secondary Education program minors:

Biology	Mathematics
Chemistry	Mildly Mentally Disabled
English	Physical Education
Foreign Language: French, German, Latin, Spanish	Physics
Health and Safety	Reading
Journalism	Seriously Emotionally Disabled
Learning Disabled	Social Studies
	Speech, Communication and Theatre (with speech emphasis or theatre emphasis)

Secondary Education program endorsements:

- Coaching
- Computer

The three graduate programs listed below do conform to the new Indiana Standards and were in existence prior to Fall, 2002.

Graduate Programs :

- School Counseling (License: K-12)
- Administration (License: Building Level Administrator K-12)
- Masters in Effective Teaching (No additional License)

Transition to Teaching (Special Education- Mild Intervention Initial License: K-12)

Additionally, Transition to Teaching (see Appendix A) is a product of recent (2002) Indiana legislation which mandated all teacher preparation programs to offer alternative certification programs. Butler University is a member of a consortium entitled Indiana Teacher Education and Accountability Consortium for Higher Education (Indiana T.E.A.C.H.E.R.) This consortium includes Franklin College, Marian College, and the University of Indianapolis. It is through this consortium approach that Butler University is in compliance with the legislation.

Two other programs need to be mentioned. First, the only non-licensure preparation program is Exercise Science (Exhibit) which is “housed” in the Physical Education Program Area. Second, since the last NCATE visit, Athletic Training (Exhibit) was instituted by the College of Education and after several years was discontinued through a vote of the Butler University Faculty Assembly.

Program Name	Award Level	Program Level (ITP or ADV)	Number of Candidates Fall 2004	Agency or Association Reviewing Program (State, SPA, or Other)	Status of National and State Program Reviews	
					Program Review Submitted (Yes or No)	Current Status (First Review, Re-joining, Complete)
Early and Middle Childhood Education	Bachelor of Science	ITP	171	State	Yes	Complete*
Early and Middle Childhood Education	Licensure Only	ITP	6	State	Yes	Complete*
Middle/Secondary Education	Bachelor of Science/Bachelor of Arts	ITP	171	State	Yes	Complete*
Middle/Secondary Education	Licensure Only	ITP	8	State	Yes	Complete*
Music Education	Bachelor of Music/licensure	ITP	61	State	Yes	Complete*
Transition to Teaching	Licensure Only	ITP	16	State	No	First Review
School Counseling	Master’s Degree and Licensure	ADV	60	State	Yes	Complete*
Educational Administration	Master’s Degree and Licensure	ADV	64	State	Yes	Complete*
METL	Master’s Degree	ADV	20	State	Yes	Complete*

*The Fall 2004 visit is for the purpose of maintaining continuing accreditation