



T•E•A•C•H

Technology Experiential Awareness Collaborative Holistic

SCHOOL OF EDUCATION

COLLEGE OF EDUCATION & HUMAN SERVICES - FERRIS STATE UNIVERSITY

ATION

RUCTION

REVIEW

Services

MEMORANDUM

DATE: November 19, 2003

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for:
M.Ed. in Curriculum and Instruction

CC: Liza Ing, Michelle Johnston, Laurie Chesley, Thomas Oldfield,

RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

We recommend that this program be continued.

DESCRIPTION OF PROGRAM:

CATALOG ENTRY:

Why choose the Master of Education in Curriculum and Instruction (M.Ed.)?

The Master of Education in Curriculum and Instruction gives professional educators the advanced professional development necessary to open several career options as well as providing a foundation to improve their instructional practice. Students eligible for admission to the graduate program must hold a bachelor's degree from an accredited college or university. When required, candidates should hold or be eligible for professional licensure, registration or certification to practice in the occupational specialty. Previous teaching experience is not a requirement. An admissions committee will review all application materials and recommend appropriate action. Upon admission to the graduate program, each student will be assigned a graduate advisor.

Professional Opportunities

The program enables secondary and elementary educators to advance in their district salary schedules and become educational leaders either as administrators, curriculum directors, or department heads.

Advanced Educational Opportunities

Graduate students who successfully complete the Master of Education in Curriculum and Instruction are eligible to pursue their doctorate in education through a collaborative partnership between Ferris State University and Western Michigan University.

Admission Requirements

The applicant must possess a baccalaureate degree from an accredited college or university with a 2.75 or higher GPA on a 4.0 scale. Conditional entry may be granted when the 2.75 requirement has not been met. Once a student has been granted conditional entry, he/she must earn a GPA of 2.75 within the first nine (9) hours of graduate level courses. Consult individual program description for other admission requirements.

Graduation Requirements

The Master of Education in Curriculum and Instruction through the School of Education, College of Education and Human Services requires that all students must complete all degree requirements within five (5) years after admission to the M.Ed. Consult individual program descriptions for other graduation requirements.

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BACKGROUND INFORMATION OBTAINED FROM THE REVIEW PROCESS:

The M.Ed. in Curriculum and Instruction program is housed in the School of Education, a school with in the College of Education and Human Services. There are four programs housed in the School of Education. This program includes options in Administration, Philanthropy Education-Academic Service Learning, Subject Area, Reading, Secondary Certification, Elementary certification, and Special Education.

Enrollment in the program has increased from 28 in 1999-2000 to 138 in 2003-2004. The panel reports it likely that enrollment will continue to grow.

No full time School of Education faculty teaches exclusively in this program. All full time faculty who teach courses in this program also teach courses in other programs in the School. Many of these graduate level courses are taught as overloads. A significant proportion of the courses in this program are taught by adjunct faculty.

Upon successful completion of the M.Ed. in Curriculum and Instruction, graduates are recommended to the State of Michigan Department of Education to be certified to teach Elementary Education (grades K-8) or Secondary Education (grades 7-12) in the same teaching majors and minors as the undergraduate certification options.

The curriculum of the School of Education is, for the most part, determined by the criteria established by the Michigan Department of Education. Every secondary education student must successfully complete four check-sheets: General Education, Professional Education Sequence, a teaching Major and a teaching Minor. A student must hold an additional minor to receive the provisional certificate in the state of Michigan. The general education requirements, the subject-matter majors and minors, and the Professional Education Sequence of courses are directly related to the Michigan Department of Education's Entry-Level Standards for Michigan Teachers and Related Proficiencies. The subject-matter majors and minors are linked to the Michigan Department of Education's Test Objectives.

The No Child Left Behind legislation has quickly and severely affected all K-12 teachers as well as teacher certification programs. In general, NCLB has mandated, federally, that all teachers be highly qualified. In brief, this means that all K-12 teachers MUST be teaching in the area of their education/expertise, only. Because of this legislation, generic offerings, such as general science and social studies (as examples) are no longer valid, or no longer largely viable within K-12 certification, as no courses are provided at the secondary levels that are called "general science." Teachers must now be endorsed/certified in a specific content area (e.g., history; political science; biology).

The Standards for Michigan Teacher Survey data was not restricted to graduate students. A Graduate follow up survey was conducted in which 5 of 32 (15%) of the students responded. A summary of findings was presented. A total of 50 student surveys were distributed and 34 (68% were returned). A summary of findings was presented.

• **COST:**

According to the 2000-2001 report from institutional research:

Total cost per SCH

Master of Educ-Curriculum & Instruction/Secondary Cert opt \$257.46

Master of Educ-Curriculum & Instruction/Subject Area opt \$237.13

Total program cost

Master of Educ-Curriculum & Instruction/Secondary Cert opt \$9,268.50

Master of Educ-Curriculum & Instruction/Subject Area opt \$7,588.23

ASSESSMENT OF THE PROGRAM:

(1) The program has a number of important strengths:

- The innovative learning opportunities provided by this program are career-oriented have options for those seeking certification or deeper content knowledge in technical areas, and serve to further the professional education of all those enrolled. This program is directly related to the mission of Ferris State University.
- This program services the state in that it gives teachers who are required to complete additional course work in order to move to the next level of certification an opportunity to take classes.
 - Ferris State University is one of the few universities in the state that can recommend certification in the technical areas.
 - This program also allows teachers who are working under one year temporary certificates or vocational authorization an opportunity to complete initial teacher certification while completing a Master's degree.
 - Because of its location and its off-campus sites, the M.Ed. in Curriculum and Instruction program is able to reach students in rural areas as well as urban areas. This makes the program highly visible and sought out by students around the state.
- A variety of teaching formats and schedules are used to meet the specific needs of full time K-12 school teachers. Many of the M. Ed. courses are offered in a weekend format that allows students to maintain their current position while taking classes.
- There are 10 current full time faculty who teach in the M Ed in Curriculum and Instruction program. Of these 10 hold terminal degrees in their field.

- During the last 5 years:
 - 2 of the fulltime faculty received a merit award or promotion.
 - 8 of the fulltime faculty have attended a national/regional professional meeting.
 - 8 of the fulltime faculty have published an article in a professional journal or given a presentation/poster session at a national/regional professional meeting.

(2) The Academic Program Review Council has the following concerns:

- The full time faculty who teach courses in this program often do so as an overload course. There are approximately 20 supplemental/adjunct faculty who teach in the M. Ed. Program and 50% of courses are covered by adjuncts.
- The number of students enrolled in this program is likely to increase due to the 18 hour continuing education requirement and the impact of the No Child Left Behind legislation.
- Enrollment in some off campus offerings is often low.
- There is a need for flexibility in scheduling graduate classes in the summer. The normal Ferris State University summer sessions do not correspond with the public school schedule.
- There is a need for graduate classes in subject areas offered by other colleges such as Arts and Sciences. Currently students pursuing this degree need to take subject area graduate classes from other universities.
- The Administrative Program Review appeared to discuss the School of Education and was not limited to the M.Ed. in Curriculum and Instruction program. This deprives the University Administration and the Academic Program Review Council of vital information that is necessary for making informed decisions about this program.

(3) We recommend that the following steps be taken to improve the quality of this program:

- The University and the College of Education and Human Services should support the requests of the School of Education for additional full time positions to meet the demands created by the increased enrollment in the School of Education.
 - Growth in other School of Education programs affects the faculty who teach in the Master of Education in Curriculum and Instruction program
 - Faculty teaching in this program also teach courses in the other programs in the School of Education.
 - All faculty teaching in this program are teaching overloads due to the high demand for classes in the School of Education.
 - More adjuncts are teaching classes in this program than full time faculty.

- The administration of the College of Education and Human Services and the School of Education along with the faculty in this program should review the practice concerning the use of adjuncts with regard to instruction in this program to insure that quality education is delivered and the reputation of this program is maintained.
 - Fifty percent of the classes in this program are taught by adjuncts.
- The administration of the College of Education and Human Services, the School of Education and the faculty in this program need to work closely with UCEL to ensure that there is efficiency in terms of numbers of students enrolled at off campus sites so that the time and resources of existing faculty is productively used.
- The University Administration and the Office of the Registrar must accommodate programs such as this which require some latitude in scheduling of courses outside the normal academic calendar, particularly during the summer.
- The administration of the College of Education and Human Services, the School of Education and the faculty in this program should continue to explore the possibility with the College of Arts and Sciences of creating graduate level courses that meet the needs of students in this program. This may require that appropriate incentives be provided to faculty who develop such courses.

Questions for Master of Education – Curriculum and Instruction Panel

The following questions or requests for information are the result of our discussion concerning specific statements or material within the Master of Education – Curriculum and Instruction Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.

- 6 Please describe the Philanthropy Education track. What is the enrollment in this track**
This program was developed in conjunction with Indiana University-Purdue and is only offered at the Ferris-Grand Rapids site. Current enrollment is approximately 15 students.
- 6 Please clarify the statement concerning the Subject Area track that this option is also available for non-certified teachers who are seeking a master's degree in an education related field but do not intend to teach.**
Some students in fields other than teaching wish or are required to obtain a Master's degree in an education related field. The Subject area option allows people who meet this description to tailor part of their program towards areas of interest while still attaining the Master's degree.
- 7 What are the implications with respect to staffing if the special education track is implemented? Is this only available at the Masters Level?**
The implication of the special education program on staffing will require at least one new faculty position in order to offer the program to begin to meet the demand of the program. This is only available at the Masters level.
- 30 Do you have any explanation for the fact that you sent out surveys to the faculty and none responded initially?**
The explanation for this is that our Secondary Certification program is also being reviewed and faculty thought that the second survey was a follow-up to that program review.
- 30 In the faculty survey, 66% indicated that this program is unique. In what way is it unique? Does this give our program a competitive advantage?**
It is difficult to answer this as there were no narrative responses to any of the questions. However it is our belief that it is unique in that it offers students a variety of options and in its secondary certification option allows for technical programs which are limited to only a few universities in the state. Also the availability of the program in four off-campus sites, with more sites becoming available, gives us a competitive advantage.
- 40 What is advantage to Ferris to have Certificate only students? Why not require them to be in a degree program? Do they take graduate or undergraduate courses?**

The benefits lie in the fact that many of the students who do certification only eventually return to Ferris State University to complete their additional 18 hours and complete a Master's degree. Some students aren't ready for a Master's degree but desire certification. Depending on the major and/or minors, the certification students may take courses at the undergraduate level to meet those requirements, but all education courses are taken at the graduate level.

**App
o Is dual enrollment possible in any of the MS level courses in this program? If so, how do Master level courses in the education sequence differ from BS level courses?**

Students may take up to 9 credits of Masters level courses while completing a Bachelor's degree. These courses can be used to meet Master's degree requirements as long as they were not used to meet the Bachelor's degree requirements.

Draft
Criteria Summary for
M Ed in Curriculum and Instruction

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SPECIFIC CRITERIA:

- **CENTRALITY TO FSU MISSION:**

Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

Please make this specific to the Master of Education – Curriculum and Instruction program.

The M. Ed. In Curriculum and Instruction-certification option- in the School of Education is designed to provide opportunities for individuals who have completed a

**Criteria Summary for:
M Ed in Curriculum and Instruction**

Bachelor's degree program to meet the requirements in the State of Michigan for teacher certification at either the Elementary Education or Secondary Education level while, at the same time, working toward the completion of a Master's degree.

The M. Ed. in Curriculum and Instruction-subject area option-is designed to provide opportunities for individuals who have met the requirements for either Elementary and/or Secondary Education as part of their Bachelor's degree and wish to continue to deepen their subject area knowledge in their chosen fields. This option is also available for students who do not want to become certified to teach but want a Master's degree with an education focus.

The innovative learning opportunities provided by this program are career-oriented, have options for those seeking certification or deeper content knowledge in technical areas, and serve to further the professional education of all those enrolled.

- **UNIQUENESS AND VISIBILITY OF PROGRAM:**

What makes this specific program unique and how visible is it in the state of Michigan?

Ferris State University serves a very unique population of students. Because of its location and off-campus sites we are able to reach students in rural areas as well as urban areas. We are one of the few Universities in the state that can recommend certification in the technical areas. The many of the M. Ed. courses are offered in a weekend format that allows students to maintain their current position while taking classes. Our off-campus sites, makes us highly visible and sought out by students around the state. We are also looking at offering courses at other additional off-campus areas to better serve the state.

- **SERVICE TO STATE, NATION, WORLD:**

Please make this specific to the Master of Education – Curriculum and Instruction program.

This program services the state in that it gives teachers who are required to complete additional course work in order to move to the next level of certification an opportunity to take classes. It also allows teachers who are working under one year temporary certificates or vocational authorization an opportunity to complete initial teacher certification while completing a Master's degree. Not only does this get them the required certification but affords the teacher a pay increase.

All states require additional course work or a Master's degree to move to the next level and to maintain certification. Ferris State University offers courses in many areas of the state and with on-line and weekend format courses, students from other states will attend courses offered by Ferris. States that require a Master's degree do not require that the degree be earned in that specific state, therefore students may complete a Master's degree at Ferris State University in order to meet the requirement.

We have had several international students interested in the M. Ed. program as they are interested in teaching in their home countries but are not yet qualified. Many of

**Criteria Summary for:
M Ed in Curriculum and Instruction**

the students complete the subject area option in order to get an understanding of the education system in the United States and then return to their country and continue their pursuit of becoming a teacher. Some countries may not have a certification process similar to ours and therefore completion of an education related Master's degree may afford them the necessary credentials.

- **DEMAND BY STUDENTS:**

Please list enrollment numbers for the Master of Education – Curriculum and Instruction program starting with the fall of 1998 through the fall of 2003 listing enrollment in track and whether students are on campus or off campus.

Enrollment numbers are presented on page 41 of the report. Unfortunately, we are unable to give information related specifically to track/option as the Records Office does not input this information upon acceptance into the program. The School of Education maintains records for each student until graduation where this information is available, however records were not coded in such a way that identification of students admitted during these time spans would be easy. We have begun a system which will allow this to occur at this time. When a student clears for graduation the specific option is identified and recorded on their degree.

- **DEMAND FOR, PLACEMENT OF, AND AVERAGE SALARY OF GRADUATES:**

Please make this specific to the Master of Education – Curriculum and Instruction program.

Approximately 95% of the students enrolled in the M. Ed. are currently employed and do not change positions. The other 5% are seeking teaching positions. Institutional Research does not currently follow graduates from this program which was addressed on page 49 and in our weaknesses on page 56. Completion of a Master's degree does increase a teachers salary, however there is no set/standard amount applied to all districts.

- **SERVICE TO NON-MAJORS:**

Please make this specific to the Master of Education – Curriculum and Instruction program.

We do not serve non-majors as stated on page 49.

- **QUALITY OF INSTRUCTION:**

Please make this specific to the Master of Education – Curriculum and Instruction program.

Please discuss survey data that is specific to this program.

Student Assessments of Instruction average about 4.1 for M. Ed. courses. Page 29 of the report indicates that students rated instruction at 4.16.

**Criteria Summary for:
M Ed in Curriculum and Instruction**

• **FACILITIES AND EQUIPMENT:**

The School of Education is housed in Bishop Hall. On the second floor there are 6 classrooms. The number of these is inadequate to meet the needs of the School of Education. Teacher education professors also teach classes in Business, Pharmacy, Pennock Hall, Starr, IRC and wherever classrooms are available. Every fulltime tenure-track has an individual office, storage and file cabinets, computer and printer. The Computer keyboards, monitors and software were updated in 2003. (p38)

Classes offered at the off campus locations are held in adequately equipped classrooms. (p38)

• **LIBRARY INFORMATION RESOURCES:**

Please make this specific to the Master of Education – Curriculum and Instruction program.

Page 50 the report addresses this issue. At this time resources are adequate but with some changes that are being proposed by the University Graduate and Professional Committee, more referred journals will need to be added to the current collections as well as a database that will allow students to access online journals or academic full text.

• **COST:**

According to the 2000-2001 report from institutional research:

Total cost per SCH

Master of Educ-Curriculum & Instruction/Secondary Cert opt \$257.46

Master of Educ-Curriculum & Instruction/Subject Area opt \$237.13

Total program cost

Master of Educ-Curriculum & Instruction/Secondary Cert opt \$9,268.50

Master of Educ-Curriculum & Instruction/Subject Area opt \$7,588.23

• **FACULTY:**

○ **QUALIFICATIONS:**

Please make this specific to the faculty who teach courses in the Master of Education – Curriculum and Instruction program.

No one faculty member is dedicated totally to the M. Ed. program or any program in the School of Education. Qualifications are therefore determined on a course-by-course basis. Again, the University Graduate and Professional Committee will be making recommendations in relation to minimum qualifications for graduate faculty.

○ **PROFESSIONAL AND SCHOLARLY ACTIVITIES:**

**Criteria Summary for:
M Ed in Curriculum and Instruction**

Please fill in the blanks with respect to the number of the faculty who teach courses in the Master of Education – Curriculum and Instruction program that meet the criterion.

- There are 10 current full time faculty members who teach in the **M Ed in Curriculum and Instruction program**. 10 of these hold terminal degrees in their field. ___ hold the MS, MA, or MEd degrees.
- During the last 5 years:
 - ❖ 2 of the fulltime faculty members received a merit award or promotion.
 - ❖ 0 of the fulltime faculty members received a one semester sabbatical leave.
 - ❖ 8 have attended a national/regional professional meeting during the last five years.
 - ❖ 8 have published an article in a professional journal or made presentations/poster sessions at a national/regional professional meeting during the last five years

- **ADMINISTRATIVE EFFECTIVENESS:**

Please include a discussion of numbers of full time FTE, overload, and supplemental faculty that are teaching courses specific to this program.

Because there is no one faculty assigned to the M. Ed. program it is difficult to give full time FTE information. Some faculty may use a graduate level course as overload. And there are approximately 20 supplemental/adjunct faculty who teach in the M. Ed. program.

**MASTER OF EDUCATION:
CURRICULUM AND INSTRUCTION**

SELF STUDY

FOR

ACADEMIC PROGRAM REVIEW

**Ferris State University
College of Education and Human Services
School of Education**

August, 2003

ACADEMIC PROGRAM REVIEW

TEACHER EDUCATION MASTER OF EDUCATION: CURRICULUM AND INSTRUCTION PROGRAMS 2003 PROGRAM REVIEW PANEL MEMO

TO: FSU Academic Program Review Council

FROM: Liza Ing, Co-Chair

DATE: December 14, 2002

SUBJECT: Panel Members

Here is the list of faculty and staff who have agreed to serve on the Teacher Education Master of Education: Curriculum & Instruction 2003 Program Review Panel:

Liza Ing, Chair
Leonard Johnson, TED Faculty
Katherine Manley, TED Faculty
Cheryl Thomas, Off-Campus Representative
Susanne Chandler, Director of TED
Clyde Hardman, Computer Information Systems Faculty

ACADEMIC PROGRAM REVIEW

Memo

To: Jack Buss
From: Liza Ing, Chair
Date: December 13, 2002
Re: Proposed Budget- M. Ed. – Curriculum and Instruction

Attached the proposed budget for the Master of Education- Curriculum and Instruction.
Please contact us if you have any questions

Proposed Budget for Master of Education- Curriculum and Instruction

Student Surveys: (150)	
Postcard copying costs-	\$ 6.00
Return postage costs:	\$40.00
Advisory Board Surveys	
Copying and Postage:	\$15.00
Student Wage Support	
65 hours at \$6.25/hour	\$406.25
Phone Expense:	\$ 50.00
Final Document Copying	\$200.00
dividers	\$ 60.00
binding	\$ 20.00
Total Budget	\$797.25

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1 PART I

2 Section 1: Overview of the Program

3 The School of Education is one department of the College of Education and Human
4 Services within Ferris State University. The Master of Education: Curriculum and
5 Instruction degree program has several different options from which a student may choose.
6 Each option is designed to meet the unique needs of the student. The following are options
7 within the M. Ed. Program:

8 Administration- designed for students seeking educational administration background
9 in order to qualify for a position as principal, assistant principal, or curriculum director.

10 Philanthropy Education- Academic Service Learning- designed for certified K-12
11 teachers who would like to obtain a master’s degree with a curriculum focus on educating for
12 a more civil society and for more responsible citizenship.

13 Subject Area- designed to allow certified teachers to complete their 18-semester hour
14 planned program and earn a master’s degree. It is designed primarily for teachers who want
15 to further develop their teaching skills and competence and to enhance their subject area
16 expertise. This option is also available for non-certified teachers who are seeking a master’s
17 degree in an education related field but do not intend to teach.

18
19 Reading- designed for certified teachers who would like to seek a Reading
20 Endorsement on their current certification and to complete a Master’s degree. (This program
21 has not begun)

22
23 Secondary Certification- this program is designed for students who are interested in
24 receiving their first teacher certification in grades 7-12.

25
26 Elementary Certification- this program is designed for students who are interested in
27 receiving their first teacher certification in grades K-8.

1 Special Education- designed for K-12 teachers who are interested in seeking an
2 endorsement in special education. (This program has not begun).

3 The School of Education is authorized by the State of Michigan Department of
4 Education to administer secondary and elementary education certification programs. Upon
5 successful completion of the Master of Education Degree, some graduates are recommended
6 to the State of Michigan Department of Education to be certified to teach Elementary
7 Education (grades K-8) or Secondary Education (grades 7-12) in specific teachable majors
8 and minors. The School of Education offers Ferris State University graduate students the
9 same majors and minors as in the undergraduate Elementary and Secondary Certification
10 Options. Students who have completed a program at another University may also apply any
11 state approved teachable major or minor toward content-area certification requirements, not
12 currently offered by Ferris State University, but completed at another institution.

13 The authority for licensing teachers lies within each state in the United States. All 50
14 states and the District of Columbia require public school teachers to be licensed. With the
15 exception of a few states, the regular route for licensing teachers is the approved college
16 teacher education program. This process means that a college or university submits a plan
17 for a teacher preparation program for each discipline and/or grade level, following state-
18 established guidelines, which the state then approves.

19 The School of Education Vision. The School of Education will provide quality,
20 innovative educational programs, which will maximize each student's full potential in today's
21 changing technological society. Each student will be prepared to meet the demands of a
22 professional career in either an educational or business and industry environment and the
23 challenge of life-long learning in an information-driven world. Faculty in the School of
24 Education program have a shared vision of what the program should be and can become and
25 practice the program's core beliefs.

26 School of Education Mission The mission of the School of Education is to provide
27 high quality instruction in the preparation of quality teachers, administrators, and other
28 educators in a variety of school and non-school settings using the most current research

1 knowledge, technologies, and continuous improvement management philosophies in an
2 innovative and stimulating environment.

3 **Core Beliefs and Values.** The School of Education Core Beliefs and Values are
4 divided into three critical areas--our beliefs about program content, the teaching and learning
5 environment, and our faculty and staff.

6 About Program Content:

- 7 • Successful schools, businesses, and organizations want to hire graduates who have
8 been exposed to the most current technologies, thinking and practice in their chosen
9 discipline.
- 10 • To be recognized as a leader, our graduate and undergraduate programs will
11 anticipate and exceed the changing expectations of our stakeholders.
- 12 • Our graduate programs serve as the source of future leaders in the state, nation and
13 world.
- 14 • Our programs produce enthusiastic, imaginative, and technically talented individuals
15 who can compete in a national marketplace.
- 16 • Existing and new programs offered by the School of Education must be innovative,
17 flexible, competency-based and responsive to business and industry and our student
18 needs.
- 19 • Successful organizations listen to their customers and our students are our primary
20 customers.

21 About the Teaching and Learning Environment:

- 22 • By utilizing a variety of instructional modalities and a learner-centered approach to
23 educational delivery, learning will improve for all students.
- 24 • Facilitated by technology, high quality distance education can span time and space by
25 offering accessible and flexible programming to our students and stakeholders.
- 26 • A stimulating educational experience creates a life-long quest for learning in each
27 student.
- 28 • The type of learning communities modeled at the university will be replicated by
29 program graduates in businesses, organizations and schools throughout the world.

30 About Faculty and Staff:

- 31 • Faculty and staff must continually update their skills to remain current in their
32 respective practice.
- 33 • Faculty routinely utilize teams, collaborative learning practices and strive for
34 continuous improvement the teaching/learning process.
- 35 • Faculty and staff must work as a team, exhibit a passion for their job, share an
36 enthusiasm and joy for teaching and learning, and be committed to serving students.

Our Conceptual Framework-Knowledge Base.

Practitioners often question the role that research should have in school decision-making and policies. Several knowledge base frameworks have been influential to the faculty in creating the knowledge base for the School of Education. These are The American Association of Colleges of Teacher Education (AACTE)'s Knowledge Base for Beginning Teachers (Reynolds, 1989) and the Association of Teacher Educators (ATE)'s Handbook of Research on Teacher Education (Houston, 1990). The knowledge based used by the School of Education is based on research in the cognitive theory, developmental psychology, and social and behavioral learning.

Theoretical Perspective

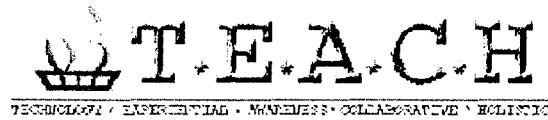
The overarching theoretical perspective of the School of Education is grounded in cognitive, developmental, and socio-economic conceptualizations of teaching and learning. This theoretical perspective is guided by the following fundamental conceptual frameworks.

- Curriculum should be integrated and interdisciplinary in nature (Dewey, 1904).
- The classroom and curriculum should be student-centered (Darling-Hammond, 1996)
- "Cognitive dissonance" (Piaget, 1970) and "scaffolding" (Vygotsky, 1978) help students become engaged learners directed toward independence.
- Learning is a dynamic, fluid, reflective and ongoing process (Dewey, 1904, 1933; Getzels, 1979; Schon, 1983; Senge, 1990)
- Learning is a developmental process (Bruner, 1961; Pigaet, 1970; Kohlberg, 1976; Erikson, 1959)

Teaching is a socio-cultural-economic and political activity grounded in the class and schooling, as well as other domains of knowledge related to the development of educational professionals. We know that accomplished teaching involves making difficult choices, exercising careful judgment and honoring the complex nature of the educational mission. Teachers employ technical knowledge and skill, yet must be mindful of teaching's ethical dimensions. They must acquire and employ a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice, drawing lessons from experience. Teachers' professional responsibilities focus on instructing the students in their immediate care, while they participate as well in wider activities within the school and in partnership with parents and the community. Based upon the policy statement in 1989, What Teachers Should Know and Be Able To Do, the National Board of Professional Teaching Standards (NBPTS), the School of Education supports the five propositions and believes that they serve as a guide to us in strengthening the initial and ongoing education of America's teachers.

1. Teachers know the subject they teach and how to teach those subjects to students. (Technology)
2. Teachers think systematically about their practice and learn from experience.

- (Experiential)
3. Teachers are responsible for managing and monitoring student learning. (Awareness)
 4. Teachers are members of learning communities. (Collaborative)
 5. Teachers are committed to students and their learning. (Holistic)



Therefore, this following framework is the foundation of our program, which philosophically supports the development of knowledgeable, strategic, reflective leaders in the profession of education. Designed within the constructs of our knowledge base are interwoven strands, which support the research and values of our programs. The five strands of **TEACH** include:

Technology

The introduction of computers, the internet and other technologies into schools is occurring at the same time that decades of research in the cognitive sciences has increased our understanding of how people learn. As new technologies and delivery systems emerge and become more readily available and less expensive, they will likely serve as catalyst for ensuring that new approaches to teaching and learning will gain a firm foothold in schools. Since new paradigms have not yet fully emerged, it is currently up to teachers to provide the models of technological exploration and usage. Adhering to the National Standards for Technology in Teacher Preparation developed by the International Society for Technology in Education (ISTE), it is important that teachers acquire competencies in basic computer/technology operations, in personal and professional uses of technology, and in the application of technology for instruction.

Experiential

Dewey (1938) proposed the need for education to turn away from traditional, classroom-based education in which mind and world are separated. Rather, he argued, effective education should be integrative, allowing the student the opportunity to find (and construct) meaning in experiences that reflect life outside of school. Kolb (1984) in *Experiential Learning: Experience as the Source of Learning and Development*, was explicit in stating, "learning is the process whereby knowledge is created through the transformation of experience." As with Bruner's active learning, our framework reflects the importance of experiential learning through collaborative inquiry, problem-posing and problem solving, service learning, practicum and field experiences.

Awareness

An effective professional education/teacher should possess a keen understanding of each of the factors that influence individual differences (Slavin) as well as those social elements which form the foundation of diversity of society (Banks) in order to effectively manage and monitor student learning. Awareness assumes knowledge and appreciation of individual differences among learners as well as sensitivity to how these differences impact the learning process. Additionally, given that cultural diversity characterizes society and that the cultural differences are reflected within society, teacher preparation should be designed from a multicultural perspective.

Collaborative

A great deal of research has been conducted relative to the concept and instructional method of collaborative learning or grouping and pairing of students for the purpose of student achievement. Dialogue provides the basis for examining different perspectives so that students become knowledgeable, strategic, self-determined, and caring. This focus on the constructed and collective knowledge changes the roles and ways of being students and teachers in the classroom setting. Collaborative classrooms have four general characteristics (Tinzmann, Jones, Fennimore, Bakker, Fine, and Pierce, 1990):

- *Shared knowledge among teachers and students*
- *Shared authority among teachers and students*
- *Teachers as mediators*
- *Heterogeneous groupings of students*

Education does not exist within a discrete location but rather is now situated within a larger, more global setting. Purposeful learning is no longer a solitary process but involves interacting with others to investigate issues, questions, and problems. Because teaching and learning is primarily a social and developmental process, teachers should develop and maintain relationship across all community aspects (e.g., schools and universities, businesses and public and private agencies).

Holistic

Holistic education in the SOE is based on the works of Pestalozzi, Thoreau, Emerson, Montessori, and Steiner. The purpose of education is to provide real-world experiences so that students can connect to and make meaning of new knowledge. Holistic education nurtures learning as an exploratory, life-long journey so that students have multiple opportunities and ways to connect their knowledge to their larger community and world.

Bruner, J.S. (1969). *The process of education*. Cambridge, MA: Harvard University Press.

Erikson, E.H. (1987). *A way of looking at things: Selected papers from 1930-1980*. New York: Norton.

Dewey, J. (1938). Experience and education. New York: Macmillan.

Gardner, H. (1985). Frames of mind. New York: Basic Books.

Houston, W.R. (1990). Handbook of research on teacher education. A project of the Association of Teacher Educators. New York: Macmillan. ED 318 747.

Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliff, NJ: Prentice-Hall.

Reynolds, M.C. (1989). Knowledge base for beginning teacher. Oxford,: Pergamon Press. ED 312 247

M.B. Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce (1990). What Is the Collaborative Classroom? NCREL, Oak Brook.

1 **History.** Ferris State University has been involved in the preparation of teachers
2 since its creation over 100 years ago. Over the years, as its mission and programs have
3 evolved, the name of the professional education unit has changed from the Center for
4 Occupational Education to the School of Education. The School of Education enrolls over
5 1,200 students in its professional programs; over 11 percent represent students seeking a
6 Master of Education degree. At this time, the School of Education offers, through the
7 University Center for Extended Learning, FSU Grand Rapids and Main Campus, the Master
8 of Education programs in Big Rapids, Traverse City, Grand Rapids, and Flint.

9 **Impact of the Program on the University, State, and Nation.** The Master of
10 Education program brings in a number of students from around the state. Many students will
11 enroll in courses in other departments with the University dependent upon their option.
12 Those students in the certification tracks may need to take courses at the undergraduate level
13 in other Colleges at the University. The subject area option also gives the student an
14 opportunity to take graduate level courses through the College of Arts and Sciences. This
15 option has required that some departments, within that College, develop graduate level
16 courses.

17 FSU is one of the 32 colleges and universities in Michigan offering Master of
18 Education programs. Of note are the vocational-career-technical majors unique to Ferris and
19 included in the secondary education certification-possible majors. Currently there are

1 approximately 8 (including FSU) colleges or universities offering vocational certification in
2 the State of Michigan.

3 The United States will on average hire 200,000 teachers every year. The School of
4 Education plays a role in filling these positions by consistently offering secondary and
5 elementary certification programs at the undergraduate as well as the graduate level of study,
6 routinely offering courses at various locations and in a variety of formats, and by maintaining
7 an open door for incoming students. All states require certified teachers to continue their
8 education above and beyond the bachelor degree level. Graduate level courses are typically
9 used to meet this requirement as the student will then complete a Master degree which will
10 increase their salary. At each certification level teachers must earn a certain number of
11 credits or CEUs to maintain their certificate, within a given time period of time.

12

1 **Administrative Program Review, 2002.** The following administrative program
 2 review from 2002 (most current information) was provided to the program review panel by
 3 the Director of the School of Education.

4 Purposes of Administrative Program Review:

- 5
- 6 1. to make deans and department heads/chairs aware of important quantitative and
- 7 qualitative information about the programs in their colleges
- 8 2. to make the Vice President for Academic Affairs' Office aware of important
- 9 quantitative and qualitative programmatic information from across the University
- 10 3. to document annual information that will be useful in the University's accreditation
- 11 efforts
- 12 4. to provide information for the Academic Program Review Council to use in its
- 13 deliberations
- 14
- 15

Enrollment

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Tenure Track FTE	5.5	6	8	8	11
Overload/Supplemental FTEF	4.58	4.93	7.03	8.63	12.87
Adjunct/Clinical FTEF (unpaid)	0	0	0	0	0
Enrollment on-campus*	435	528	804		1013
Freshman	132	152	258	185	177
Sophomore	75	48	106	115	187
Junior	67	100	80	134	128
Senior	127	146	236	376	250
Masters	59	105	159	161	217
Doctoral	0	0	0	0	0
Pre-Professional Students		157	218	62	54
Enrollment off-campus*	238	238	238	311	350
Traverse City	--	--	--	--	--
Grand Rapids	--	--	--	--	--
Southwest	--	--	--	--	--
Southeast	--	--	--	--	--

16 *Use official count (7-day)

17

18 If there has been a change in enrollment, explain why: Enrollment growth; program
 19 expansion

Capacity

20

21

22 Estimate program capacity considering current number of faculty, laboratory
 23 capacity, current equipment, and current levels of S&E: 1600 students

24

25 What factors limit program capacity? Faculty and resources

26

1

Financial

Expenditures*	FY 98	FY 99	FY 00	FY 01	FY 02
Supply & Expense	\$26,625	Na	\$26,121.96	\$35,000	\$35,000
Faculty Prof. Development	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	\$31,963.19	\$37,807.27
FSU-GR Incentives	-	-	-		\$10,035.18
Equipment					
Voc. Ed. Funds	-	-	-	-	-
General Fund	-	-	-	-	-
Non-General Fund	-	-	-	-	-
UCEL Incentives	-	-	-	-	-
FSU-GR Incentives	-	-	-	-	-

*Use end of fiscal year expenditures.

2

3

4

5

6

7

If you spent UCEL and FSU-GR incentive money for initiatives/items other than faculty professional development and equipment, what were they? Explain briefly. Please also include amounts spent on each initiative/item.

Revenues	FY 98	FY 99	FY 00	FY 01	FY 02
Net Clinic Revenue					
Scholarship Donations					
Gifts, Grants, & Cash Donations	na	na	na	na	N/available
Endowment Earnings					
Institute Programs/Services					
In-Kind					

8

9

Other

	AY 97-98	AY 98-99	AY 99-00	AY 00-01	AY 01-02
Number of Graduates* - Total	81	80	85	118	136
- On campus	-	-	-	75	90
- Off campus	-	-	-	43	46
Placement of Graduates	Na	Na	na	95%	95%
Average Starting Salary	Na	Na	Na	Na	Na
Productivity - Academic Year Average	407.90	433.29	443.70	493.75	682.69**
- Summer	235.03	213.82	199.23	173.94	210.73
Summer Enrollment	459	569	377	625	600

* Use total for full year (S, F, W)

10

11

12

13

14

[** This 12.87 number is somewhat deceptive in that it includes all off-campus adjuncts, but does not include the two ongoing searches for fulltime tenure-track faculty within this consideration.]

[*** This includes CTE]

2002 Administrative Program Review Continued

1. a) Areas of Strength:

Faculty. We have 10 fulltime, tenure-track professors in the Teacher Education section of the School of Education, (2003 this number is 12) with two more fulltime, tenure-track lines approved for hiring (2003, these 2 lines have been hired). Most of our faculty are interest-area specialists and noted scholars in their fields, and several are highly engaged in all aspects of the university as well as their areas of expertise. Our need for increased faculty lines (due to substantial enrollment growth) has been supported by the administration.

Staff. The Michigan Department of Education has adopted and implemented a new on-going Program Evaluation and Review process, which means that a position now needs to be dedicated to FSU program teacher certification review. Since the review process has also increased in its proportions and expectations (e.g., on-line/web), and since enrollment growth at FSU has also spurred many new teacher certification programs (e.g., History major/minor; special education; reading & Language Arts), the FSU Administration has supported our need through a renewable 1-year PR/PE administrative staff position. The Certification Office and the Vocational Authorization Administrative Staff positions continue to serve FSU and its constituencies well, also providing entrepreneurial activities within the SOE, for FSU. Our Secretary Level III resigned her position late in 2002, and the FSU Administration was supportive of the need for this position, allowing us to run a successful search to refill the position (began: Jan. 13, 2003).

Students. The School of Education now has approximately 1400 students, showing a continual high rate of growth. The Department continues to experience strong growth rates, mostly due to the addition of new programs and new off-campus offerings (e.g., MOTT: GRCC)- The SOE has a 14% off-campus growth in the last 1 ½ years. With the increased entry-level standards occurring across FSU in general and across the content specific areas (e.g., English; Biology), the level of student will also increase.

Curriculum. We have developed and moved forward many curriculum initiatives this past academic year (e.g., Language Arts; Special Needs; Philanthropy Education), and have developed three major partnership programs (e.g., GRCC; MOTT; Kendall). These have and will add to our overall accessibility and numbers, and have taken a great deal of work on the part of the SOE, as well as the governance process. A few more curriculum proposals are in the process (e.g., history major for teacher certification; MTED – technology endorsement at the masters level), and have many more major/minor programs in development. They are: history minor; computer major and minor; Geography minor; political science minor; and economics minor. In general, FSU is moving to providing a full-range of teacher certification offerings, making it more viable for this market.

Facilities. The SOE is now currently housed on the 4th floor of Bishop Hall. It was a wonderful opportunity for the SOE and has worked out extremely well. We are currently at fourteen professors, overall, and with the addition of one more, all offices will be filled. After that, space will become an issue.

2002 Administrative Program Review Continued

2. b) Areas of Concern and Proposed Actions to Address Them:

Faculty. An Educational Technology faculty will be needed soon, as well as a 3rd CTE faculty. In the meantime, the administration has supported our need for an Educational Technology faculty by allowing us to hire an Educational Technology faculty on a fulltime, semester-by-semester basis. We have asked for the CTE faculty line in the UAP.

Staff. The SOE as well as FSU has a great need to continue the PR/PE staff member (currently, Janel Depew) so that the now continuing PR/PE review cycle can be met. We have asked for this continuation in our UAP.

Students. Since we have added increased programming to meet our students' needs, we are currently in revision of our entry/exit standards/requirements so as to provide higher-level offerings.

3. Future goals:

- Implement and stabilize the MOTT partnership (ongoing)
- Advertise the Reading and the Special Needs endorsement offerings for off-campus (beginning F'03)
- Institutionalize the PR/PE staff position (2004)
- Hire a tenure-track continuing Educational Technology position (2004)

4. Other Recommendations:

- Provide budget allocation per assessed growth – otherwise, budget doesn't follow need
- Improve information systems
- Attach faculty-lines to specific growth/increase

5. Does the program have an advisory committee?

- For Teacher Education: Yes (TEAC – Teacher Education Advisory Council)
- For CTE: Yes (CTE Advisory Council)

a) If yes, when did it last meet?

Both met last semester (F '02) – minutes for each are available online

b) Not applicable

c) When were new members last appointed: As needed (for both)

d) Are there non-alumni/ae on the committee? How many?

Yes (for both). Approximately 6 for each (e.g., school teachers; principals; directors of ISD Centers).

1 **2002 Administrative Program Review Continued**

2
3 6. Does the program have an internship or other cooperative or experiential learning course?

4
5 All the programs in the SOE have as such.

6 a) If yes, is the internship required or recommended? Required.

7 b) If no, what is the reason for not requiring such an experience? N/a

8
9 a) How many internships take place per year? What percentage of majors has
10 internships?

11 Minimum would be 500, with some type of internship.

12
13 6. Does the program offer courses through the web?

14
15 a) Please list the web-based courses (those delivered primarily through the internet)
16 the program offered last year?

17 All the Philanthropy Education courses (in GR):

18 EDUC 516: Issues in Education

19 EDUC 518: Diversity in the Classroom & Workplace

20 EDUC 660: Action Research

21 EDUC 620: Advanced Integrated Curriculum Design & Evaluation

22
23 The following are completely online:

24 EDUC 540: Educational Technology in the Classroom

25 EDUC 420 Teaching Reading Elem./MS 1

26
27 b) Please list the web-assisted (e.g., WebCT) courses the program offered last year:

28 Most of the MSCTE courses are currently web-assisted.

29 Many of the off-campus courses taught by the core faculty are web assisted.

30
31 7. What is unique about this program?

32
33 1) Group-taught courses in the Elementary Education program

34 2) vocational authorization

35 3) the CTE program, overall

36 4) the Special Needs offerings (e.g., endorsements, etc.)

37 5) Philanthropy Education is the only one of its kind in the nation- and it is partnered
38 with the Michigan Council of Foundations and Indiana University-Purdue.

39
40 a) For what distinctive characteristics is it known in the state or nation?

41 Like Ferris, the SOE has previously been noted for its focus on CTE.

42 Currently, the Elementary Education program is unique in its group-taught

43 collaborative methods courses, and for its Planned Program design. Our new

44 Special Needs program will offer a distinctive program that should provide for

45 some noteworthy reputation.

1 **2002 Administrative Program Review Continued**

2 b) What are some strategies that could lead to (greater) recognition?

- 3 • Increase/recapture the CTE audience/focus
4 • Publicize the programs more
5

6 8. Is the program accredited? By whom? If not, why? When is the next review?

7 The certification programs are state approved through the MDE. It is a continuous
8 review process.
9

10 9. What have been some major achievements by students and/or graduates of the
11 program? by faculty in the program?
12

13 Dr. Amy Kavanaugh has published two articles this past academic year.

14 Dr. Katherine Manley has brought much business (through TTC) and many
15 resources/students to FSU.
16

17 10. Questions about Program Outcomes Assessment/Assessment of Student Learning at
18 the Program Level
19

20 a) What are the program's learning outcomes?

21 The SOE's programs are approved through state certification standards that
22 require specific learning outcomes. These can be accessed as approved standards
23 online (www.ferris.edu/education/education/prpe.htm), per approved
24 content area. All these standards are outcome-based standards.
25

26 b) What assessment measures are used, both direct and indirect?

27 Direct: passing/non-passing of required state required tests. The MTTC (Michigan
28 Test for Teacher Certification. The Basic Skills Tests (pass rate required by state
29 prior to student teaching).
30

31 c) What are the standards for assessment results?

32 This is an external test delivered by NES. The standards related directly to state
33 teacher certification standards, and objectives for these can be obtained through the
34 SOE or the MDE. Rates of completion (e.g., pass rates; scores) are provided to the
35 SOE quarterly, and to the relevant content departments. The standards for successful
36 pass rate completion are set by NES and the MDE.
37

38 d) What were the assessment results for 2001-02?

39 The results can be viewed at any time in the Title II report, available on-line on the
40 university's web page, or on the SOE web page.
41 (www.ferris.edu/education/education)
42

43 e) How will / how have the results been used for pedagogical or curricular change?

44 Many ways. Regularly scheduled state required state-review of all certification
45 programs addresses this issue, along with APRC. The TEAC (advisory board) is
46 watchful of the MTTC subject and pedagogical matter pass rates (we are at 85% pass

1 rate or higher). And Title II provides its own level of competition in this regard across
2 the nation's teacher certification institutions. Ultimately, the federal and state
3 governments will require a specific minimum for percentage of pass rate (e.g., 90%).
4 All such examination of pass rates must necessarily include a discussion on curriculum.
5

6 11. Questions about Course Outcomes Assessment:
7

8 a) Do all multi-sectioned courses have common outcomes?

9 Yes – per state teacher certification standards
10

11 b) If not, how do you plan to address discrepancies?
12

13 c) Do you keep all course syllabi on file in a central location?

14 Yes – updated every semester. They are kept with Sigrid Robertson – BH 421F
15

16 Review Form completed by: Susanne Chandler, Ph.D. – Director – School of Education
17 January 11, 2003
18

19 **End of Administrative Program Review**
20

21 **Program Expectations and MDE Entry-Level Standards.** Ferris State University
22 is proud to maintain high standards for teacher preparation. An overview of expectations of
23 students entering and exiting the School of Education Master of Education programs is
24 detailed below. In addition, refer to Appendix Mc, the Michigan Department of Education
25 Entry-Level Standards for Michigan Teachers and Related Proficiencies.

26 **Admission Requirements.** Students seeking admissions must have an earned
27 Bachelor Degree with a minimum grade point average of 2.75 (on a 4.0 scale). Transfer
28 students may transfer in up to nine semester hours in to their program. Grades must be a C or
29 better. Students entering the teacher certification option may have completed majors or
30 minors at another College or University and must have the appropriate GPA as established by
31 each Ferris State University department managing specific teaching majors and minors.

32 At the beginning of every fall, winter and summer semester, the graduate program has
33 instituted a required orientation meeting for all new admits to the program. The purpose is to
34 acquaint students with the program requirements and expectations. All students, including
35 off-campus, are required to attend this meeting at the Big Rapids campus so that they can
36 become acquainted with on-campus faculty and staff. Students will be admitted as
37 provisional until they attend an orientation meeting. Until a student is admitted as regular
38 status, a graduate clearance cannot be completed.

1 **Teacher Certification Requirements.** As required by the State of Michigan
2 Department of Education, to receive teacher certification, all teacher candidates must: (1)
3 pass the Michigan Basic Skills Test, (2) pass the pedagogy tests in their subject area majors
4 and minors, and (3) have a 2.50 minimum GPA to receive teacher certification in Michigan.
5 These State requirements are in addition to the Ferris State University graduation
6 requirements.

7 Successful completion of two academic teaching minors or a major and the planned
8 program (for Elementary Education) or a major combined with a teaching minor (for
9 Secondary Certification), and successfully completing the professional sequence enables
10 graduates to obtain the State of Michigan Elementary or Secondary Provisional Certification.
11 This certification will allow the graduate to teach in a K-8 classroom or in the major and/or
12 minor at the secondary grades 7-12 and is the first certificate issued. At the Master's degree
13 level, viable major or minors may be transferred in from a Bachelor's Degree program if all
14 requirements as outlined by the Michigan Department of Education are met. Some students
15 may be required to take additional courses at Ferris State University to meet these
16 requirements.

17 Students who already possess a provisional certification are required by the Michigan
18 Department of Education to complete an additional 18 credits to attain the next level of
19 certification, Professional. Credits earned at the graduate level are the most widely used. See
20 Appendix N for Michigan Teaching Certificates.

21 **Graduation Requirements.** Graduates must complete all of the School of Education
22 requirements as specified on the check sheet for each option (Appendix O), including major
23 and minor course of study for those seeking certification. For those students who are seeking
24 a teacher certification, a minimum of six credits hours of student teaching is required.

25 The School of Education in the College of Education and Human Services does not
26 issue State of Michigan teaching certificates, but rather recommends to the State a candidate;
27 the State of Michigan issues the certificates.

1 **Degrees Conferred.** The Master of Education program has graduated 30 students
 2 since Winter 2000. The following table shows the number of graduates per year and the
 3 option from which they graduated. An academic year begins fall and ends in the summer.
 4 The majority of our graduates have been in the secondary certification option with 16
 5 graduates. The second group is the Subject Area option with 13 graduates.

Option	1999-2000	2000-2001	2001-2002	2002-2003
Secondary Certification	1		5	10
Subject Area		4	5	4
Administration			1	1
Elementary Certification				
Total Graduates		4	9	15

7
 8 **Plans for Improvement and Response to No Child Left Behind.** Recent
 9 legislation, No Child Left Behind, has pushed program changes to the top of our list of
 10 priorities. In August, 2003, we were informed by the State Department of Education that our
 11 students working toward secondary certification in the major and/or minor areas of General
 12 Science and Social Studies face the very real possibility that these content areas are likely to
 13 be phased out in response to No Child Left Behind as States wrestle with what it means to be
 14 deemed “highly qualified.” This movement toward content specific preparation will force us
 15 to shift from all “group” majors and minors such as General Science and Social Studies to
 16 more specialized programs of study in individual areas such as Economics, Political Science,
 17 Geography and History. It may also result in the elimination of minors altogether—forcing
 18 Schools of Education into major curriculum realignment. The following notices appearing
 19 on the School of Education website explain the situation in more detail:

20 **URGENT: Secondary Social Studies Teaching Majors and Minor**

21
 22 **Effective immediately.**

23 In order for pre-service teachers to comply with the definition of "highly qualified"
 24 teachers prompted by the No Child Left Behind (NCLB) act, all students who are
 25 currently enrolled in a secondary Social Studies teaching major or minor will be advised
 26 to shift to an individual discipline (history, government, geography, political science,
 27 etc.). All affected students are urged to see their advisors in order to proactively and
 28 positively handle this shift in legislation as it pertains to their individual circumstances.

1 There is nothing in NCLB that renders social studies secondary endorsements "null and
2 void". Secondary social studies teachers will continue to be employable in middle schools
3 and high schools (particularly rural schools) where they are teaching classes called
4 "Social Studies". However, if new teachers want to teach classes titled economics,
5 geography, history, or political science, they would need to complete an approved
6 preparation program and pass the MTTC exams in that subject to be recommended for
7 an endorsement on their teaching certificate.
8

9 **URGENT: Secondary General Science Teaching Minor**

10
11 **Effective immediately.**

12 In order for pre-service teachers to comply with the definition of "highly qualified"
13 teachers prompted by the No Child Left Behind (NCLB) act, all students who are
14 currently enrolled in a General Science teaching minor will be advised to shift to an
15 individual discipline (biology, chemistry, physics) or defer until the new Integrated
16 Sciences major is completed and approved. All affected students are urged to see their
17 advisors in order to proactively and positively handle this shift in legislation as it pertains
18 to their individual circumstances.
19

20 New students may not be accepted into general science programs after the fall semester
21 of the 2003-2004 academic year (Michigan Department of Education).
22

23 In response to NCLB, other changes will need to be instituted in the certification
24 options to address this legislation. Changes will be similar to those made at the
25 undergraduate level. Some changes that have been made are (1) more online services for
26 education students has been incorporated into the School of Education website (e.g.
27 applications for various field experiences, course syllabi, etc.); (2) in response to the State
28 Department of Education, the School will address in 2003 a required First Aid component
29 either as a course or as a certificate from the Red Cross CPR community program. As a
30 response to the increase in student population, several off-campus advisors and faculty
31 members have been added as well as new tenure-track faculty on campus. The average
32 advisee load is approximately 85-110 students; this includes graduate students and students
33 in all other programs offered through the School of Education.
34

35 **Michigan Test for Teachers Certification Results.** Section 1531 of Public Act 451
36 (1976), as amended by Public Act 267 (1986) and Public Act 282 (1992), and Public Act 289
37 (1995), mandates a testing program as part of the Michigan Department of Education's
38 teacher certification requirements. The purpose of the tests is to ensure that each certified
39 staff member has the necessary basic skills and content knowledge to serve in Michigan

1 public schools. The examinations of the Michigan Test for Teacher Certification (MTTC)
2 program are the only tests that satisfy the testing requirements for teacher certification in
3 Michigan at this time. In accordance with Public Act 96 (1995), a person who uses or
4 attempts to use a certificate or other credential that he or she knows is fraudulently obtained,
5 altered, or forged for the purposes of obtaining a Michigan teaching certificate is guilty of a
6 misdemeanor punishable by imprisonment or a fine.

7 All candidates for teacher certification in Michigan must pass a test in basic skills
8 (reading, mathematics, and writing). Together, the reading and mathematics subtests
9 comprise approximately 85 multiple-choice test questions. The writing subtest consists of a
10 writing sample. Candidates must pass the Basic Skills test before enrolling in tier two
11 professional education courses. Candidates must pass each of the subtests and are allowed to
12 retest.

13 In addition, all candidates seeking secondary-level teaching certificates must pass the
14 corresponding subject-area test for each academic content area (major and minor) in which
15 they are to be certified. With the exception of Spanish, each subject-area test consists of
16 approximately 100 multiple choice test items. These tests must be successfully passed before
17 graduating from Ferris State University and applying for certification in the State of
18 Michigan. The candidates must pass each content area test and are allowed to retest.

19 The tests are criterion referenced and objective based. Criterion-referenced multiple
20 choice tests are designed to measure a candidate's knowledge or skills in relation to an
21 established standard of performance (criterion) rather than in relation to the performance of
22 other candidates. The tests are designed to help identify those candidates who have the level
23 of knowledge required to perform satisfactorily in their field of specialization.

24

PART II

Sections 2-9: Data Collection Activities

During the Fall semester, 2001, a “Standards for Michigan Teacher Survey” was developed in preparation for the State of Michigan’s Program Review/Periodic Evaluation (PR/PE) of the Teacher Preparation Program here at Ferris State University slated to begin in April, 2003 (see Appendix P, Online Survey). The on-line version was created to facilitate data collection activities for FSU internal review as well as review data prepared for the State of Michigan Department of Education. Unfortunately the current surveys do not ask the alumni to indicate whether they were in an undergraduate or graduate program at Ferris State University. Therefore, the surveys that were answered by students are not included in this evaluation.

The information presented in Tables 1- 2 are being included as the persons responding to the survey are not told whether the students are undergraduate or graduate students, therefore their perceptions are for any teacher candidate.

Table 1: Supervising (Cooperating) Teacher and Principal Evaluation of Student Teaching Program. The 26 cooperating teachers (26 responses/53 surveys; 49% response rate) and 13 principals (13 responses/32 surveys; 41% response rate) who responded to the Standards for Michigan Teachers Survey agreed that teacher candidates enrolled in the Ferris State University Teacher Education Program had successfully met each of the State’s seven entry-level Standards for Michigan Teachers.

Strongly Agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1

Standard	Teachers	Principals
1. The teacher candidate has an understanding and appreciation of the liberal arts:	4.07	3.51
2. The teacher candidate has a commitment to student learning and achievement:	3.94	4.08
3. The teacher candidate has a knowledge of subject matter and pedagogy:	4.21	4.08
4. The teacher candidate has the ability to manage and monitor student learning:	4.05	4.12
5. The teacher candidate has the ability to systematically organize	4.35	3.97

teaching practices and learn from experiences:		
6. The teacher candidate has the commitment and willingness to participate in learning communities:	3.55	3.63
7. The teacher candidate has an ability to use information technology to enhance learning and to enhance personal and professional productivity:	3.84	3.89
Overall Perception	4.00	3.90

1 *"Actually the Ferris candidates at our school have been impressive. Please consider the TBA*
2 *career centers Teacher Academy as a possibility for an early start in your program."*

3 *"We have had 3 of your teaching candidates student teach at our school in the last two years.*
4 *I have been impressed with the way they used real world connections to make learning more*
5 *meaningful and their ability to use a variety of techniques to address student's varied*
6 *backgrounds and learning styles. I would hire any one of them and have the greatest*
7 *confidence they would have an immediate impact on our learning community."*

8 *"Make sure student advisor (from FSU) knows the intent of lesson plan prior to observation."*

9 *"I have had several students from your program in the past several years. (3 in the last 3*
10 *yrs)"*

11 *"My student teacher seems knowledgeable, self assured and willing to continue learning, she*
12 *relates well to students and adults, she seems well prepared to use technology and to handle*
13 *the subject matter. I feel it is important to expose education students to the classroom early*
14 *in their college career, they sometimes have an unrealistic view of what teaching is like and*
15 *need to get in the classroom early to see if it is truly what they want to do."*

16 *"I think you should allow your teacher candidates to substitute in rooms other than the one to*
17 *which they are assigned, as long as they do not exceed the limit of 3 days you have imposed.*
18 *Experience in other classrooms can be most valuable."*

19 *"Most candidates from Ferris have done well in our district. One was so woefully inadequate*
20 *that we would encourage some sort of regulated screening before candidates are placed. As*
21 *administrator, many of my answers are neutral because I have not personally observed*
22 *candidates demonstrating these skills."*

23 **Table 2: Specialty Area Faculty Perception of Teacher Preparation Program.**

24 The 22 specialty area faculty (22 responses/25 surveys; 88% response rate) who responded to
25 the Standards for Michigan Teachers Survey agreed that teacher candidates enrolled in the
26 Ferris State University Teacher Education Program had successfully met each of the State's
27 seven entry-level Standards for Michigan Teachers.

28 Strongly Agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1

Standard	Subject Area Faculty
1. The teacher candidate has an understanding and appreciation of the liberal arts:	4.15
2. The teacher candidate has a commitment to student learning and achievement:	4.10
3. The teacher candidate has a knowledge of subject matter and pedagogy:	4.33
4. The teacher candidate has the ability to manage and monitor student learning:	4.11
5. The teacher candidate has the ability to systematically organize teaching practices and learn from experiences:	4.14
6. The teacher candidate has the commitment and willingness to participate in learning communities:	3.97
7. The teacher candidate has an ability to use information technology to enhance learning and to enhance personal and professional productivity:	3.97
Overall Perception	4.11

1 *"I am a doctorally-prepared faculty member with 30 years' experience in the classroom at*
2 *the college level. I have taught in teacher preparation programs at two institutions."*

3 *"The questions on the teacher-candidate's methodology cannot be answered meaningfully by*
4 *content faculty."*

5 *"I use cooperative learning groups as the primary instructional strategy in my college*
6 *classrooms and my education students often comment on how grateful they are to see an*
7 *example of how this process could work and that they will use some of the strategies I use in*
8 *their own classrooms."*

9 *"I know that our teacher candidates that have left our program are well prepared in Spanish*
10 *language skills because I have also taught at Michigan State University's study-abroad*
11 *program in Alcala de Henares, Spain, and I know that our third-year students are*
12 *comparably or better prepared than Spanish majors at MSU. I attribute this in part to the*
13 *fact that our second and third-year classes tend to be smaller than at comparable universities*
14 *so we can give them more individual attention. All three of us Spanish professors at Ferris*
15 *have had extensive experience living, studying and traveling in Spanish-speaking countries,*
16 *so we are able to incorporate first-hand cultural experience in our classrooms. Although we*
17 *haven't had consistent and formal contact with our graduates in the Spanish education*
18 *minor, anecdotal evidence suggests that they are gainfully employed as secondary school*
19 *Spanish teachers and are doing well."*

20
21 **Graduate Follow-up Survey.**
22

23 The School of Education designed a survey for alumni of the Master of Education:
24 Curriculum & Instruction program. The graduates of the program were sent a letter asking
25 them to go online to complete the survey. The respondents (5/32 graduates, 15% responded

1 to the survey) were asked to indicate the option under which they received their degree. Due
 2 to the low response rate, graduates were sent a follow up letter requesting that they go online
 3 to complete the survey or complete a paper copy that was sent. No further responses were
 4 received.

5

General Statements	Average
I have an understanding and appreciation of the liberal arts.	4.3
I have a commitment to student learning and achievement.	4.8
I have knowledge of subject matter and pedagogy.	4.7
I have the ability to manage and monitor student learning.	4.9
I have the ability to systematically organize teaching practices and learn from experiences.	4.6
I have commitment and willingness to participate in learning communities.	4.5
I have an ability to use information technology to enhance learning and to enhance personal and professional productivity.	4.3

6

7 **Student Satisfaction Survey.** An attempt was made to during the Winter 2003
 8 semester to survey (Appendix P) as many Master of Education students on all campuses as
 9 possible. Students in both the Master of Education and the Master of Science in Career and
 10 Technical Education require many of the same core courses at the graduate level. It is
 11 difficult to separate the two groups, as some students are not aware of which program they
 12 are in or that there are two different programs. Also, many of the courses at the graduate
 13 level are offered in a weekend format or are taught by adjunct faculty. Due to the timing of
 14 the surveys, many of the weekend courses had been completed for the semester and adjunct
 15 faculty did not hand out the surveys. Therefore, a total of 50 Master of Education students
 16 enrolled in courses on the Big Rapids and Flint campuses during the winter semester, 2003
 17 were surveyed. More than half (34/50 or 68%) of the surveys distributed were returned. The
 18 results of this survey are represented in the following tables.

19

Course Usefulness

20 Students were asked to indicate how useful they thought each course in the Master of
 21 Education program was to them on a scale from 1 – 5 (1=Have not yet taken 2=not useful at
 22 all, 3=somewhat not useful, 4=somewhat useful and 5=very useful). It should be noted that
 23 the core courses for all options other than teacher certification are the same. Many of the
 24 students surveyed had not yet taken these courses. Therefore, no scores of one were counted
 25 in the averages. The averages for the 34 responses are shown in the table below:

COURSE USEFULNESS	Average
Core Courses	
EDUC 508 Instruction of Exceptional Learners	4.75
EDUC 511 Principles of Educational Evaluation & Research	4.80
EDUC 516 Issues in Education	4.00
EDUC 518 Diversity in the Classroom & Workplace	4.13
EDUC 620 Advanced Integrated Curriculum Design & Evaluation	5.00
Average	4.54
Certification Courses	
EDUC 501 Principles of Teaching & Learning	4.35
EDUC 502 Pre-Teaching Field Experience	4.56
EDUC 503 Foundations of Education	3.76
EDUC 504 Curriculum Design & Evaluation	4.57
EDUC 540 Educational Technology in the Classroom	3.83
EDUC 543 Reading in the Content Area	4.40
Average	4.25

Summary of Findings

Of the six courses required in the secondary certification sequence, those responding to the survey generally indicated they believed the methods (EDUC 502, 504; 540 and 543) courses (4.34/5.00) were more useful to them than the foundations (EDUC 501 and 503) courses (4.06/5.00).

General Topics

On a scale from 1 – 5 (1=strongly disagree, 2=disagree, 3= no opinion, 4=agree and 5=strongly agree), students were also asked their opinion on a variety of general topics.

GENERAL STATEMENTS	Average
Most of my classes in the education program were stimulating.	4.03
Most of my professors at FSU were good teachers.	4.16
Most of my professors were available outside of class to help students.	4.09
The office staff at Ferris was helpful.	4.00
The courses I took in my education program were helpful to me professionally.	4.18
Once I earn my degree, I will be seeking a teaching position.	4.50
The learning environment in most of the courses was relaxed and supportive.	4.29

Summary of Findings

Nearly 100% of students responding to the survey plan to seek a teaching position once they earn their degrees and generally agreed that:

- 1 a. classes in the education program are stimulating,
- 2 b. their professors are good teachers and generally available outside of class to help
- 3 them,
- 4 c. the office staff is helpful, and
- 5 d. the learning environment in most of the courses was relaxed and supportive.

6
7 **Faculty Perceptions of the Program.** (hard copy survey, Appendix Q) In the
8 winter semester we mailed surveys to 15 faculty members teaching for the School of
9 Education (11 full-time, tenure track faculty and 4 adjunct faculty). After receiving no
10 responses to the initial mailing, we sent the surveys out again, requesting that those who had
11 not yet completed the survey to respond by September 25, 2003. That second mailing yielded
12 an additional 9 surveys, resulting in an overall response rate of 60% (9/15).

13 14 **Summary of Findings**

15
16 Of the 60% of SOE faculty members (tenure-track and adjunct) responding to the survey:

- 17
- 18 1. 100% agreed that the Master of Education program provides leadership to area
- 19 public schools.
- 20 2. 66% indicated that the Master of Education program is unique in the State of
- 21 Michigan.
- 22 3. 89% agreed that the Master of Education program effectively serves area teachers.
- 23 4. 78% believed there is a demand for graduates of the Master of Education
- 24 program.
- 25 5. 100% agreed that the full-time, tenure-track faculty in the program are current
- 26 with the needs of the public schools.
- 27 6. 89% agreed that the adjunct faculty members who teach in the program are
- 28 current with the needs of the public schools.
- 29 7. 22% thought that the number of full-time tenure-track faculty in the program is
- 30 sufficient to permit optimum program effectiveness while 67% disagreed. 11%
- 31 indicated that they had no basis to judge.
- 32 8. 67% agreed that the Master of Education program receives an adequate share of
- 33 the School of Education resources.
- 34 9. 89% reported they believed that Master of Education majors have a positive
- 35 overall opinion about the program.
- 36 10. 100% agreed there is a need for more full-time faculty in the Master of Education
- 37 program.
- 38 11. 89% agreed that more students should be recruited into the Master of Education
- 39 program and 11% disagreed.
- 40 12. 100% agreed that the options offered in the Master of Education program are
- 41 adequate to meet the needs of the public schools.

- 1 13. 100% agreed that the administrative support for the Master of Education program
 2 within the School of Education is adequate.
 3 14. 100% agreed that the administrative support for the Master of Education program
 4 within the College of Education and Human Services is adequate.
 5

6 School of Education Faculty Survey Results

7 N = 9

8 Perceptions of the Master of Education Program
 9

		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	No Basis to Judge
1	The Master of Education program provides leadership to area public schools.	56%	44%	0	0	0
2	The Master of Education program is unique in the State of Michigan.	0	66%	34%	0	0
3	The Master of Education program effectively serves area teachers.	56%	33%	0	0	11%
4	There is a demand for graduates of the Master of Education program.	11%	66%	0	0	23%
5	The full-time, tenure-track faculty in the program are current with the needs of the public schools.	77%	23%	0	0	0
6	The adjunct faculty members who teach in the program are current with the needs of the public schools.	11%	78%	0	0	11%
7	The number of full-time tenure track faculty in the Program is sufficient to permit optimum program effectiveness.	11%	11%	34%	34%	10%
8	The Master of Education program receives an adequate share of the School of Education resources.	11%	55%	0	11%	23%
9	The overall opinion Master of Education majors have about the program is positive.	11%	78%	0	0	11%
10	There is a need for more full-time faculty in the Master of Education program.	66%	34%	0	0	0
11	More students should be recruited into the Master of Education program.	0	89%	11%	0	0
12	The options the Master of Education program are adequate to meet the needs of the public schools.	23%	77%	0	0	0
13	The administrative support for the Master of Education Program within the School of Education is adequate.	44%	56%	0	0	0
14	The administrative support for the Master of Education Program within the College of Education and Human Services is adequate.	23%	77%	0	0	0

10 Comments:

- 11 1. On 2, need more full-time, tenure-track faculty dedicated to M. Ed.
 12 2. On 3, need more full-time faculty teaching at off-campus sites.
 13 3. On 2, most off-campus courses taught by adjunct faculty.
 14 4. On 1, information given to students at off-campus sites in not always accurate.
 15
 16
 17

1 **Advisory Committee Perceptions.** The Master of Education does not have an active
2 advisory committee at this time. The advisory committees established for the undergraduate
3 certification programs do consider the certification courses offered at the graduate level as
4 well.

5 **Labor Market Demand Analysis.** According to the National Center for Education
6 Statistics' projections for 2007, there will be an 18 percent increase in the number of children
7 entering grades 9-12 public schools in the United States. Grades K-8 will slow to a 3 percent
8 increase. (U.S. Department of Education, NCES 97-378)

9 Teachers held about 3.8 million jobs in 2000—1.1 million were secondary school,
10 590,000 were middle school teachers. (2003 Occupational Outlook Handbook,
11 www.bls.gov/oco/) Job opportunities for teachers over the next 10 years for all levels of
12 public schools pre-k through grade 12 should be excellent and increase about as fast as the
13 average mostly due to the large number of teachers expected to retire by 2010—primarily at
14 the secondary school level. (Occupational Outlook Handbook) The job market for teachers
15 varies by school location, by subject specialty, and by enrollments in regions of the United
16 States. States in the south and west will see large enrollment increases while states in the
17 northeast and Midwest may experience slight declines. (Occupational Outlook Handbook)

18 Job prospects in inner-city schools should be better than in suburban districts;
19 teachers specializing in chemistry and physics, bilingual education, foreign languages, and
20 computer science remain in high demand. Teachers who are geographically mobile and
21 those who are minorities should have distinct advantage in finding a job. (Occupational
22 Outlook Handbook) It is relevant to note that the number of teachers employed also is
23 dependent on State and local expenditures for education and enactment of legislation to
24 increase the quality of education.

25 In the 1999 report, "The Making of a Teacher," by Emily Feistritzer, estimates
26 indicate that the United States will need to hire 2.2 million additional teachers in the next
27 decade. This 2.2 million refers to the number of teachers who might be needed to fill
28 projected school district vacancies—often filled by teachers coming back into the job market,
29 moving around from district to district, and changing jobs from private schools to public
30 schools. (National Center for Education Information, www.ncei.com) "New teacher" can
31 refer to new to the nation, new to a particular state, new to a school district, new to a school

1 building, or new teacher graduate or brand new to teaching. In reality the nation has been
2 consistently hiring at the rate of approximately 200,000 new teachers each year for decades
3 and this rate should continue. (NCEI)

4 From the Michigan Employment Security Agency in Detroit, the career outlook to
5 2005 for secondary teachers is of average growth with approximately 1,940 openings a year
6 in Michigan. Best opportunities will be in Math, Science and Special Education; vocational
7 teachers, however are predicted to have a faster than average growth in Michigan. (U. S.
8 Department of Labor, Michigan Employment Security Agency, OUTLOOK)

9 Approximate predicted salary in Michigan for secondary teachers is \$19,224-
10 \$72,540; for special education teachers, \$29,928-\$62,148; and for vocational teachers,
11 \$26,054-\$48,170. (OUTLOOK) The U. S. Department of Labor, Bureau of Labor Statistics
12 reported median annual earnings of all levels of school teaches ranged from \$37,610 to
13 \$42,080 in 2000. (Occupational Outlook Handbook)

14 **Evaluation of Facilities and Equipment.** The School of Education shares Bishop
15 Hall with the School of Criminal Justice, Michigan Police Corp, ROTC, Tot's Place Child
16 Care Center, the College of Education and Human Services administrative offices and
17 several other University service areas. On the second floor there are six classrooms: BH205
18 Child Development and Education Classroom Laboratory, BH209, 213, 215, and 219 Lecture
19 Classrooms, and BH223 Computer Laboratory. Obviously, these six classrooms do not come
20 close to meeting the needs of classroom space for the two largest and growing departments--
21 Criminal Justice and Teacher Education of the College of Education and Human Services.
22 Teacher Education Professors teach in Business, Pharmacy, Pennock Hall, Star, IRC, etc. as
23 well as in Bishop Hall. See Facilities and Equipment, Education faculty Assigned Classroom
24 Buildings Table in Part IV of this report for trends in room usage.

25 In 2002, the President vacated the fourth floor of Bishop Hall and his staff and all
26 School of Education faculty and staff were relocated to that floor from the sixth and fifth
27 floors. Through this move, the School added to its facilities a dedicated conference room,
28 workroom, coffee room and various storage areas. Every full-time, tenure-track faculty
29 member has an individual office, storage and file cabinets, computer and printer. Computer
30 keyboards, screens and software were updated in 2003. Adjuncts and/or one-year temporary

1 faculty, when possible, are given office space and of course are able to use public domain
2 rooms available in the School.

3 As can be seen in Appendix R, facilities and equipment in Bishop Hall have been
4 upgraded with new furniture, equipment, white boards, paint and carpet during the last two
5 academic years. Armchairs have been replaced with tables and chairs in BH209 and 213.
6 Some furniture—BH205, 215, 219—needs to be assessed for future replacement. BH205,
7 the classroom laboratory, holds old drafting tables and plastic chairs and BH215 and 219
8 contain older armchairs.

9 Classes offered at the off-campus locations—Flint, Traverse City, and FSU-Grand
10 Rapids—are held in adequately equipped classrooms including computers, projection
11 devices, and Internet access. Faculty traveling to these locations do not have office or work
12 space immediately available. However, with a request to staff at the off-campus sites, faculty
13 needs are met with little difficulty.

14 **Curriculum Review.** The School of Education maintains three curriculum
15 committees—EDUCC (Undergraduate Curriculum Committee), GCC (Graduate Curriculum
16 Committee), and SOECC (School of Education Curriculum Committee). The faculty
17 volunteer for the subcommittees (EDUCC & GCC) each academic year; if more than five
18 sign up for a subcommittee, the whole body votes by plurality for members. All faculty sit
19 on the SOECC (see Appendix S, Guidelines). All curriculum issues addressed by the
20 subcommittees must be brought to the SOECC for information or final action. These
21 committees are the vehicles for curriculum review, information sharing and proposals for
22 change.

23 Every student in the Master of Education program must complete all requirements as
24 outlined in the check sheet provided to them upon admissions to the program. In addition,
25 students seeking certification may have to complete other requirements within their major or
26 minors that are linked to the Michigan Department of Education’s Test Objectives. (See
27 Appendix T for one example). Listed below are the course descriptions for each of the core
28 requirements and the teacher certification sequence.

29
30
31
32

1 **Education Core Courses:**

2

EDUC 508

Min credits: 3

Instruction of Exceptional Learners

Max credits: 3

This course is designed to provide an introduction to the education of exceptional learners. Content will include an historical perspective including legislation and litigation, psychological, academics, social and cognitive characteristics associated with specific handicapping conditions, assessment and intervention procedures, special education services/programming and the role of family, community and current issues related to special education.

Requires:

Graduate Status

3

EDUC 511

Min credits: 3

Principles of Education Evaluation & Research

Max credits: 3

This course allows the student the opportunity to study and analyze the principles and techniques employed in educational evaluation and research. Development of a research proposal is required.

Requires:

Graduate Status

4

EDUC 516

Min credits: 3

Issues in Education

Max credits: 3

Provides students with a framework for analyzing educational policies and practices in school and non-school settings. The framework is rooted to a broad foundational perspective designed to assist students in understanding selected issues in education by exploring historical antecedents, philosophical and theoretical assumptions, and social and ideological factors that influence current educational policies and practices. The aim is to analyze the character of assumptions and the nature of implications inherent in educational proposals, policies & activities.

Requires:

Graduate Status

EDUC 518

Min credits: 3

Diversity in the Classroom & Workplace

Max credits: 3

Students will explore individual and group differences in the context of various education and human service settings. The course focuses on sources of biological, psychological, and socio-cultural differences, the development of an individual's cultural identity, and the nature of cross-cultural interactions. Students will connect issues of diversity to the culture of various education and human service settings, explore contextual factors related to professional practice, & develop strategies for teaching in diverse educational settings.

Requires:

Graduate Status

5

6

7

EDUC 620

Min credits: 3

Advanced Integrated Curriculum Design & Evaluation

Max credits: 3

Assists the student in developing and evaluating new and innovative curriculum processes for middle and high school settings. The course will concentrate on aligning curriculum content to national regional, state and local standards and building teamwork for curriculum integration. In addition, it will increase the student's ability to use technology as a curriculum tool.

Requires:

Graduate status

1

2 Certification Core Courses (secondary and elementary education)

Min credits: 3

EDUC 501**Principles of Teaching & Learning**

Max credits: 3

Designed to promote the study of psychology as it applies to the teaching & learning process. Current theory and methodology involved in establishing an environment effective to learning is emphasized. This course is designed to assist secondary classroom teachers, who will examine their experiences and assumptions as learners and teachers, contrasting them with psychological, sociological and anthropological theories about learning. Classroom observations and interviews with secondary school personnel are required. NOTE: Not open to students with an undergraduate principles of teaching and learning course without advisor permission.

Requires:

Graduate Status

EDUC 502

Min credits: 1

Pre-Teaching Field Experience

Max credits: 1

Students are required to do a 66clock hour field experience in an appropriate classroom setting where they serve as a teacher aide and also observe, discuss, report and evaluate student-teacher relationships and behaviors. In addition, the student must teach the class, demonstrating a variety of classroom delivery techniques.

Requires:**EDUC 504****EDUC 503**

Min credits: 3

Foundations of Education

Max credits: 3

Designed to afford students the opportunity to analyze educational foundations knowledge and to apply it to a critical study of educational practices and policies. Topics studied will include: teaching as a profession, the financing and governance of education, the education of exceptional children, educational reform, the sociology of education, and philosophy and history of education. Observations of secondary classrooms and interviews with secondary school personnel are required. NOTE: Not open to students with an undergraduate foundations of education course without advisor permission.

Requires:

Graduate Status

3

4

EDUC 504

Min credits: 4

Curriculum Design & Evaluation

Max credits: 4

This course is designed to survey the latest theory and practice of curriculum development and provide practice in the process of curriculum design & construction. The student will develop instructional materials including performance objectives, daily and unit lesson plans, accompanying teacher materials, assessment techniques in a number of microteaching experiences. Not open to students with an undergraduate course in curriculum design without advisor permissions.

Requires:Graduate Status; **EDUC 502****EDUC 540**

Min credits: 3

Educational Technology in The Classroom

Max credits: 3

Designed to prepare secondary classroom teachers for the inclusion of media and technology in their lessons. Students will prepare media that are examples of both older, time-tested technology as well as those that are emerging primarily because of the advent of the personal computer. Topics include: media and instruction, visual principles, hardware for the classroom, non-projected media, projected visuals, classroom audio, classroom video, and integrating technology with teaching. Note: Not open to students with an undergraduate educational technology course without advisor permission.

Requires:**EDUC 504****1 Additional Requirement for Secondary Certification:**

2

EDUC 543

Min credits: 3

Reading in The Content Area

Max credits: 3

Specific strategies for teaching effective reading comprehension skills in any content area. Topics include the reading process, assessing and building knowledge of student background, readability, prereading strategies, levels of comprehension, vocabulary and concept development, reading and study guides/strategies, and the application of reading methods in the content areas. Provides students an opportunity to implement strategies learned.

Requires:

Graduate Status

3

Additional Courses for Elementary Certification

EDUC 520

Teaching Reading in Elementary/MS 1

Max credits: 3

Examines theories and research-based principles of reading instruction from emergent literacy to literacy acquisition within the framework of English Language Arts standards for Grades K-4. Includes investigations of family and socio-cultural influences on literacy acquisition, cognitive, child and language development, balanced literacy, assessment/evaluation, and strategies for preventing reading failure. Develops strategies for organizing instruction within a literate/print-rich, literature-based environment, promoting basic conventions/rules for successful literacy acquisition, and designing instruction to meet the needs of all students.

Requires:

Graduate Status; Completion of Basic Skills Test

EDUC 521

Min credits: 3

Teaching Reading in Elementary/MS 2

Max credits: 3

Moves from emergent literacy to mature reading by examining research-based principles and methodologies for engaging students in meaningful reading/literacy instruction within the framework of English Language Arts standards (Grades 3-8). Explores concepts that enhance literacy independence and provides investigations of variables that influence reading success, strategic teaching and reading practices, materials, programs, and interventions. Examines links to the writing process and other content areas through the integration of English language Arts into the other content areas through thematic units.

Requires:

Graduate Status; **EDUC 520**; Completion of Basic Skills Test

EDUC 531

Min credits: 3

Teaching, Evaluating Lang Arts/Ss-Elementary/MS

Max credits: 3

Examines current social studies content and instructional methodology that children engages in reading, writing, and inquiry as they study the six basic social studies themes consistent with state and national standards: history, geography, economics, civics, public discourse/decision making, and citizen involvement. Investigates those themes within an interdisciplinary context that promotes reading and writing. Includes organizing for instruction, unit development, standards-based, classroom assessment models and integrating language arts into social studies.

Requires:

Graduate Status; Completion of Basic Skills Test

EDUC 532**Teaching, Evaluation Math & Science-Elementary/Ms**

Max credits: 3

Provides the prospective teacher with a vision and understanding of elementary mathematics and science curricula, which reflect state and national content standards. Emphasis will be placed upon the Assessment-Instruction-Evaluation-Intervention Teaching Model, appropriate use of concrete models and appropriate manipulatives and applications of technology. Investigation of current best practices of instruction and effective assessment strategies will be emphasized. Students will explore the mathematics strands as they integrate into the science topics of constructing, reflecting and using scientific knowledge.

Requires:

Graduate status; Completion of Basic Skills Test

EDUC 533

Min credits: 1

Teaching, Evaluation Art/Mus/Hlth/Pe

Max credits: 1

Designed to prepare elementary and middle school teachers to acquire the necessary skills and knowledge to enable them to select appropriate materials and activities for promoting individual self-expression, aesthetic and physical awareness, as well as creative and critical analysis skills in Art, Music, and Physical Education. Emphasis will be given to developing interdisciplinary units.

Requires:

Graduate status; Completion of Basic Skills Test

PART III

Sections 10 & 11: Enrollment Trends and Program Productivity/Cost

Enrollment trends over the past five years. The Master of Education Degree is offered on campus in Big Rapids and off campus in Flint, Traverse City, and FSU-Grand Rapids. The majority of these students are teachers who are completing the 18 credits needed to move to the next level of certification. A small number who hold other bachelor degrees, choose to seek certification graduate (certification-only students). In the last few years there has been a shift toward people beginning their preparation to teach later in life and later in their academic careers—which can account for the popularity of the post-baccalaureate M. ED. certification program. Some of these students, in the past, would have completed the undergraduate certification program. See Appendix U for Enrollment Trends.

The on-campus numbers have remained stable over the last five years with slight increases or decreases as we offered new programs (elementary education) and new majors and minors, students made decisions about their teaching career preferences, and demand for specific majors fluctuated in the school systems. Our off-campus enrollment has increased significantly over the same time frame. It should be noted that many more students who are seeking certification at the graduate level are enrolled in the program than indicated. Many of them choose to take courses necessary to meet major/minor requirements at the undergraduate status because of the difference in tuition. Some of the certification graduate students will eventually enroll in the Master of Education program but not until they complete other requirements and cannot be included in the numbers until they officially apply to the program. Some of the certification graduate students will not complete a Masters degree at Ferris State University. The following table looks at enrollment trends within the certification graduate and Master of Education programs.

Enrollment by Program--(Ferris Fact Book Data, 2002-03)
School of Education-Fall Semester

		1998-99	1999/00	2000/01	2001/02	2002/03
	ON-CAMPUS					
1	Certification Graduate	0	1	0	2	1
2	Curriculum and Instruction	0	28	37	26	35
3	Master of Education Total (on)	0	28	37	26	35
4	All SOE Programs, on campus	435	530	638	726	854
5	% M. Ed. to all SOE, on campus	0	5.28%	5.79%	3.58%	4.10%
	OFF-CAMPUS					
6	Certification Graduate	1	1	0	1	2
7	Curriculum and Instruction	0	0	0	4	35
8	Master of Education Total (off)	0	0	0	4	35
9	All SOE Programs--off campus	171	179	207	222	267
10	% M. Ed. to all SOE, off campus	0	0	0	1.80%	13.11%
11	Master of Education Total	0	28	37	30	70
12	SCHOOL OF EDUCATION TOTAL (on and off campus)	606	709	845	948	1,121
13	% M. Ed. to all SOE on and off	0	3.95%	4.38%	3.16%	6.24%
14	COEHS TOTAL	1,432	1,575	1,689	1,847	2,068
15	University Total—Headcount	9,651	9,668	9,847	10,930	11,074
16	% School of Education to COEHS	42.3%	45%	50%	51.3%	54.2%
17	% Master of Education to University Total	0	.29%	.38%	.27%	.63%

Program Productivity and Cost.* Fall, 1997 – Winter, 2002. The Ferris State

University Office of Institutional Research and Testing produce the Productivity Report each summer. All information provided is drawn from existing university data systems.

Explanation of Terms

Student Credit Hours (SCH) – SCH is the product of the credit value of a course on the official seventh day of classes for that semester. For example, a 4-credit course section containing 50 students on the seventh day of classes would generate 200 student credit hours.

Full-Time Equated Faculty (FTEF) – A faculty member working full-time for fall and winter semester (fall semester 1 FTEF + winter semester 1 FTEF = Average F + W 1 FTEF).

1 Overloads and part-time faculty produce a fraction of an FTEF. No sabbatical or 100%
 2 release-time FTEF are included in this report.

3
 4 SCH/FTEF – A measure of productivity. This gives the average number of student
 5 credit hours generated per full-time equated faculty member.

6
 7 During the Fall and Winter semesters of the 2001-02 school year, Ferris State
 8 University employed 583.23 full-time equated teaching faculty (faculty producing credit
 9 hours). A total of 260,521.00 student credit hours were produced, for an average of 446.69
 10 student credit hours per FTEF. The following charts provide data for the College of
 11 Education and Human Services.

12 Student Credit Hours (SCH for the COEHS)

13

	Summer	Fall	Winter	F+W (a)
1997-98	3,028.00	7,176.00	7,425.00	14,601.00
1998-99	3,242.00	7,820.00	7,922.00	15,742.00
1999-00	3,134.00	8,148.00	7,824.00	15,972.00
2000-01	3,188.00	8,666.00	8,027.00	16,693.00
2001-02	3,612.00	9,218.00	8,962.00	18,180.00

14 Full Time Equated Faculty (FTEF for the COEHS)

15
 16

	Summer	Fall	Winter	Avg. F+W (b)
1997-98	17.25	30.50	31.82	31.16
1998-99	19.98	33.27	35.19	34.23
1999-00	18.75	34.45	36.94	35.70
2000-01	20.51	37.20	38.53	37.87
2001-02	19.99	41.25	44.35	42.80

17
 18 SCH/FTEF (COEHS)

19

	Summer	Fall	Winter	F+W (a/b)
1997-98	174.54	235.29	233.34	468.59
1998-99	162.27	235.02	225.09	459.83
1999-00	167.18	236.54	211.77	447.45
2000-01	155.44	232.97	208.35	440.80
2001-02	180.70	223.48	202.06	424.76

20
 21 Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF for the
 22 School of Education.
 23

	SCH	FTEF	SCH/FTEF
2000-01	6,659	15.07	441.87
2001-02	7,414	18.91	392.13

SCH, FTEF & SCH/FTEF for the SOE, COEHS and FSU for 2001-02 School Year

	SCH	FTEF	SCH/FTEF
SOE	7,414.00	18.91	392.13
COEHS	18,180.00	42.80	424.76
FSU	260,521.00	583.23	446.69

During the Fall and Winter semesters of the 2001-02 school year, the School of Education employed 18.91 full-time equated teaching faculty (faculty producing credit hours). A total of 7,414.00 student credit hours were produced, for an average of 392.13 student credit hours per FTEF.

A comparison of these figures to those generated by the College of Education and Human Services reveals that the School of Education employs 44.2 percent of the full-time equated teaching faculty, producing 40.8 percent of the total student credit hours produced.

A comparison of these figures to those generated by Ferris State University reveals that the School of Education employs 3.2 percent of the full-time equated teaching faculty, producing 2.8 percent of the total student credit hours produced.

*The language and statistics for this report were taken directly from the Ferris State University Productivity Report for Fall, 1997 to Winter, 2002 published by the Ferris State University Office of Institutional Research and Testing.

PART IV

Section 12: Conclusions Based on Data Analysis

Centrality to FSU Mission. According to the FSU website, the university is in its second century as a “top technical and professional university, providing the education to make its graduates immediately employable in their chosen fields.” In the School of Education the faculty and staff not only educate future professionals but train teacher professionals in the skills and techniques needed to function productively in the current as well as future classrooms. The curricula, coursework, and practicums in the graduate secondary education programs are integrated, aligned with State of Michigan Department of Education requirements and reflect the most up to date research on teaching and learning best practices. The graduates in these programs are entry-level ready for their first teaching positions. This is central to FSU’s mission. Students who enter the other options of at the graduate level will enhance their current knowledge base and continue to serve the students in their schools with high skill levels. In addition, research courses will give the practicing teacher more knowledge and methodology to evaluate their own teaching practices to make improvements where necessary.

From the Academic Affairs Division of FSU comes the mission “to create, support, and enhance the learner-centered environment that is central to the University vision of growth, excellence, and national leadership.” In the classrooms of the School of Education exists a learner-centered environment that promotes practical application of sound teaching and learning principles. Not only does the School provide the marketplace entry-level teachers in a variety of academic subjects but also addresses the teacher needs of the vocational departments and/or career technical centers.

The faculty and staff of the School of Education is cognizant of the need to work closely with the other colleges at FSU as we are tied by teaching majors and minors provided for our students by these colleges.

Uniqueness, Visibility and Partnerships. The School of Education is dedicated to continuing to build its reputation as a unique, student-centered, visible, and active entity in the State of Michigan for the purpose of educating and training public school teachers. It

1 offers courses designed to accommodate its student body in flexible formats at multiple
2 locations. Field Experiences and Student Teaching placements are designed for maximum
3 exposure for our students in 10 surrounding schools districts near Big Rapids and districts
4 near Flint, Grand Rapids and Traverse City. These contract locations are convenient to our
5 students, our faculty and staff and provide students with a broad array of offerings.

6 At the graduate level, approximately 33 colleges and universities are authorized to
7 offer teacher education programs, however, FSU offers more majors and minors in the area
8 of career and technical vocational education and places a strong emphasis on Math and
9 Science education because of its link to the vocational-technical programming. In the past
10 several years several universities have stopped offering vocational certification services and
11 are sending inquiries to the FSU School of Education. (see Appendix V-Vocational
12 Authorization History) Due to the increase in inquiries about obtaining either provisional,
13 professional or vocational certification and the increase in enrollment, the School of
14 Education maintains two staff members dedicated to certification—Kelly Thompson and
15 John Nickisson. These staff members as well as the full-time Director, Susanne Chandler,
16 spend a great deal of time attending meetings, building professional relationships with other
17 staff at other colleges, and partnering with the State of Michigan Department of Education to
18 insure visibility and that FSU is meeting dictated requirements. These staff members were
19 hired since the last APRC report from this department.

20 The school partnerships detailed below prove the development in the area of outreach
21 since the last APRC report of 1996.

22 **K-12**

23 **Big Rapids Public Schools (BRPS):**

24 The SOE and the BRPS maintains an active and ongoing partnership that includes many
25 grant partnerships (e.g., BRPS-Cycle 11; Cycle 9; etc.), teaching collaborations (e.g., field
26 based supervisions; expert adjuncts from K-12; (team-taught methods courses), and
27 continuous professional development. Dr. David Borth is our contact person at BRPS.

28 **Port Huron/St Claire ISD:**

29 The School of Education has a partnership with the St. Claire ISD in Port Huron as an effort
30 to help provide teacher certification to the vocational education teachers in that district. This
31 partnership has been the topic and a co-presented national conference. Dr. Kathleen
32 Szuminski is our contact person at St. Claire

1 **Community Colleges**

2 **Bay Mills Community College (BMCC):**

3 The College of Education & Human Services (COEHS) and the School of Education have partnered
4 with BMCC to provide K-12 teacher education at Michigan's only Tribal College. This was
5 sponsored through the U.S. Department of Education Special Projects Professional Development
6 Grant – a Discretionary Grant under Indian Education – Professional Development. The grant helped
7 provide the initial development and offerings for its first three years. During those three years, BMCC
8 and the School of Education worked together to institutionalize this offering so that it would remain a
9 permanent one through the COEHS at BMCC. Dr. Martha McLeod is our contact person at BMCC.

10 **Grand Rapids Community College (GRCC):**

11 Ferris State University/Grand Rapids (at the Applied Technical Center) and the School of Education
12 is partnering with GRCC to provide a seamless 4-year teacher certification offering. Students at
13 GRCC will be able to simultaneously enroll at GRCC and FSU and take classes from both
14 institutions to complete the requirements for Elementary Certification and a B.S. degree. All
15 classes will be offered at either GRCC or at FSU/GR – ATC. Dr. Laurie Farber is our contact
16 person at GRCC.

17 **MOTT Community College:**

18 The School of Education is partnering with MOTT Community College to provide a
19 seamless 4-year teacher certification offering. Students at MOTT will be able to
20 simultaneously enroll at MOTT and FSU and take classes from both institutions to complete
21 the requirements for Elementary Certification and a B.S. degree. All the classes will be
22 offered at MOTT/Flint. Michael Ennis is our contact person at MOTT.

23 **Red River Community College:**

24 Ferris State University, through its University Center for Extended Learning and the School
25 of Education in the COEHS has partnered with Red River Community College in Winnipeg,
26 Manitoba, Canada in order to provide a four-year degree (B.S.) to its educational and
27 vocational instructors. Dr. Nancy Reddy is our contact person at FSU for this partnership.

28 **Universities/Colleges**

29 **Western Michigan University (WMU):**

30 Ferris State University, through the School of Education, has partnered with WMU to
31 provide a joint doctorate in Career and Technical Education (CTE). Dr. Katherine Manley is
32 FSU's contact for this partnership and Dr. Carol Woloszyk is WMU's contact.

33 **Kendall College of Art & Design (KCAD)/FSU:**

34 FSU's School of Education has partnered with the Kendall College of Art and Design to
35 provide a K-12 teacher certification in the visual arts. Although Kendall is owned by FSU, it
36 remains its own entity. Dr. Oliver Evans, President at KCAD, is our contact person for this
37 partnership.

38

1 **Public:**

2 **Council of Michigan Foundations – Learning to Give**
3 FSU-Grand Rapids with the School of Education has partnered with the Council of Michigan
4 Foundations and its Learning to Give initiative to provide an option in FSU’s Masters of
5 Education (M.Ed.) program for Philanthropy Education. Dr. Kathy Agaard at the Council of
6 Michigan Foundations is our contact person for this partnership and helps to provide the
7 expertise in Philanthropy Education for this component of the M.Ed. option.

8

9 **Service to Ferris State University, State and Nation.**

10 **The University.** The graduate Master of Education programs provide classes for six
11 percent of the students in the College of Education and Human Services and .63% percent of
12 all students at Ferris State University. (2002-2003 enrollment numbers)

13 **The State.** The School of Education at FSU is the largest supplier of vocational-
14 technical teachers in Michigan. Every semester, faculty and staff receive requests from
15 superintendents and principals from all over the State for the names of recent graduates (and
16 in some cases current students) in specific vocational and/or subject areas. Our students
17 have completed the student teaching phase of their education as far away as Arizona and in
18 our own Upper Peninsula with the plan of settling down in those areas. Colleges and
19 universities in those areas—Northern Michigan University and Michigan Technological
20 University—worked with us placing our students and supervising them. We have also
21 accepted guest student teachers from Michigan Technological University, Cornerstone,
22 Bowling Green University, Wayne State University and Saginaw Valley State University.

23 **The Nation.** The United States needs approximately 200,000 teachers annually to fill
24 positions. Some states have few teacher education training programs and come to the State
25 of Michigan to hire our graduates. The School of Education plays a role in providing
26 essential entry-level employees for schools throughout Michigan and across the Nation.

27 **Demand for Students.** Enrollment in the School of Education has nearly doubled
28 over the past 5 years (90 percent increase since fall, 1998). While this dramatic increase has
29 been due largely to the addition of the Elementary Education program, growth in the
30 Secondary Education program has remained steady (25 percent increase since fall, 1998).
31 Data collected indicate that we currently have the faculty, facilities and administrative
32 support necessary to adequately meet the needs of students in the secondary education

1 program. Therefore, responses to the faculty survey did not support the recruitment of more
2 students in the secondary education program reflecting rather the need to shift our focus from
3 “growing enrollment” to managing enrollment.

4
5 **Quality of Instruction.** Data gathered in the *Student Satisfaction Survey*, the
6 *Standards for Michigan Teachers Survey*, and the *Student Assessment of Instruction* were
7 analyzed for feedback about the quality of instruction in the Master of Education degree.
8 Due to the confidential nature of the data generated by the *Student Assessment of Instruction*
9 *Instrument*, the Director of the School of Education conducted an analysis of that data and
10 provided the general overview of her findings included below.

11 The 96 students completing the *Student Satisfaction Survey* agreed that 1) “most of
12 [their] classes in the education program were stimulating,” 2) “most of [their] professors at
13 FSU were good teachers,” 3) “the courses [they] took in [their] education program were
14 helpful to [them] professionally,” and 4) “the learning environment in most of the courses
15 was relaxed and supportive.”

16 Analysis of the data provided in response to the *Standards for Michigan Teachers*
17 *Survey* questions (see Tables 1 – 2) show that the 239 respondents representing 2 separate
18 populations (cooperating teachers/principals and specialty area faculty), generally agreed that
19 the Teacher Education Program at Ferris State University helps students successfully meet
20 the State of Michigan’s seven entry-level Standards for Michigan Teachers.

21 Forty-eight of the 239 respondents to the survey also submitted comments on
22 different aspects of the program. Many of the comments made (23/48 or 48%) were in the
23 area of quality of instruction. A significant number of the comments (19/23 or 83%) were
24 highly positive in nature, two were neutral, and two were somewhat critical. A
25 representative sample of the comments appears following Tables 1 – 2 of this document. All
26 of the comments submitted may be viewed on the School of Education website,
27 <http://www.ferris.edu/education/education/prpe/surveydata.htm>

28
29 Average scores for all faculty in the School of Education (including adjuncts) on
30 items 1-23 on the *Student Assessment of Instruction* range between 4.1 and 4.4 on a 5-point
31 scale (5 = strongly agree). Students are generally pleased about the usefulness of their
32 certification courses and their direct relevance to the teaching field. A review of comments

1 made revealed that they find their professors engaging, current in the field, hands-on,
2 available outside of class, interested, and providing role-modeling as their preferred teaching
3 mode. Students also agree that course content is interesting and well organized. Another
4 general trend reflected by the comments is that faculty are providing more directly applicable
5 material, incorporating hands-on activities, and employing a variety of alternative modes of
6 delivery often requested by students (e.g., web-based, web-enhanced, mixed-delivery, etc.).

7 One area that consistently stands out with the lowest average score (3.6) is revealed
8 by item number 20 (“Subject matter in course is difficult”). While students tend to agree
9 with the statement, the lower average number when compared with the rest of the scores
10 leads us to believe that students don’t view many of their education courses as particularly
11 challenging. This item has continued to challenge the School of Education due to its highly
12 interpretable nature, either a) the content is too easy, b) the course is well-taught through a
13 developmental process, thus allowing for developmental growth along the way; or c) because
14 it’s in the students’ main area of interest, they are more motivated by the course.

15
16 **Demand for Graduates.** As was indicated in the Labor Market Demand Analysis
17 section of this report, the United States has and will consistently hire 200,000 teachers in the
18 next decade. The School of Education Master of Education students seeking certification for
19 the first time have a high rate of placement in teaching jobs. According to the faculty survey,
20 “72 percent agreed that there is a demand for graduates of the secondary program.”

21
22 **Placement Rate and Average Salary of Graduates.** Currently the Universities
23 office of Institutional Research does not keep data on our Master of Education graduates.

24
25 **Service to Non-Majors.** The Master of Education program does not service non-
26 majors.

27
28 **Facilities and Equipment.** Facilities and equipment available for the Master of
29 Education programs has recently been updated. Although professors who teach these classes,
30 as indicated in the table below, often teach in other buildings on campus, this by itself does
31 not indicate a deficiency in the adequacy of facilities or equipment.

32 Often students will comment that traveling across campus (e.g., from Starr to Bishop)
33 is difficult in ten minutes, but possible. Faculty comment about the inconvenience this

1 creates when it comes to advising students, due mainly to the loss of immediate access to
2 student records. They report that while this is problematic, it is manageable.

3
4 The School of Education shares Bishop Hall with the School of Criminal Justice,
5 Tot's Place child care center, the College of Education and Human Services administrative
6 offices and several other University service areas. On the second floor there are six
7 classrooms: BH205 Child Development and Education Classroom Laboratory, BH209, 213,
8 215, and 219 Lecture Classroom, and BH223 Computer Laboratory. Obviously, these six
9 classrooms do not come close to meeting the needs of classroom space for two growing
10 departments--Criminal Justice and Teacher Education. Teacher Education Professors teach
11 in Business, Pharmacy, Pennock Hall, Star, IRC, etc. as well as in Bishop Hall.

12
13 As can be seen in Appendix R facilities and equipment in Bishop Hall has been
14 upgraded with new furniture, equipment, paint and carpet during the last two academic years.

15
16 **Library Information Resources.**

17 The unit currently has a sufficient collection of media, materials, and access to the electronic
18 holdings to support the Master of Education program. Courses throughout the program
19 require students to have access to the materials in FLITE. Students enrolled at the off-
20 campus sites often use libraries at other universities, come to FLITE as their schedule
21 permits, or access materials electronically.

22 **Cost.**

23 During the fall and winter semester of the 2001-02 school year, Ferris State University
24 employed 583.23 full-time equated teaching faculty (faculty producing credit hours). A total
25 of 260,521.00 student credit hours were produced, for an average of 446.69 student credit
26 hours produced per FTEF.

27 During the fall and winter semester of the 2001-02 school year, the teacher education
28 unit employed 18.91 full-time equated teaching faculty (faculty producing credit hours). A
29 total of 7,414.00 student credit hours were produced, for an average of 392.13 student credit
30 hours produced per FTEF.

Average Degree Program Costs Per Student Credit Hour 2000-2001*

	Avg. Instructor Cost/SCH	Avg. Dept Cost/SCH	Avg. Dean's Cost/SCH	Total Avg. Cost/SCH
School of Education	\$111.84	\$40.29	\$21.88	\$173.53
COEHS	\$113.96	\$40.63	\$21.89	\$176.48
Ferris State University	\$136.48	\$34.96	\$20.14	\$191.59
Optometry (Highest)	\$369.65	\$51.42	\$124.58	\$545.65
Arts and Sciences (Lowest)	\$119.99	\$24.20	\$16.28	\$160.46

*The Program Cost information presented here is from the 2000-2001 Degree Program Costs published by the Ferris State University Office of Institutional Research and Testing.

Faculty: Profiles, Professional and Scholarly Activities. In the following table,

Master of Education instructional faculty are listed. Note: Dr. Edward Cory is currently on medical leave of absence and is not expected to return; Dr. Amy Kavanaugh is on family care leave and will return winter semester, 2004 (see Appendix W, Faculty Vitae).

In the following table, Master of Education instructional faculty are listed.

Instructional Faculty

Master of Education Program

Courses	Faculty Member	Title	Highest Degree
EDUC 540	Catherine Amboy	Adjunct Faculty	M.A. Education
EDUC 502 EDUC 592 EDUC 599	Karen Baar	Field Placement Coordinator	M.S. Career & Technical Education
EDUC 501 EDUC 591 EDUC 595 EDUC 596 EDUC 691	Dr. James Carey	Professor	Ph.D. American History
EDUC 606	Kent Cartwright	Adjunct Faculty	MBA.
ECTE 500	Dr. Edward Cory	Professor	Ph.D. Vocational Industrial Education

EDUC 592 EDUC 599	Linda Doering	University Supervisor for Student Teaching	M. A. Elementary Education
EDUC 501 EDUC 503 EDUC 540 EDUC 512	Dr. Judy Donovan	Adjunct Faculty	Ed. D. Distance Learning and Instructional Technology
EDUC 606 EDUC 635	Sydney Farber	Adjunct Faculty	Ed. D. Administration and Supervision
EDUC 592 EDUC 599	Arlyce Fuller	University Supervisor for Student Teaching	M.S. Educational Administration
EDUC 503 EDUC 518 EDUC 532 EDUC 543 EDUC 630	Dr. Virginia Hines	Associate Professor	Ed. D. Curriculum & Instruction
EDUC 508	Liza Ing	Associate Professor	Ed. D. Special Education
EDUC 630	Dan Jarzabkowski	Adjunct Faculty	M. A. Education Administration
EDUC 543	Dr. Leonard Johnson	Professor	Ph. D. Cultural Foundations of Education
EDUC 518 EDUC 543 EDUC 516 EDUC 595 EDUC 620	Dr. Amy Kavanaugh	Assistant Professor	Ed. D. Educational Leadership
EDUC 516 EDUC 518	Khalil Kharis	Adjunct Faculty	Ph. D. Curriculum and Instruction
EDUC 630	Ron Kraft	Adjunct Faculty	M.A. Education Administration
EDUC 520 EDUC 543 EDUC 594	Dr. Nancy Lashaway-Bokina	Associate Professor	Ph.D. Special Education, Gifted and Talented Education
EDUC 501 EDUC 502 EDUC 504	Katherine Downes Lewis	Adjunct Faculty	M.S. Educational Leadership
EDUC 601 EDUC 606 EDUC 630 EDUC 635	Henry Minster	Adjunct Faculty	Ph. D. Higher Administration

EDUC 540	Caron Mosey	Adjunct Faculty	M. Ed. Reading
EDUC 502 EDUC 504	Dr. Karen Norman	Professor	Ed. D. Curriculum & Instruction
EDUC 606 ECTE 500	John Olson	University Supervisor for Student Teaching Adjunct Faculty	M.A. Distributive Education
EDUC 599	Joan Ring	University Supervisor for Student Teaching	M.A. English/Curriculum
EDUC 501 EDUC 503	Leila Rivard	Adjunct Faculty	M.A. Educational Leadership and Secondary Education Curriculum Development
EDUC 501 EDUC 503 EDUC 504 EDUC 511 EDUC 516 EDUC 570 EDUC 600 EDUC 601 EDUC 620 EDUC 635	Kathleen Szuminski	Adjunct Faculty	Ed. D. Educational Leadership
EDUC 592 EDUC 599	Nancy Stephan	University Supervisor for Student Teaching	M.A. General Education Administration
EDUC 518	Larry Templeton	Adjunct Faculty	M.S. Education Policy Management
EDUC 500 EDUC 504 EDUC 503	Cheryl Thomas	Assistant Professor	Ed. D. Curriculum & Instruction
EDUC 508	Vickie Turner	Adjunct Faculty	M. A. Learning Disabilities and Educational Leadership
EDUC 501	Dr. Frederick Van Sant	Associate Professor	Ph. D. Educational Leadership
EDUC 592 EDUC 599	Marcella Weshce	University Supervisor for Student Teaching	M. Ed. Elementary Education
EDUC 540	Catherine Woods	Adjunct Faculty	M. S. Career and Technical Education

1 **Administration Effectiveness.** A comprehensive review of the data collected for
2 this self-study revealed five indicators of administrative effectiveness—enrollment, faculty,
3 curriculum development, equipment/facilities, and administrative support.

4 **Enrollment.** Enrollment in the Master of Education program began in fall 1999. The
5 program started with 28 students and now has 138 students. The program has grown by
6 490% within this five year time period. With this growth in student numbers we are also
7 seeing growth in program offerings. The Reading option was approved in 2000-2001 and a
8 new Special Education option is in its final stages of approval. With the addition of these
9 two programs we will see a continued growth in the Master of Education program.

10 **Faculty.** In the fall of 1996, the School of Education employed 5 ½ full-time, tenure-
11 track faculty members. Currently, the School of Education employs 14 full-time, tenure-track
12 faculty members for a 155 percent increase. With the addition of the Reading and Special
13 Education options, new full-time, tenure-track faculty will be needed.

14 **Curriculum Development.** Numerous programs have been added in the School of
15 Education including but not limited to: English Education, Social Studies Education,
16 Elementary Education, Speech Communication Minor, Art Education, a second Master's
17 degree program with Certification and Subject Area Options, a Philanthropy Option in the
18 M.Ed., Language Arts Minor, Elementary and Secondary Endorsement Options in the M.Ed.,
19 etc.

20 **Equipment/Facilities.** Since the fall of 1999, all faculty and administrative offices in
21 the School of Education were relocated from the 5th and 6th floors of Bishop Hall to the 4th
22 floor, every faculty member has up-to-date equipment in their offices, the classrooms in
23 Bishop Hall have been completely renovated including state-of-the-art instructional
24 technology, new tables, chairs and carpeting. In addition, several laptop computers and
25 projection equipment has been added to the SOE and is available to faculty and staff.

26 **Administrative Support.** In the fall of 1996 administrative support in the School of
27 Education was limited to one half-time coordinator, a half-time Director of Field Placements,
28 and one and one half secretaries. Today, the School of Education has a full-time Director, a
29 full-time certification officer, one full-time vocational authorization/Title II coordinator, a
30 full-time Secretary III, a part-time clerical, a full-time administrative assistant, and a full-
31 time Coordinator of Field Experiences and Student Teaching. To summarize, administrative

1 support in the School of Education has grown by 180 percent (from 2.5 positions in 1996 to
2 6.5 positions in 2003).

3

4

1 PART V

2
3 Section 13: Recommendations Derived from Conclusions

4
5 **Program Strengths.** The following strengths have been identified as a result of the
6 production of this report.

- 7
- 8 • Growth.
 - 9 • Up-to-date Curriculum.
 - 10 • Near- to fully-staffed department.
 - 11 • Good Bishop Hall equipment and facilities; Adequate equipment and facilities
12 in other buildings or locations.
 - 13 • Strong and supportive leadership.
 - 14 • Ability to respond in a timely manner to State of Michigan and No Child Left
15 Behind legislative requirements.
 - 16 • Quality support staff.
 - 17 • Access to “deep knowledge” subject-area content through the other Colleges
18 at FSU.
 - 19 • Program strongly tied to FSU mission.
 - 20 • Solid relationships built with Michigan Department of Education.
 - 21 • Continuing development of partnerships throughout Michigan.

22 **Program Weaknesses or Challenges.** The following weaknesses or challenges have
23 been identified as a result of the production of this report and are tied to specific strategic
24 SOE objectives.

- 25
- 26 • Providing adequate support and advising for off-campus clientele.
 - 27 • Finding and maintaining full-time, tenure-track faculty to teach in the new
28 options.
 - 29 • Timely course offerings to off-campus clientele.
 - 30 • Finding and maintaining highly qualified adjunct faculty and staff.
 - 31 • Budget: the current budget lines do not follow growth.
 - 32 • Maintaining quality and consistent delivery of curriculum in Big Rapids, Flint,
33 Traverse City and FSU-Grand Rapids.
 - 34 • Managing Growth.
 - 35 • Working with the other Colleges at FSU to maintain current and create new
36 substantive teaching majors and/or minors.
 - 37 • Rewarding and/or recognizing the services of cooperating teachers in the
38 field.
 - 39 • Follow-up of student graduates, specifically job placement (a State
40 Department of Education issue at this time).
 - 41 • Access of subject-area experts in other Colleges of FSU to visit and assess
42 student teachers in the field.
 - Quality advising for the numbers of students in programs (advising loads).

- Online survey lacking in addressing several issues e.g. administrative effectiveness, facilities and equipment.
- No follow-up on placement rate and salary of graduates.
- Certification graduate students not enrolling in Master of Education

Goals for the Future. The following goals have been identified in response to weaknesses or challenges facing the graduate, Master of Education degree programs. Many, of course, overlap with the other programs offered through the School of Education.

For the last three years in October, the faculty and staff of the School of Education have left campus for two days specifically for short- and long-range planning. These sessions have generated objectives and goals, concerns to be addressed, new ideas, etc. reflected in the School's Strategic Objectives.

In the information below, the COEHS' goals are listed along with the School of Education objectives. The objectives listed are based upon the School of Education's 2002-2003 UAP and are ongoing objectives.

Plans and Methods for Accomplishing Goals and Objectives. Each of the objectives listed below is tied to a larger goal within the College of Education and Human Services and addresses identified program weaknesses and challenges.

Strategic Objectives

COEHS Goal: *Meeting the critical accreditation and program approval for the COEHS departments;*

SOE Objective:

- Prepare and submit Program Review/Periodic Evaluation online(in progress)
- Secure a full-time, one-year staff position for review coordination and web development(complete)
- Collaborate to develop a Language Arts minor(awaiting final state approval) and obtain a tenure-track faculty to help cover the Elementary Education growth/courses.(complete)
- Promote renewed commitment to CTE role through activities of the CTE Advisory Board (complete).

COEHS Goal: *Managing enrollment and retention through having adequate faculty and staff for student support;*

SOE Objective:

- Secure a full-time, permanent, vocational certification officer.(complete)
- Obtain a tenure-track faculty line to help cover the increasing need for CTE courses (both undergraduate and graduate).(on hold)
- Obtain a tenure-track faculty line to help cover the Elementary Education growth/courses (e.g., methods).

- for both the undergraduate degree and the graduate M. Ed Elementary Certification Option.(complete)
- Obtain a tenure-track faculty line in Language Arts.(complete)
- Request assistance from AA division and HRD to strategically conduct searches to fill faculty vacancies with high quality faculty to sustain program quality.(complete)
- Participate with Center for Teaching, Learning, and Faculty Development to develop more consistent and comprehensive adjunct faculty training.(complete)
- Encourage faculty to participate in development programs focusing on instructional design and course development using WebCT and/or other instructional delivery technologies.(continuing)
- Emphasize scholarship and incorporate goals within faculty due to increased graduate loading. - specifically the current cognitive & brain theories.(continuing)
- Implement an "after conference report" and/or library (online?) that promotes sharing of information among the department.(not yet initiated)
- Develop ongoing in-house, brown-bag luncheon with an "expert" series content.(not yet initiated)
- Develop an annual guest speaker series (complete)

COEHS Goal: *Advancing the COEHS responsiveness to its constituents through advanced technology, collaborative initiatives, and flexibility;*

SOE Objective:

- Upon State approval, promote new Social Studies Secondary Education program.(complete)
- Participate with COEHS in proposing to work with other colleges, including Allied Health, Arts and Science, University College, Business, Technology, Kendall, FSU-GR, other partnering agencies such as the military, Bay Mills, and the Michigan Rural Systemic Initiative, and other universities or colleges to develop and implement more cooperative programs in response to the global changing society.(in progress)
- Expand Elementary Education to off-campus branches.(complete)
- Offer M.Ed. program at West Shore Community College campus.(in progress)
- Implement the FSU-Kendall Art Education program.(complete)
- Approve and implement a Master's Option, Graduate Certificate offerings, and an Elementary minor in Special Needs.(in progress)
- Create an Industrial Arts minor for career/technical oriented students seeking vocational certification.(in progress)
- Introduce a concentration on Philanthropic Education within the M.Ed. (complete)

COEHS Goal: *Expanding the resources of the COEHS and its departments;*

SOE Objective:

- Participate with and provide input to the Dean's Technology Task Force to assess the student, faculty, and staff technology needs and help to create a three-five year technology plan for the COEHS.(complete)
- Emphasize web- teaching technology and determine courses that could be converted.(in progress)
- Create teacher work-room for elementary education small group work.(complete)
- Continue to seek external sources of funding for equipment and programmatic support.
- Cooperate with departments in the College of Arts and Sciences to supervise student teachers.
- Expand college and public school relationships for grant partnering possibilities.

1

2

Program Review Panel Evaluation Form Results

Average Score

1		
2		
3		
4		
5	1. Student Perception of Instruction	4.75
6		
7	2. Student Satisfaction with Program	4.75
8		
9	3. Advisory Committee Perceptions of Program	3.75
10		
11	4. Demand for Graduates	4.5
12		
13	5. Use of Information on Labor Market	4.75
14		
15	6. Use of Profession/Industry Standards	4.5
16		
17	7. Use of Student Follow-up Information	2.5
18		
19	8. Relevance of Supportive Courses	4.5
20		
21	9. Qualifications of Administrators and Supervisors	4.5
22		
23	10. Instructional Staffing	3.5
24		
25	11. Facilities	4.0
26		
27	12. Scheduling of Instructional Facilities	4.5
28		
29	13. Equipment	4.5
30		
31	14. Adaption of Instruction	4.25
32		
33	15. Adequate and Availability of Instructional	4.0
34	Materials and Supplies	
35		
36		

SBE APPROVED OCTOBER 24, 2002

**Entry-Level Standards for Michigan Teachers
and Related Proficiencies**

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

- 1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
 - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
 - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
 - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
 - e. An understanding of global and international perspectives;
 - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
 - g. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;
 - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
 - i. An understanding of the Constitutions and histories of the United States and Michigan;
 - j. An understanding of the market system for allocating resources;
 - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
 - l. An understanding of the similarities within our culture and their importance to the fabric of American society.

- 2. A commitment to student learning and achievement, including the understanding and ability to:**
- a. Apply knowledge of human growth, development, and learning theory;
 - b. Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person;”
 - c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
 - d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
 - e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
 - f. Plan instruction to accommodate various backgrounds of students;
 - g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
 - h. Create inclusionary environments for students with exceptional needs and abilities; and
 - i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.
- 3. Knowledge of subject matter and pedagogy, including the understanding and ability to:**
- a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;
 - b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
 - c. Use high expectations for optimal achievement to foster excellence in all students;
 - d. Practice teaching as both an art and a science;
 - e. Integrate and transfer knowledge across subject areas and encourage the same among students;
 - f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and
 - g. Access and use updated information and procedures.

4. The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
- b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
- c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
- d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
- e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and
- f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.

5. The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:

- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
- b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
- c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
- d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
- e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
- f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
- g. Discuss and debate the evolution of education and the teacher's role in a changing society; and

- h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

6. Commitment and willingness to participate in learning communities, including the understanding and ability to:

- a. Use community and home resources to enhance school programs;
- b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
- c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
- d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
- e. Interact with parents to maximize the learning of students at school, home, and in the local community.

7. An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:

- a. Demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts;
- b. Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;
- c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;
- d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;
- e. Use technology to enhance professional development, practice, and productivity; and
- f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.

Criteria for an Assessment of Pedagogy*

Based on the State Board of Education Entry-Level Standards for Michigan Teachers,
as approved by the State Board of Education initially in August 1993, revised in July 1998,
and with revisions proposed in October 2002

* **Definition:** According to Webster's New World Dictionary, Third College Edition, Simon & Schuster, Inc., 1994, pedagogy is defined as:
1) the profession or function of a teacher; teaching, and 2) the art or science of teaching; esp., instruction in teaching methods.

Description of Achievement Levels:

0	(pre-preparation)	No awareness or exposure	3	(proficient)	Consistent, appropriate application, solid performance
1	(awareness)	The ability to describe, not yet applied	4	(advanced)	Super performance, consistently applied at all appropriate times
2	(basic)	Minimal achievement, appropriate to situations			

** Denotes sub-areas (in the Level of Proficiency column) that are not recommended as appropriate to the assessment of pedagogy.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
	Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:		
1.	An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):		
1.a.	The abilities and skills necessary for effective communication (listening, speaking, viewing, reading, and writing;)	3	<p>Communicates in a clear and effective manner.</p> <p>Models effective communication for students.</p> <p>Uses correct language and grammar.</p> <p>Demonstrates effective listening skills.</p> <p>Demonstrates effective speaking skills.</p> <p>Demonstrates effective viewing skills.</p> <p>Demonstrates effective reading skills.</p> <p>Demonstrates effective writing skills.</p> <p>Communicates thoughtfully.</p>
1.b.	A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;	2	<p>Demonstrates knowledge and interests in a variety of areas.</p> <p>Demonstrates a respect for free inquiry.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.c.	A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;	2	<p>Demonstrates the inter-relatedness of knowledge beyond defined content areas.</p> <p>Uses liberal arts knowledge in planning instruction.</p> <p>Uses critical thinking skills.</p>
1.d.	The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;	**	
1.e.	An understanding of global and international perspectives;	2	<p>Encourages students to view content from the perspective of the impact of activities in their community (classroom, school, city, state, country) on other communities beyond the United States.</p> <p>Discusses the impact of educational experiences beyond the United States.</p> <p>Demonstrates involvement in organizations or activities which address global and international concerns.</p> <p>Responds appropriately to inquiries that demonstrate understanding of global impact.</p> <p>Demonstrates knowledge of international current events.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.f.	An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;	3	<p>Maintains a professional and respectful approach to individual differences in:</p> <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment <p>Maintains a professional and respectful approach to humankind's shared heritage and environment.</p>
1.g.	An ability to understand and respect varying points of view and the influence of one's own and others' ethics and values;	3	<p>Demonstrates respect for the ethics, values, and points of view of:</p> <ul style="list-style-type: none"> • students • parents • administrators • other individuals and groups <p>Demonstrates an understanding of the right of others to hold and express varying values and points of view.</p> <p>Maintains a respectful, ethical, and professional demeanor.</p>
1.h.	An understanding of the Constitutions and histories of the United States and Michigan;	**	
1.i.	An understanding of the market system for allocating resources;	**	

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
1.j.	An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values;	3	Models an attitude of individual responsibility in a free society. Encourages individuals to exercise rights and assume responsibilities reflective of a free society. Designs instruction that encourages individual responsibility.
1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	Maintains a professional and respectful approach to similarities in: <ul style="list-style-type: none"> • culture • race • gender • religion • ethnicity • heritage • environment Instruction emphasizes the importance of shared heritage to the fabric of American society.
2.	A commitment to student learning and achievement, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.a.	Apply knowledge of human growth, development, and learning theory;	2	<p>Plans developmentally appropriate instruction.</p> <p>Provides instruction which is developmentally appropriate.</p> <p>Uses communication that is developmentally appropriate for the students.</p> <p>Uses learning theory to maximize instruction.</p> <p>Applies knowledge of learning theory when developing instruction.</p> <p>Defends choice of instructional activities and assessment based on learning theories and research on teaching.</p>
2.b.	Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person;"	2	<p>Uses a variety of activities that encourages development of the whole person.</p> <p>Models metacognitive processes of learning for student.</p>
2.c.	Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;	2	<p>Discusses the role of expectations in student achievement.</p> <p>Demonstrates instructional behavior that supports the connection between teacher expectations and student performance.</p> <p>Discusses the impact of one's personal belief system and values upon instruction.</p> <p>Provides a rationale for instructional or management behavior consistent with the teacher's personal belief system.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.d.	Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;	2	<p>Maintains an appropriate and safe learning environment.</p> <p>Handles unexpected events in a professional manner.</p> <p>Describes a continuum of discipline techniques.</p> <p>Demonstrates knowledge/use of appropriate discipline.</p> <p>Describes for the students behavioral expectations appropriate to the situation.</p> <p>Demonstrates skill to encourage appropriate student behavior.</p> <p>Models appropriate behavior.</p> <p>Anticipates and takes action to avoid potential hazards in all environments.</p>
2.e.	Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;	3	<p>Identifies components of diversity evident in the community.</p> <p>Develops plans and instruction to accommodate:</p> <ul style="list-style-type: none"> • culture • race • social diversity • home environment • other differences <p>Demonstrates an understanding of the value of diversity.</p>
2.f.	Plan instruction to accommodate various backgrounds of students;	2	<p>Continually assesses students' prior knowledge and experience as a component of instruction.</p> <p>Develops plans and instruction that accommodate varying backgrounds.</p>
2.g.	Use multiple approaches to appropriately assess student abilities and needs to plan instruction;	2	<p>Uses variety of assessment techniques in planning for instruction.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
2.h.	Create inclusionary environments for students with exceptional needs and abilities;	2	Recognizes and assesses exceptional needs and abilities. Develops instructional plans that create an inclusionary environment. Implements instructional plans that create an inclusionary environment.
2.i.	Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.	2	Uses numeracy, graphics, printed text, computers, artistic expression, electronic media, manipulatives, etc. appropriately in instruction.
3.	Knowledge of subject matter and pedagogy, including the understanding and ability to:		
3.a.	Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;	2	Uses a variety of techniques and manipulatives to promote higher order thinking.
3.b.	Help students access and use information, technology, and other resources to become independent learners and problem solvers;	3	Creates opportunities for students to access and use a variety of sources of information including computers and other technology. Create opportunities for students to use information to construct knowledge.
3.c.	Use high expectations for optimal achievement to foster excellence in all students;	3	Challenges students to reach higher levels of achievement.
3.d.	Practice teaching as both an art and a science;	2	Engages students through appropriate and creative activities. Employs instructional techniques that are supported by current research.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
3.e.	Integrate and transfer knowledge across subject areas and encourage the same among students;	2	Plans and instructs in ways that integrate knowledge from various disciplines.
3.f.	Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom;	3	Plans and instructs in ways that make evident to students the relevance of content. Provides engaging activities that connect content to relevant experiences outside the classroom.
3.g.	Access and use updated information and procedures.	3	<p>Seeks and uses updated information and procedures. Evaluates educational materials for appropriateness. Selects appropriate educational materials. Demonstrates knowledge of local, state, and national standards for content areas. Participates in professional activities to access and use updated information and procedures through:</p> <ul style="list-style-type: none"> • Membership in professional organizations • Reading professional journals <p>Attendance at professional activities (conferences, workshops, inservices, etc.)</p>
4.	The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:		

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.a.	Plan and use cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;	2	Uses a variety of strategies to maximize learning for each student.
4.b.	Use and assess the effectiveness of a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities;	3	Plans, uses, and evaluates a variety of teaching methodologies and techniques.
4.c.	Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;	2	Uses appropriate resources and support personnel to enhance student achievement and success.
4.d.	Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;	2	Communicates and interacts with parents and/or guardians to enhance student achievement and success.
4.e.	Differentiate between assessment and evaluation procedures and use appropriate procedures;	2	Plans evaluation and assessment activities to support instruction. Utilizes multiple techniques appropriately for formative and summative evaluation purposes. Selects or creates appropriate means for assessment and evaluation. Correctly interprets results of measurements used for assessment and evaluation.

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
4.f.	Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable diseases.	2	<p>Demonstrates knowledge concerning the legal and ethical responsibilities of teaching.</p> <p>Seeks information concerning building policies.</p> <p>Demonstrates knowledge concerning building policies.</p> <p>Applies knowledge concerning building policies.</p>
5.	The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:		
5.a.	Identify and use current research in both the subject field and in other areas of practice in the profession;	2	<p>Demonstrates in teaching, use of research gained from:</p> <ul style="list-style-type: none"> • attendance at conferences, seminars, workshops • use of professional literature • membership in professional organization(s) • use of local, state, national standards
5.b.	Exercise good judgment in planning and managing time and other resources to attain goals and objectives;	2	<p>Achieves goals and objectives by:</p> <ul style="list-style-type: none"> • allocating time appropriately • modifying lessons to meet student needs • using resources effectively

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.c.	Maximize the use of instructional time by engaging students in meaningful learning experiences;	2	<p>Manages lessons in the classroom to promote learning.</p> <p>Achieves appropriate pace and direction for instruction.</p> <p>Demonstrates ability to adapt lesson plans as needed.</p> <p>Makes use of time on task.</p> <p>Selects activities that actively involve students in the learning process.</p>
5.d.	Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;	1	Demonstrates an awareness of the interdependence between the school and community.
5.e.	Accept teaching as a lifelong learning process and continue efforts to develop and improve;	2	<p>Identifies areas for growth.</p> <p>Develops short and long term goals.</p> <p>Develops plans for individual professional growth.</p> <p>Develops plans collaboratively for professional growth in the work setting.</p>
5.f.	Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;	2	<p>Establishes professional relationships on behalf of students.</p> <p>Utilizes school and community members as partners.</p> <p>Follows school/district protocol.</p> <p>Communicates effectively with parents.</p> <p>Identifies when assistance is needed.</p> <p>Seeks appropriate support and resources.</p> <p>Collaborates with others in the school setting.</p>
5.g.	Discuss and debate the evolution of education and the teacher's role in a changing society;	**	

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
5.h.	Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.	2	Identifies strengths and weaknesses of professional practice in others. Identifies strengths and weaknesses of professional practice in themselves. Makes appropriate adaptations to their own instruction, based upon reflection.
6.	Commitment and willingness to participate in learning communities, including the understanding and ability to:		
6.a.	Use community and home resources to enhance school programs;	2	Identifies community resources. Identifies skills and resources that families bring to the learning environment. Uses resources to enhance learning.
6.b.	Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public service agencies;	1	Identifies community organizations as resources. Plans instructional activities which involve a representation of a community organization. Uses community service/organization activities as a component of instruction.
6.c.	Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community, and local, state, national, and international communities;	1	Describes the role of teacher as a member of the following communities: <ul style="list-style-type: none"> • professional • local • state • national • international

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
6.d.	Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation to improve educational systems at all levels;	2	<p>Actively pursues collegial communication at all levels.</p> <p>Participates in discussions of educational/school/community groups.</p> <p>Participates in activities of educational/school/community groups.</p> <p>Participates in planning of school activities.</p> <p>Initiates involvement with faculty, department, school team or grade level groups, and other stakeholders.</p>
6.e.	Interact with parents to maximize the learning of students at school, home, and in the local community.	2	<p>Facilitates communication with families which augments student learning.</p> <p>Provides opportunities for families to assist with learning in the home, school, and community.</p>
7.	An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:		
7.a	Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;	3	<p>Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work.</p> <p>Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.b.	Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;	3	<p>Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners.</p> <p>Applies current research on teaching and learning with technology.</p> <p>Applies Michigan technology standards and benchmarks when planning learning environments and experiences.</p> <p>Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness.</p> <p>Plans for the management of technology resources within the context of learning activities.</p> <p>Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of each student.</p>
7.c.	Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;	2	<p>Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board's policy on learning expectations for Michigan students and to the Michigan Curriculum Framework.</p> <p>Uses technology to support learner-centered strategies that address the diverse and individual needs of all students.</p> <p>Applies technology to develop students' higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity.</p> <p>Manages student learning in a technology-enhanced environment.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.d.	Apply technology to facilitate a variety of effective assessment and evaluation strategies;	2	<p>Applies technology in assessing and evaluating student achievement as it relates to the State Board's policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques.</p> <p>Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs.</p> <p>Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and productivity.</p>
7.e.	Use technology to enhance professional development, practice, and productivity; and	3	<p>Uses technology resources to engage in ongoing professional development and lifelong learning.</p> <p>Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.</p> <p>Applies technology to increase productivity in planning, teaching, and management.</p> <p>Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</p>

No.	Standard and Proficiencies	Level of Proficiency	Indicators of Achievement
7.f.	Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.	3	<p>Models and teaches legal and ethical practice related to technology use.</p> <p>Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</p> <p>Identifies and uses technology resources that affirm diversity.</p> <p>Promotes safe and healthy use of technology resources.</p> <p>Facilitates equitable access to technology resources for all students.</p>

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ELSMT & PED as SBE approved Oct 24 02 C61052.doc

Summer Semester 2003

Dear Teacher Education Student:

Welcome to the College of Education & Human Services, School of Education. We are pleased that you have enrolled in a Teacher Education program. Ferris is proud to have high standards for teacher preparation. Our Teacher Education programs have an outstanding state and national reputation. School districts nationwide are feeling the effects of a teacher shortage so you have made an excellent career choice in terms of employability upon graduation. We look forward to working with you and stand ready to assist you in reaching your career goal.

It is the obligation of the School of Education to make teacher education students aware of the requirements of the Michigan Department of Education and Ferris State University for disclosure of adult criminal convictions. A student who has been convicted of a misdemeanor or a felony which may affect the student's fitness to be a teacher or administrator may be placed on probation, denied or suspended from admission to the teacher education program or participation in field experience, including student teaching, or denied a recommendation for teacher certification.

Be advised also that according to the Administrative Rules Governing the Certification of Michigan Teachers R390.1201, Rule 101, the Michigan State Board of Education may refuse to grant or renew, or may suspend or revoke a teaching certificate for the following reasons:

- a. Fraud, material misrepresentation, or concealment in the application certificate.
- b. Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.
- c. Conviction, as an adult of an act of immoral conduct contributing to the delinquency of a child or a felony involving moral turpitude.

A list of examples of crimes involving moral turpitude, but not inclusive of all crimes to which the policy applies, is enclosed with this letter. **If you have any convictions of this nature in your background, you must make an appointment with the Director of the School of Education to discuss your personal history.** If you have questions regarding this information or need to make an appointment, please contact the Teacher Education Office at 231/591-5361.

Sincerely,

Susanne Chandler, Ph. D.
Director, School of Education

Ferris State University
School of Education
College of Education & Human Services

**School of Education Procedures on Felony Convictions and
Teacher Certification Programs**

The Michigan State Board of Education has authority under Part 10, Administrative Hearings, of the Administrative Rules Governing the Certification of Michigan Teachers, to deny, suspend, or revoke a teaching certificate (R 390.1201.).

Rule R 390.1201, Certificates: denial, suspension, or revocation; reinstatement state:

Rule 101.

- (1) The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:
 - (a) Fraud, material misrepresentation, or concealment in the application for a certificate.
 - (b) Failure or ineligibility of the applicant or certificate holder to meet criteria for eligibility for the certificate.
 - (c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child or of a felony involving moral turpitude.

Students should be aware that the State of Michigan Board of Education has issued a statement indicating that the State Board of Education has consistently revoked or suspended a teaching certificate for misdemeanor or felony convictions involving criminal sexual conduct, convictions of child abuse, or distribution of a controlled substance to a minor.

Students are required to provide information indicating whether they have been convicted as an adult of felonies or misdemeanors involving moral turpitude prior to (1) admission to teacher education programs, (2) field experience, (3) student teaching placement, and (4) term of graduation for teacher certification.

An application to a teacher education program who has been convicted as an adult of a felony or misdemeanor involving moral turpitude may be denied admission to teacher education or field placements or recommendation for certification. An applicant who has been convicted of such a felony or misdemeanor at any point in his/her academic program will be granted a hearing prior to a final decision regarding (1) admission to a teacher education, or (2) field placement, or (3) recommendation for certification. Such a hearing will be initiated by the School of Education Director for review and recommendation.

**School of Education
College of Education & Human Services**

**Policies - Misdemeanor and Felony Convictions
Admission to Teacher Education Programs
and Certificate Denial/Revocation**

1. **Fraudulent Application** - Admission or certification may be denied for fraud, material misrepresentation, or concealment in the application for admission or certificate.
2. **Immoral Conduct** - Admission or certification may be denied for failure of the applicant to meet the criteria for admission or certification because of a conviction(s) as an adult of an act of immoral conduct contributing to the delinquency of a child or a felony involving moral turpitude.
3. **Conviction Record Request** - The School of Education may request information on an applicant's conviction record.
4. **Notification of Status to Cooperating Schools** - If the School of Education enrolls a convicted individual into any field or practicum course, it will advise the cooperating school district of the individual's conviction status.
5. **Notification of Status to Applicant** - A convicted applicant admitted to the program will be advised in writing by the School of Education that the State Board of Education has the authority to deny a recommendation for certification based upon conviction and that the individual may not be placeable in a field experience.
6. **Individual Case Review** - The School of Education reviews individual cases for the type of misdemeanor or felony conviction to determine probability of state revocation or suspension and field experience placement problems.
7. **Notification of Status to State Department of Teacher Preparation and Certification** - The School of Education will report directly to the State Department of Teacher Preparation and Certification any known certified teacher who has been convicted of a misdemeanor .
8. **Report of Fraud** - The School of Education will report any instances of fraud in the application for a certificate, including instances of fraud with altered transcripts from other institutions and improperly reported teaching experiences.

COMPLETE BOTH SIDES OF THIS FORM and return it with the rest of the packet.

FERRIS STATE UNIVERSITY
College of Education & Human Services
School of Education

FELONY CONVICTION INFORMATION FORM

(Please Print)

NAME _____ DATE _____
Last First Middle

PERMANENT ADDRESS _____
Number Street
City State Zip PHONE # _____

SOCIAL SECURITY # _____

1. Have you ever been convicted as an adult of a felony or misdemeanor involving moral turpitude including, but not limited to, the crimes listed on the attached sheet.

YES NO

If you answered "YES," please answer the following questions for each conviction. (You may attach a separate sheet if necessary.)

a) What specific crime? _____
Fully explain the circumstances.

b) What was the date of the conviction? _____

c) In what city and state did this occur? _____

d) In what court were you convicted? _____

e) Please provide any other facts that you consider important relative to this conviction.

OVER ↑

2. Have you ever been convicted as an adult of an act of immoral conduct contributing to the delinquency of a minor?

YES NO

If "YES," fully describe the nature of the conviction by answering the following questions. (Attach an additional page if necessary.)

a) What specific crime? _____
Fully explain the circumstances.

b) What was the date of the conviction? _____

c) In what city and state did this occur? _____

d) In what court were you convicted? _____

e) Please provide any other facts that you consider important relative to this conviction.

Student's Name (please print) _____

Student's Signature _____

RETURN FORM TO:

Ferris State University
School of Education
Bishop Hall 421
1349 Cramer Circle
Big Rapids, MI 49307

<i>For Office Use Only</i>

Examples of Crimes Involving Moral Turpitude:

- A. Crimes involving a substantial misrepresentation of any material fact to the public, including bribery, fraud, aiding or abetting the filing of false claims, racketeering, or allowing an establishment to be used for illegal purposes.
- B. Crimes involving homicide, murder, manslaughter, mayhem, negligent homicide, assault, battery, and felonious assault.
- C. Crimes which involve a violent act or a threat of a violent act against a person or a crime constituting a sexual offense, which shall include any of the following:
 - 1. Criminal sexual conduct in any degree.
 - 2. Commercial activity involving child abuse, neglect, or exploitation, kidnapping, adoption schemes, and prostitution.
 - 3. Child abuse or neglect.
 - 4. Cruelty toward, or torture of, any person.
 - 5. Attempts to commit any of the offenses specified in paragraphs (1) and (3) of this subdivision.
 - 6. Robbery, armed robbery, burglary, receiving stolen property, concealing stolen property.
 - 7. Extortion.
 - 8. Obtaining property by false pretenses.
 - 9. Larceny by trick.
 - 10. Larceny by conversion.
 - 11. Embezzlement.
 - 12. Arson.
 - 13. Offenses involving narcotics, alcohol or controlled substances that result in a felony conviction.
 - 14. Offenses involving adulterating drugs, controlled substances, preparations; poisoning; unlawful manufacturing, delivery or possession with intent to manufacture or deliver drugs.

MICHIGAN TEACHING CERTIFICATES

TYPE	DATE OF ISSUANCE	LENGTH OF VALIDITY	INITIAL ISSUANCE REQUIREMENTS	REINSTATEMENT/RENEWAL REQUIREMENTS
REGULAR: PROVISIONAL CERTIFICATE (usually the initial Michigan teaching certificate)	Established by 1936 Certification Code	Initial issuance - 5½-6½ years** Renewals - 3 years**	18 years of age; approved bachelor's degree; completion of the specific teacher preparation program at an approved teacher preparation institution.	1st 3 year renewal is available after actual completion of the first 10 semester hours of the 18 semester hour planned program needed for the eventual Professional Education certificate. A second renewal requires completion of the 18 semester hour planned program.
LIFE	1857 - 1936 (replaced by the Permanent certificate)	Life	Not applicable	Not applicable
PERMANENT CERTIFICATE	1936 to 7/1/76 (replaced by the Continuing certificate)	Remains valid as long as the holder serves in a position of educational employment for at least 100 days in any given 5-year period.	Not applicable	Reinstated by: <ul style="list-style-type: none"> • an approved master's or higher degree from an approved teacher education institution, or • completion of six semester hours of satisfactory college credit through an approved teacher education institution (since the lapse of the certificate), or • one year sponsorship through an employing Michigan school district.
CONTINUING CERTIFICATE	7/1/76 to 7/1/92 (replaced by the Professional Education certificate)	Same as the Permanent certificate.	Not applicable	Same as the renewal of the Permanent certificate.
PROFESSIONAL EDUCATION CERTIFICATE	7/1/92 to date	Up to 5 years**	Hold a current or expired Michigan Provisional certificate. Have taught successfully for three years since issuance of the Provisional and in the areas of validity noted on the Provisional certificate. Earned 18 semester hours in a planned program from an approved teacher education institution after the issuance of the Provisional certificate or possess an earned master's, or higher, degree. Present evidence of 6 semester hours of reading methodology for an elementary level certificate and 3 semester hours for a secondary level certificate.	Six semester hours of appropriate course work through an approved teacher education institution or the equivalent in State Board-Continuing Education Units (SBCEU) for a 5-year renewal or a combination of semester hours and SBCEUs. (The SBCEU equivalent to 6 semester hours is 18 SBCEUs.) Semester hours and/or SBCEUs for the renewal of the Professional Education Certificate must be completed after the issuance of the Professional Education Certificate and within a 5-year period before the application for the renewal.

TYPE	DATE OF ISSUANCE	LENGTH OF VALIDITY	INITIAL ISSUANCE REQUIREMENTS	REINSTATEMENT/RENEWAL REQUIREMENTS
VOCATIONAL TEMPORARY VOCATIONAL AUTHORIZATION	1973 to date	Initial issuance - 5½-6½ years**	Bachelor's degree Completion of an approved major or minor in an occupational area. Two years (4,000 hours) of recent and relevant work experience in an occupational area.	If held with a Provisional certification, same as the renewal of the Provisional certificate. If the TVA stands alone, the renewal requirement is the completion of 10 semester hours of vocational education credit.
FULL VOCATIONAL AUTHORIZATION	1973 to 7/1/92 (Replaced by the Occupational Education certificate)	Same as the Continuing certificate.	Not applicable	Same as the Continuing certificate.
OCCUPATIONAL EDUCATION CERTIFICATE	7/1/92 to date	Up to 5 years**	Three years of successful teaching experience within the validity of the Temporary Vocational Authorization. Completion of a minimum of 10 semester hours of professional vocational education credit approved by a sponsoring Michigan Teacher Education institution and completed since the issuance of the Temporary Vocational Authorization.	Same as the Professional Education certificate.

TYPE	DATE OF ISSUANCE	LENGTH OF VALIDITY	INITIAL ISSUANCE REQUIREMENTS	REINSTATEMENT/RENEWAL REQUIREMENTS
PROFESSIONAL CERTIFICATE WITH OCCUPATIONAL EDUCATION CERTIFICATE	7/1/92 to date	Up to 5 years**	Three years of teaching experience within the validity of the certificate after the issuance of either the provisional or temporary vocational authorization. Completion of 18 semester hours in a planned program after the issuance of the Provisional certificate. The program must include a minimum of 10 semester hours of relevant vocational education credit.	Same as the Professional Education certificate.

Applicants should seek certification requirement information directly from their sponsoring institution.

*** VALIDITY LEVEL:**

Secondary: Initial Provisional secondary level certificate issued:

Prior to 9/1/88 is valid for teaching all subjects in grades 7 and 8 and major and minor areas of certification in grades 9-12.

On or after 9/1/88 is valid for teaching major and minor areas of certification in grades 7-12.

Elementary: Initial Provisional elementary certificate issued:

Before 7/1/70 is valid for teaching all subjects K-8.

After 7/1/70 and prior to 9/1/88 is valid for teaching all subjects in K-8 and major and minor areas of certification in grade 9.

After 9/1/88 is valid for all subjects K-5, and may be valid for major and minor areas of certification in grades 6-8 in subject area classrooms. It is also valid for teaching all subjects in K-8 self-contained classrooms.

NOTE:

The specific validity is determined by passage of the appropriate portions of the Michigan Test for Teacher Certification (MTTC). Beginning September 1, 1991, the Michigan Board of Education issues teaching certificates to a person only after passing a basic skills examination and an appropriate subject area examination for each subject in which certification is granted.

** All certificates expire on June 30 of the appropriate year.



FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF EDUCATION – CURRICULUM & INSTRUCTION

Administrative Option – 35-36 Credits

NAME: _____ SS#: _____

COURSE		Required Core – 15 Credit Hours Required:	S.H.	GRADE
EDUC	508	Instruction of Exceptional Learners OR Education Elective (See your education advisor for appropriate course.)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	516	Issues in Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
Education Requirements – 18 Credit Hours Required:				
ECTE	521	Leadership & Organizational Dynamics	3	
ECTE	600	Administration of Education Programs	3	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding & Financing Educational Programs	3	
EDUC	630	School Law	3	
EDUC	635	School Personnel Management	3	
Education Electives – 2-3 Credit Hours Required:				
EDUC	512	Research Field Study	2	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	591	Internship	2	
EDUC	595	Content/Instructional Workshops & Seminars	1-2	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	694	Graduate Topics in Education	1-2	
EDUC	697	Special Studies in Education	1-2	

FERRIS STATE UNIVERSITY
 COLLEGE OF EDUCATION & HUMAN SERVICES
 MASTER OF EDUCATION DEGREE – CURRICULUM & INSTRUCTION
 ELEMENTARY CERTIFICATION OPTION – 46-47 credits

COURSE		Certification Requirements – 35 Credit Hours Required:	S.H.	GRADE
EDUC	501	Principles of Teaching & Learning	3	
EDUC	502	Pre-Teaching Field Experience (Co-requisite – EDUC 504)	1	
EDUC	503	Foundations of Education	3	
EDUC	504	Curriculum Design & Evaluation (Co-requisite – EDUC 502)	4	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	520	Teaching Reading in the Elem/Middle School I	3	
EDUC	521	Teaching Reading in the Elem/Middle School II	3	
EDUC	531	Methods of Integrating, Teaching, and Evaluating Language Arts & Social Studies in the Elem/Middle School	3	
EDUC	532	Methods of Integrating, Teaching, and Evaluating Math & Science in the Elem/Middle School	3	
EDUC	533	Methods of Integrating, Teaching, and Evaluating Art, Music, Health & P.E. in the Elem/Middle School	1	
EDUC	594 *	Elem/Middle Directed Teaching	6	
EDUC	599 *	Professional Seminar	2	
Education Requirements – 9 Credit Hours Required:				
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
Education Electives – 2-3 Credit Hours Required				
EDUC	512	Research Field Study	2	
EDUC	516	Issues in Education	3	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	591	Internship	1-2	
EDUC	595	Content/Instructional Workshops & Seminars	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding and Financing Educational Programs	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	694	Graduate Topics in Education	1-2	
EDUC	697	Special Studies in Education	1-3	

* Not open to students who have not passed all sections of the state-mandated Basic Skills Test.

Ferris State University
(in partnership with “Learning to Give” – Council of Michigan
Foundations & Indiana-Purdue University, Indianapolis)

Masters of Education – Curriculum & Instruction
Philanthropy Education: Academic Service Learning Option (36
Credit Hours)

Course	#	Core Requirements – Education (online)	S.H.	GRADE
EDUC	516	Issues in Education	3 (FSU)	
EDUC	518	Diversity in the Classroom & Workplace	3 (FSU)	
EDUC	660	Action Research	3 (FSU)	
EDUC	620*	Advanced Integrated Curriculum Design Evaluation	3 (FSU)	
			12	
		Core Requirements – Philanthropy Education (on-line)		
SPEA	v521	Nonprofit and Voluntary Sector	3 (IU)	
SPEA	v524	Civil Society in Comparative Perspective	3 (IU)	
EDPH	626	Education for a Civil Society	3 (FSU/LTG)	
EDPH	641	Synthesis in Philanthropy Education	3 (FSU/LTG)	
			12	
		Core Requirements – Philanthropy Education (FSU-GR – Summer Residential Seminar I)		
EDPH	503	Foundations of Philanthropy Education	3 (FSU/LTG)	
EDPH	531	Philanthropy & Social Studies	3 (FSU/LTG)	
			6	
		Core Requirements – Philanthropy Education (FSU-GR – Summer Residential Seminar II)		
EDPH	516	Philosophy of Philanthropy	2 (FSU/LTG)	
EDPH	533	Philanthropy in and through the Arts	1 (FSU/LTG)	
EDPH	620	Philanthropy Curriculum Development	3 (FSU/LTG)	
			6	
		TOTAL	36	

Note: All on-line courses, except the prerequisites and Synthesis, may be taken any time before or after the Summer Residency seminars.

Ferris State University - College of Education & Human Services

Master of Education Degree - Curriculum & Instruction

Reading Endorsement Option* - 39 credits

(BR Endorsement)

Name: _____ SS#: _____

COURSE		Core Requirements	S.H.	GRADE
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
Reading Requirements				
ERLA	501	Understanding Literacy & Language Development	3	
ERLA	536 507	Elementary & Middle School Reading Instruction, <u>or</u> Literacy & Language Development for Young Children	3	
ERLA	511 522	Literacy and Content Learning, <u>or</u> Using Literature & Other Texts for Children & Young Adults	3	
ERLA	516	Trends & Issues in Literacy	3	
ERLA	530	Literacy Assessment	3	
ERLA	533	Students with Reading Difficulties	3	
ERLA	504 539 550	Integrating the English Lang. Arts for Elem./Middle School, <u>or</u> Integrating Reading, Writing, & Lit. Across the Curriculum, <u>or</u> Creating Learning Environments for Literacy Development & Diverse Populations	3	
ERLA	600 609	Curriculum & Professional Development for Literacy Programs, <u>or</u> Developing Literacy Leaders	3	
ERLA	660	Literacy Research Design	3	
ERLA	699	Literacy Research (thesis)**	3	
Education Electives (not required)(electives/substitutes only)				
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	630	School Law	3	
ERLA	591	Internship in Reading & Literacy	1-3	
ERLA	595	Content/Instructional Workshops Seminar	1-2	
ERLA	690	Special Topics in Reading & Literacy	1-4	
ERLA	694	Graduate Topics in Reading & Literacy	1-6	
ERLA	697	Special Topics in Reading & Literacy	1-3	

(ERLA Med-BR.checksheet)

* Note: This program is open only to those already holding a K-12 teacher certification.

**Note: ERLA 660 must be taken prior to ERLA 699 (ERLA 699 is the student's last course).

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF EDUCATION DEGREE – CURRICULUM & INSTRUCTION

SECONDARY CERTIFICATION OPTION – 38-39 Credits

NAME:

SS#:

COURSE		Certification Requirements – 25 - 27 Credit Hours Required:	S.H.	GRADE
EDUC	501	Principles of Teaching & Learning	3	
EDUC	502	Pre-Teaching Field Experience (Co-requisite – EDUC 504)	1	
EDUC	503	Foundations of Education	3	
EDUC	504	Curriculum Design & Evaluation (Co-requisite – EDUC 502)	4	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	543	Teaching Reading in the Content Area	3	
NOTE to students seeking Temporary Vocational Authorization: Two years of recent, relevant, wage earning occupational work experience is required. This requirement must be completed in order to be eligible for directed/ETR teaching.				
EDUC	592 *	Directed Teaching (or EDUC 593*, ETR Teaching – see advisor)	6-8	
EDUC	599 *	Professional Seminar	2	
Education Requirements – 6 (non-vocational majors) or 9 (vocational majors) Credit Hours Required:				
ECTE	500	Foundations & Organization of Career & Tech Educ (vocational majors only)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	508	Instruction of Exceptional Learners	3	
Education Electives – 7-8 (non-vocational majors) or 4-5 (vocational majors) Credit Hours Required:				
EDUC	518	Diversity in the Classroom	3	
EDUC	512	Research Field Study	2	
EDUC	516	Issues in Education	3	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	591	Internship	1-2	
EDUC	595	Content/Instructional Workshops & Seminars	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding and Financing Educational Programs	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	694	Graduate Topics in Education	1-2	
EDUC	697	Special Studies in Education	1-2	

* Not open to students who have not passed all sections of the state-mandated Basic Skills Test.

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION & HUMAN SERVICES

MASTER OF EDUCATION DEGREE – CURRICULUM & INSTRUCTION

SUBJECT AREA OPTION – 32 credits

NAME: _____ SS#: _____

COURSE		Core Requirements – 15 Credit Hours Required:	S.H.	GRADE
EDUC	508	Instruction of Exceptional Learners (or Education Elective – see advisor)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	516	Issues in Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
Education Electives – 9-11 Credit Hours Required:				
EDUC	512	Research Field Study	2	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	591	Internship	1-2	
EDUC	595	Content/Instructional Workshops & Seminars	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding and Financing Educational Programs	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	660	Action Research	3	
EDUC	694	Graduate Topics in Education	1-2	
EDUC	697	Special Studies in Education	1-2	
Subject Area Electives –6-10 Credit Hours Required:				
Select 6-10 credits at the graduate level in subject-area major, minor, or related field.				

Ferris State University – College of Education & Human Services
Master's of Education Option: Curriculum and Instruction
Special Education Endorsement Option* - 40- 43Credits

Name: _____ SS#: _____

Course		Core Requirements (9 credits)	S.H.	Grade
ERLA	501	Understanding Literacy and Language Development	3	
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	570	Teaching and Learning Theories in the Classroom	3	
Special Education Requirements (18 Credits)				
ESPN	502	Communication, Collaboration and Consultation in Special Education	3	
ESPN	503	Behavioral Dimensions of Students with Special Needs	3	
ESPN	504	Development and Implementation of Individual Education Programs	3	
ESPN	505	Assessing Students with Special Needs	3	
EDUC	660	Action Research **	3	
EDUC	699	Thesis **	3	
Endorsement Area				
[Student must select one of the following endorsement areas]				
Teachers of Students with Cognitive Impairments (13 credits)				
ESPN	530	Basic Concepts in Cognitive Impairments	3	
ESPN	532	Teaching the Student with Mild Cognitive Impairments	3	
ESPN	534	Teaching the Student with Moderate to Severe Cognitive Impairments	3	
ESPN	592	Directed Teaching- Special Needs	4	
Teachers of Students with Learning Disabilities (13 credits)				
ERLA	533	Students with Reading Difficulties	3	
ESPN	520	Introduction to the Student with Learning Disabilities	3	
ESPN	522	Teaching the Student with Learning Disabilities	3	
ESPN	592	Directed Teaching- Special Needs	4	
Teachers of the Early Childhood Developmental Delay (16 credits)				
(Students choosing this area must be endorsed in another area of Special Education and have an Early Childhood Endorsement, major, minor or degree)				
ESPN	510	Current Research and Policy in Early Childhood Special Education	3	
ESPN	512	Methods in Assessing Young Children with Special Needs	3	
ESPN	514	Parent/Professional Partnerships	3	
ESPN	515	Methods in Early Childhood Special Education	3	
ESPN	592	Directed Teaching- Special Needs	4	
Teachers of Students with Autism (13 credits)				
(Students choosing this area must also have full approval in one other area of Special Education)				
ESPN	540	Basic Concepts in Autism	3	
ESPN	542	Curriculum and the Autistic Child	3	
ESPN	546	Working with Parents and Professionals	3	
ESPN	592	Directed Teaching- Special Needs	4	

(ESPN M.Ed. checksheet)

*Note: This program is open only to those already holding a K-12 teacher certification.

**Note: ESPN 660 must be taken prior to ESPN 699 (ESPN 699 is the student's last course).

EDUC504
CURRICULUM DESIGN & EVALUATION

Dr. Karen L. Norman
Ferris State University
1349 Cramer Circle, Bishop Hall 414
Big Rapids, MI 49307-2737

Work: 231-591-5025 Home: 231-796-6798 Fax: 231-591-2041 E-mail: normank@ferris.edu
Office Hours: Tuesday & Thursday 12 noon – 2 p.m.;
Wednesday, 11 a.m. – 2 p.m. or by appointment

COURSE DESCRIPTION:

This course is designed to survey the latest theory and practice of curriculum development and provide practice in the process of curriculum design, construction and delivery. The students will develop instructional materials including performance objectives, daily and unit lesson plans, accompanying teacher materials, assessment and test instruments. Students will demonstrate a variety of classroom delivery techniques in a number of micro-teaching experiences. A 75-hour field experience in the public school system is required and accomplished through the Co-requisite, EDUC502. Note: This course is not open to students with an undergraduate course in curriculum design without advisor permission.

Credit Hours: 4 (4 lecture; 0 lab) Prerequisite: Graduate Status. Co-requisite: EDUC502

REQUIRED TEXTBOOKS AND MATERIALS:

1. A Resource Guide for Teaching: K-12, 4th Ed. Kellough, R. D. (2003). New Jersey: Prentice Hall. ISBN: 0-13-098413-2 [website: <http://www.prenhall.com/kellough>]
2. Classroom Assessment Techniques, 2nd Edition, Angelo & Cross, (1993) CA: Jossey-Bass, Inc ISBN: 1-55542-500-3
3. Preparing Instructional Objectives, 3rd Edition, Mager, R. F. (1997). GA: CEP Presss. ISBN: 1-879618-03-6
4. Assessment of Student Achievement, 7th Edition, Gronlund, N. E. (2003). Boston, MA: Allyn & Bacon. ISBN: 0-205-36610-4
5. A Complete Guide to Student Grading, Haladyna, T. M. (1999). Boston, MA: Allyn & Bacon. ISBN: 0-205-27259-2

E-Mail: E-mail address with word processing attachment capability

Supplement:

- a. Michigan Curriculum Framework, Michigan Department of Education; Website: www.michigan.gov/mde [View: Sections I-V; Print: standards for your major and minor; click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards]
- b. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: www.michigan.gov/documents/elstandards_21890_7.doc [Print; approximately 20 pages]

Materials: (Note: Do not purchase materials listed below before class discussion!)

- ✓ 3-ring binder with index dividers or material's box with dividers
- ✓ transparency film
- ✓ several different color transparency markers and/or white board markers
- ✓ Six blank video tapes with labels
- ✓ Two 8 ½ X 11 inch file folders
- ✓ White and colored chalk

COURSE CONTENT FROM REQUIRED TEXTBOOKS

SECONDARY SCHOOL TEACHING:

- Chapter 5: The Curriculum (pages 150-176, 181-195) [Exercises 5.3, 5.8, 5.9, 5.10, 5.11, 5.12]
- Chapter 6: The Instructional Plan (pages 210-217, 227-248) [Exercises 6.1, 6.2, 6.3]
- Chapter 7: Questioning (pages 255-267) [Exercises 7.1, 7.4, obs., 7.5, 7.6]
- Chapter 8: Grouping and Discussion (pages 282-284, 297-303, 315-329)
- Chapter 9: Teacher Talk, Demonstrations, Thinking, Inquiry, and Games (pages 331-338, 341-350, 351-352) [Exercises 9.1]
- Chapter 11: Assessing and Reporting Student Achievement (pages 379-390)
- Other chapters of interest: Chapter 3 "Teacher Behaviors" and Chapter 4 "The Classroom Learning Environment"

ASSESSMENT OF STUDENT ACHIEVEMENT:

All chapters.

CLASSROOM ASSESSMENT TECHNIQUES:

- Chapter 1 What is Classroom Assessment?
- Chapter 2 Teaching Goals Inventory
- Chapter 3 First Steps
- Chapter 4 Planning & Implementing Classroom Assessment Projects
- Chapter 6 Choosing the Right Technique

A COMPLETE GUIDE TO STUDENT GRADING:

Chapters 1-3 (pages 1-48)
Chapters 5-15 (pages 59-170)

PAREPARING INSTRUCTIONAL OBJECTIVES:

All chapters.

GRADING AND EVALUATION:

FSU Classroom Assignments:

1. MI Framwork printed	5	
2. Teacher Standards printed	5	
3. Unit Overview with Course Outline (1)	50	
4. Performance Objectives (90)	90	
5. Gradebook Exercise	50	
6. Test Questions	50	
7. Peer Evaluations (30 @ 5)	150	
8. "Pop" Quiz Questions (10 @ 5)	50	
9. Chapter-Related Exercises (28@ 5)	140	
10. Prop Box (10 items)	50	
11. Three-ring Binder/Box organized	5	<u>645</u>

FSU Classroom Microteaching:

1. Lesson Plans (2 @ 35)	70	
2. Self Evaluations (2 @ 10)	20	
3. Professor Evaluations (2 @ 42)	84	
4. Student-Centered Activities (2 @ 25)	50	<u>224</u>

Total Points Possible

869

Final grades for EDUC504 will be based on the following grading scale:

A	96-100	834-869
A-	90-95	782-833
B+	87-89	756-781
B	83-86	721-755
B-	80-82	695-720
F	79	694

CLASS POLICIES:

1. All course requirements must be completed at the "B-" grade level or above.
2. Make-up work and Revision of assignments are allowed at the discretion of your professor to meet objectives; written assignments may be resubmitted ONE time only for revision.
3. You must be present to conduct Peer Evaluations of in-class microteaching, as they may not be made up.
4. Cheating and Plagiarism. You are responsible for reviewing and following the cheating and plagiarism guidelines set forth by FSU. These guidelines apply to this course; refer to the Student Handbook.
5. ALL projects, teachings, and the field experience must be completed to receive a grade for these courses.
6. Unannounced "Pop" Quiz Questions over course content will be given at the beginning of selected class sessions. You must be present for the questions, as they may not be made up.
7. Rubrics are provided for each assignment and/or course requirement.

DELIVERY FORMATS

In-class deliveries will run no more than 30 minutes. All lesson plans, handouts, worksheets, etc. must be typed. Materials handed in for evaluation must be in a folder.

The following delivery styles and procedures will be discussed in EDUC504. Although we will discuss these delivery styles as separate techniques, it is realistic for you to include lecture, demonstration and discussion in one lesson.

For each lesson you must include and use at least one classroom assessment technique from the Angelo & Cross textbook.

1. Lecture/Demonstration. For the demonstration format, a brief lecture precedes the demonstration or is integrated into the demonstration. Your lesson plan should reflect the procedure you would use for the demonstration (also called modeling). At least one kind of media should be used during the demonstration. You are responsible for the equipment or supplies to be used during the demonstration; allow time for set up and clean up.
2. Lecture/Discussion. For the discussion format, a brief lecture precedes the discussion. You are responsible to include in your lesson plan a discussion format listing questions and possible answers for discussion. Small to whole groups may be integrated into this delivery format. At least one kind of media should be used during the discussion.
3. Gaming/Lab Activity. It is assumed a brief lecture or introduction will precede the game or lab activity. Your lesson plan should reflect the procedures for the game or lab.
4. Cooperative/Collaborative Group. For the cooperative/collaborative learning activity, your lesson plan should include a group plan outlining individual assignments/roles and an evaluation strategy. It is assumed a brief lecture, introduction or discussion will precede the group activity.

COURSE OBJECTIVES:

Upon completion of EDUC504, the student will be able to successfully (at "B-" or above):

1. Guide tutoring activities and facilitate small groups.
2. Observe instructional practices, explore and journalize practices/strategies.
3. Review curriculum materials and standards:
 - a. search resources for curriculum/content.
 - b. investigate and collect content standards.
 - c. collect sample lesson and unit plans.
 - d. analyze materials for appropriateness for lessons.
4. Create sample unit overview with course outline.
 - a. brainstorm unit overview and course outline topics.
 - b. distribute topics into appropriate class time.
 - c. assign assessment techniques.

- d. align teaching strategies.
 - e. estimate media needed.
5. Demonstrate an understanding of Bloom's Taxonomy.
 6. Connect lesson objectives to the Michigan Curriculum Frameworks.
 7. Demonstrate knowledge of critical thinking models by developing activities that promote critical thinking for students.
 8. Identify strategies to create a positive physical, psychological and social learning environment.
 9. Create lesson plans that meet different levels of affective, cognitive and psychomotor domains.
 10. Design lesson plans so that anticipatory set, objectives, and methods of evaluation align.
 11. Create student-centered lesson projects or activities.
 12. Demonstrate instructional delivery methods.
 13. Assess student achievement.
 14. Apply basic measurement/evaluation techniques.

EDUC502

Pre-Teaching Field Experience

COURSE DESCRIPTION:

A field experience of 75-hours of student contact and microteaching is required in a K-12 school setting—grades 7-12 for secondary education majors and K-6 grades for elementary education majors. This “job shadowing” experience includes tutoring, direction of one-on-one or small groups and teacher aide responsibilities as well as teaching four lessons. Observations and reflections are to be entered in a journal according to guidelines discussed in class. In collaboration with the mentor teacher, the microteaching will consist of four lessons (at least 30 minutes in length each). The on-site teacher mentor will provide feedback and verify your experience.

The four lessons in the field:

1. The microteaching presentations in the field will be videotaped and two will be turned into your FSU instructor for viewing and evaluation. Typed lesson plans, teaching materials, mentor teacher observation evaluation, lesson plan evaluation blank, and a self evaluation must accompany these two lessons. Your FSU Professor will view and evaluate the lessons.
2. Two tapes/lessons will be evaluated by you and your mentor teacher only; those results will be turned into your FSU instructor for the recording of the grades. Once again typed lesson plans, teaching materials, mentor teaching observation evaluation, lesson plan evaluation blank, and a self evaluation must be turned in. Do not turn in the video tapes. Your FSU Professor will only evaluate the lesson plans.

During your field experience and in-class teaching, it is essential to present and conduct yourself in a professional manner. You are required to dress in “relaxed business attire.” Relaxed business attire consists of casual slacks, sport coats/jackets, sweaters, casual skirts, loafer-type shoes, etc. Jeans, sweatshirts, caps, sweat pants and tennis shoes will not be acceptable. During the field experience and during in-class teaching, no gum chewing, eating or drinking of water/soda will be permitted.

Refer to the Delivery Formats detailed in the EDUC504 Course Syllabus. All Textbooks and Materials and Class Policies described in EDUC504 apply to EDUC502.

COURSE EVALUATION AND GRADING

Field Experience Evaluation and Grading:

75 Contact Hours/Check-In Form	150
Journal	25
Mentor Final Evaluation Form	10
1 Quiz in Field of at least 5 questions	15
4 Lesson Plans (4 @ 35) (FSU Professor evaluates 2)	140
4 Student-Centered Activities (4 @ 25) (attached to lesson plans; FSU Professor evaluates)	100
4 Self-Evaluations of Lessons	40
2 Mentor Teacher Evaluations of Lessons (in person; 2 @ 42)	84
2 FSU Professor Evaluations of Lessons (on video; 2 @ 42)	84
Total Points Available:	648

Final grades for EDUC502 will be based on the following grading scale:

A	96-100	622-648
A-	90-95	583-621
B+	87-89	564-582
B	83-86	538-563
B-	80-82	518-537
F	79	517

COURSE OBJECTIVES

Upon completion of EDUC502, the student will be able to successfully (at "B-" or above):

1. Demonstrate an understanding of Bloom's Taxonomy.
2. Create lesson plans that meet different levels of affective, cognitive and psychomotor domains.
3. Design lesson plans so that anticipatory set, objectives, and methods of evaluation align.
4. Create student-centered lesson projects or activities.
5. Demonstrate instructional delivery methods.
6. Assess student achievement.
7. Videotape teaching segments.

EDUC 443/543
Teaching Reading in the Content Areas

A Tentative Course Schedule*:

Date	Topic	Assignments
8/25	Introduction/Course Overview	
8/27	“Ordeal By Cheque”	IRA position statement Articles 1 & 2
9/1	Labor Day (No Class)	
9/3	Pre-Reading Activities for Ch. 1 Review the Graphic Organizer	Article 3
9/8	Content-Reading Instruction Reflection Activities for Ch. 1 Ch. 1 Quiz Create Anticipation Guides (in groups)	Ch. 1
9/10	Pre-Reading Activities for Ch. 2 TIA-CREWF Reading Inventory Mikulecky BRAM	
9/15	The Affective Domain of Teaching Reflection Activities for Ch. 2 Ch. 2 Quiz Present Anticipation Guides to the Class	Ch. 2
9/17	Pre-Reading Activities for Ch. 3	
9/22	Learning with Multiple Resources Reflection Activities for Ch. 3 Ch. 3 Quiz	Ch. 3
9/24	Pre-Reading Activities for Ch. 4	
10/1	Determining Reader’s Background for Content Material Reflection Activities for Ch. 4 Ch. 4 Quiz	Ch. 4
10/6	Pre-Reading Activities for Ch. 5	
10/8	Building the Reader’s Background for Content Material Reflection Activities for Ch. 5 Collaborate to produce a “re-write” Assign 5 questions for tomorrow Ch. 5 Quiz	Ch. 5

10/13	Pre-Reading Activities for Ch. 6	
10/15	Assisting Comprehension Reflection Activities for Ch. 6 Ch. 6 Quiz	Ch. 6 Questions Due (rough draft)
10/20	Collaborate to construct activity to assist comprehension Pre-Reading Activities for Ch. 7	
10/22	Reflection in Reading Reflection Activities for Ch. 7 Ch. 7 Quiz	Ch. 7 Questions Due
10/27	Pre-Reading Activities for Ch. 8 Student Presentations	“Sets” Due (if applicable)
10/29	Teaching Vocabulary Reflection Activities for Ch. 8 Ch. 8 Quiz	Ch. 8 “Sets” Due
11/3	Pre-Reading Activities for Ch. 9 Student Presentations	
11/5	Writing and Reading to Learn Reflection Activities for Ch. 9 Ch. 9 Quiz	Ch. 9 “Sets” Due
11/10	Pre-Reading Activities for Ch. 10 Student Presentations	
11/12	Study Skills and Study Systems Reflection Activities for Ch. 10 Ch. 10 Quiz	Ch. 10 “Sets” Due
11/17	Pre-Reading Activities for Ch. 11 Student Presentations	
11/19	Cooperative Study for Communication and Collaboration Reflection Activities for Ch. 11 Ch. 11 Quiz	Ch. 11 “Sets” Due
11/24	Pre-Reading Activities for Ch. 12 Student Presentations	
11/26	Reading for At-Risk Students Reflection Activities for Ch. 12 Ch. 12 Quiz	Ch. 12 “Sets” Due
12/1	Student Presentations Course Content Review	“Sets” Due Dialogue Journals Due
12/3	Student Presentations	
Finals Week	Final Quiz	

*The course instructor reserves the right to make adjustments in the schedule as necessary.

SAMPLE ACTIVITIES

Pre-reading Activities

Vocabulary Word Inventory
Concept Guide
Three Level Guide (Ch. 6)
Jot Chart (Ch. 6)
Graphic Organizer
Magic Number Squares (Ch. 1)
Anticipation Guide (Ch. 1)
Outline/Study Guide (Ch. 1)
A Maze (Ch. 4)

Activities to Assist with Comprehension

DRTA (Ch. 6)
GRP (Ch. 6)
Jot Chart (Ch. 6)
Venn Diagram (Ch. 6)
Three-Level Guide (Ch. 6)
Mystery Clue Game (Ch. 6)
Pattern Guides (Ch. 6)
QAR (Ch. 6)
Marginal Gloss (Ch. 6)

Activities to Assist with Comprehension and/or Reflect

Critical Thinking Guide (Ch. 7)
Group-and-Label Technique (Ch. 7)
Fact or Opinion Activity (Ch. 7)
Post Graphic Organizer (Ch. 7)
Homework Comprehension Sheet (Ch. 7)
Word Inventory (Ch. 8)
Semantic Map (Ch. 8)
Word Map (Ch. 8)
Concept Map (Ch. 8)
Categorization Exercise (Ch. 8)
Magic Square (Ch. 8)

Word Bubbles (Ch. 8)
Vocabulary Bingo (Ch. 8)
Vocabulary Illustration (Ch. 8)
Guided Writing Activity (Ch. 9)
Jot Chart (Ch. 9)
Study Checklist (Ch. 9)
Any "Study System" (Ch. 9)

Teacher Education Advisory Council

Guidelines

I. Name

The name of the organization shall be the Teacher Education Advisory Council (TEAC).

II. Mission

TEAC shall provide the advice necessary for the College of Education and Human Services (COEHS) to develop, maintain, evaluate, and improve the excellence of the teacher education program.

- Guide the quality of certification, accreditation, and the overall program
- Maintain an effective collaborative relationship with all key stakeholders including K-12 practitioners and content area experts.
- Advocate for programs, policies, grants, legislation, member initiatives, etc. within the guidelines of the University and/or the Michigan Department of Education that shall enhance teacher preparation.

III. Goals

The following goals shall guide the work of TEAC and shall be reviewed and prioritized annually by the group for action.

1. Define membership roles and responsibilities and the TEAC structure.
2. Strengthen the FSU and K-12 partnership.
3. Improve communication between the preparation of teachers and their field-based experiences.
4. Monitor the implementation and impact of the Title II Report Card.
5. Guide the improvements in the preservice teacher training programs.
6. Promote ethics and professionalism.
7. Ensure program quality for certification and endorsements.
8. Maintain a continuous improvement model.
9. Monitor teacher retention and follow-up initiatives.

IV. Membership

The TEAC membership shall include representatives from the private and public schools in the region, School of Education, College of Arts & Sciences, and other regional or statewide educational agencies. Membership standards shall reflect the requirements of the accrediting agency(ies) involved with the program. Members will be asked to serve a three-year term and may be appointed to as many terms as they are willing to serve. Terms shall be arranged so that no more than one-third of the TEAC members would change during an academic year.

V. Organization

- A. The TEAC shall have the following officers: Chair - the Associate Dean of the COEHS, Vice Chair - appointed annually, and Secretary - appointed annually. Both the Vice Chair and Secretary shall represent one of the membership groups on a rotating basis. Vice Chair and Secretary shall serve a one-year term and may be appointed to as many terms as they are willing to serve.**
- B. An ad hoc TEAC membership committee shall be appointed to make recommendations for new members prior to the last meeting of each academic year. All recommended new members, as well as the officers, shall be appointed by the full membership at the last meeting of the academic year.**
- C. Experts from various fields related to teacher education shall be invited to participate in the TEAC meetings or subcommittee meetings to facilitate the investigation of specific issues.**
- D. The Vice Chair shall convene the meetings if the Chair is absent.**

VI. Procedures

- A. At the beginning of each academic year, the TEAC shall prioritize its goals and plan its accomplishments for the year. Goal priorities may be continued for more than one year.**
- B. The TEAC shall adopt a set of action strategies each year to support its mission and goal priorities (see VI.A.). Specific sub-committees shall be appointed to carry out the adopted action strategies with identified benchmarks and timelines.**
- C. There shall be TEAC meetings on a bimonthly basis throughout the academic year and specific action strategy sub-committees will meet in the alternate months to carry out their specific tasks and report back to the TEAC.**
- D. All TEAC members shall participate on a sub-committee.**
- E. Whenever possible, the group shall make decisions by consensus and follow Roberts Rules only if requested by a member or invoked by the Chair.**

VII. Guideline Amendments

Any proposed changes to these guidelines must be approved by two-thirds of the TEAC membership following a review of the complete membership at least one month prior to the TEAC acting on the changes.

**Teacher Education Advisory Council
 (TEAC)
 Roster - July 2001**

Chairperson: Michelle Johnston, Ph.D., Dean, College of Ed & H S
 Bishop 607, 1349 Cramer Circle, Big Rapids, MI 49307
 231/ 591-3650

Membership:

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Darrell Allgaier
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TEAC
9/24/02
Meeting Notes

Present: John Thorp, Jeanette Fleury, Roxanne Cullen, Don Flickinger, Ila Prickette, Jimmie Rogers, Michelle Johnston, Allyn Miller, Jim Hoerter, Susanne Chandler, Dave Frank, and Barbara Eldrige

1. John Thorp gave the TEAC a tour of the Jim Crow Museum and facilitated a discussion about the artifacts and current trends. Our task is to determine the ways that we can more effectively infuse diversity into our curriculum. There was a discussion about diversity and experiences in schools.
2. Susanne presented a progress report on the Periodic Review/Program Evaluation by distributing a handout showing the website. Diversity is a problem—not just focusing on race, gender, and nationality, but also on special needs (special populations/special education). We discussed infusing such topics within classes as opposed to having special classes. However, the MDE also requires special classes. Al mentioned how JP includes diversity. Roxanne pointed out that the anthologies reflect diversity. Jim and Dave commented on how the concepts of diversity should be interwoven. Dave participated in the Connecting with the Leaner project, and we will be getting the CDs from the project.
3. Michelle presented the seven entry-level standards and explained how Bill Boras reorganized the CISM courses to align to Standard 7. All syllabi have to reflect the standards. Ila pointed out that post-secondary institutions are having to comply with the same regulations as did the K-12s. In two weeks, CEPI will be sending us that data on our grads. This data will be the first step in tracking our graduates and the performance of their students on the MEAP
4. Susanne would like everyone to write to her and tell her how you infuse technology into the curriculum.
5. Jimmie Rodgers will send us grant information which is helpful.
6. Next meeting: We need to discuss professional development (for all K-12 partners, post-secondary, and teacher candidates through the induction year) and No Child Left Behind. Michelle is trying to have Richard Allington visit who wrote about the Big Brother National Curriculum. Ila will send us the No Child Left Behind checklist.

Next Meeting: Jan 21, 2003

Ferris State University
College of Education and Human Services
EDUC 508 Instruction of Exceptional Learners
Summer 2002

Professor: Dr. Liza Ing
Office Hours: Wed. 9-12

Office: Bishop 537
Phone 231-591-2097
Email: ingl@ferris.edu

Course Description:

This course is designed to provide an introduction to the education of exceptional learners. Content will include a historical perspective including legislation and litigation, psychological, academic, social and cognitive characteristics associated with specific handicapping conditions, assessment and intervention procedures, special education services/programming, the role of the family, community and current issues related to special education.

Course Objectives: The student will

- Gain knowledge regarding legislation and litigation related to services
- Gain knowledge of the IEP process
- Gain knowledge regarding the types of disabilities, their causes and the effects on learning
- Be able to discuss the pre-referral and referral process
- Be able to discuss the characteristics of the major areas of disability
- Have some strategies to use with the student with disabilities in the regular education classroom

Text: Turnbull, R., Turnbull, A., Shank, M., Smith, S., & Leal, D. (2002). *Exceptional Lives*, 3rd Edition. Merrill/Prentice Hall: Upper Saddle River, NJ.

Course Requirements:

1. Attendance/Participation/Professionalism- You are expected to attend all classes and actively participate in all class discussions and group work. You should arrive on time and not expect to leave early unless you have extenuating circumstances. If you have a situation in which you will not be able to attend class or must arrive late or leave early, it is your responsibility to contact me. You should get information from your classmates.
2. Paper: You will be writing a paper using APA style. This paper will be 8-10 pages (not including title and reference page(s)), double-spaced and properly formatted. Any topic related to class discussions is appropriate for this paper. **This paper will be due June 30.**

3. Journal Articles: You are expected to review an article for each major disability group (Learning disabled, emotional disorders, ADHD, mental impairments, Gifted, Other health impaired, physical disabled, communication disorders, hearing impaired, visually impaired) that we discuss in class. There will be a total of 10 article reviews. You will read and critique the article. This review should be no more than two typed, double-spaced pages. The format will be presented in the first class. **Topics covered the first weekend will be due by June 3, the topics covered the second weekend will be due June 24 and the final topics will be due July 8.**

***Note: Late assignments will lose 5% of its points. Assignments more than a week late will not be accepted.**

Course Evaluation:

Attendance/Participation: 20%
 Paper: 50%
 Article Reviews: 30%

Grading Scale:

95-100% = A	75-79% = C	Below 60 % = F
90-94% = A-	70-74% = C-	
85-89% = B	65-69% = D	
80-84% = B-	60-64% = D-	

Tentative Schedule:

Date	Topic	Readings
May 18	Introductions, course overview, Legislation Pre-referral and referral process, Inclusion	Chapter 1,2 Chapter 2, 3
May 19	Learning Disabilities Emotional Behavior Disorders	Chapter 4 Chapter 5
June 8	Autism, Attention Deficit Disorder	Chapter 10, 6
June 9	Giftedness, Mental Retardation Severe and multiple disorders	Chapter 7, 8 Chapter 9
June 29	Other health impaired, Physical disabilities Traumatic Brain Injury	Chapter 11, 12 Chapter 13
June 30	Communication disorders, Hearing impaired, Visually impaired	Chapter 14, 15 Chapter 16

College of Education and Human Services
School of Education
Big Rapids, MI 49307

EDUC 511
Principles of Educational Evaluation and Research

Instructor: Katherine (Kitty) Manley, Professor, College of Education and Human Services
Office: 627 Bishop Hall
Phones: (231) 591-2726 (office) (231) 591-2041 (office FAX)
(231) 796-4216 (home) (231) 796-3068 (home FAX)

E-Mail: drkittyfsu@yahoo.com
Home Page: <http://www.netonecom.net/~manleyk>

Course Credit: 3 semester credit hours

Catalog Description: An introduction and study of the major principles, tools, and techniques employed in educational research, including the development of a research prospectus. Prerequisite: graduate status.

Scope of Course: The ultimate goal of the first educational research course is to provide a foundation whereby you gain an understanding and appreciation of the field of educational research and that you have sufficient knowledge of research methods to develop more technical skills. The course goal will be to provide fundamental knowledge of the field of educational research, research concepts and principles, and specific methods for conducting and critically reading research.

Textbook: The required textbook for the course is: *Research in Education: A Conceptual Introduction* by James H. McMillan and Sally Schumacher, 5th Edition, 2001

The content of the course will be introduced in six units and will serve as the basic tasks for the course

- Unit 1: Basic Principles of Educational Research
- Unit 2: Non-Experimental Research
- Unit 3: Experimental Research
- Unit 4: Data Analysis (Statistics)
- Unit 5: Qualitative Research (Ethnographic and Analytical)
- Unit 6: Evaluation Research



Task List

- Unit 1: Basic Principles of Educational Research
- Task 1: Define fundamental principles of educational research (Chapters 1 & 2)
 - Task 2: Define research problems (Chapter 3)
 - Task 3: Conduct a literature review (Chapters 4 and 5)
- Unit 2: Non-experimental Research
- Task 4: Describe data collection techniques for descriptive research (Chapter 8)
 - Task 5: Describe non-experimental research designs (Chapter 9)

EDUC 511--Principles of Educational Research

PEER EVALUATION FORM

Rate each team member on a scale of 1-5 (1=Not effective or low and 5=Very effective or high)

	Item	Name one	Name Two	Name Three	Name Four	Name Five
1	Came prepared for group homework assignments 1,2,3					
2	Came prepared for group homework assignments 4,5,6					
3	Contribution/input during group tests 1,2,3					
4	Contribution/input during group tests 4, 5, 6					
5	Contribution during other group activities					
6	Desirable interpersonal skills in team work					
7	Capable of compromise if needed					
8	Overall evaluation of this team member's contribution					

EDUC 511 Principles of Educational Research

Name: _____ →	
Home Address _____ →	
City, State, ZIP _____ →	
Home Telephone: (include area code) _____ →	
Work Telephone: (include area code) _____ →	
E-mail: _____ →	

Do you teach? Yes No If so, what school?

Circle

What is your teaching content area?	
Where did you earn your bachelor's degree?	
What was your undergraduate major?	

How would you rate the following:

Your overall knowledge of computers
(circle 1, 2, 3, 4, or 5)

1	2	3	4	5
I know one when I see one		I use one for basic things		I couldn't do without one!

knowledge of DOS
(circle 1, 2, 3, 4, or 5)

1	2	3	4	5
What's DOS???		I can copy & move--basic stuff		Pretty Good

Your knowledge of Windows (any version)
(circle 1, 2, 3, 4, or 5)

1	2	3	4	5
Do they have to be cleaned??		I have it on my computer		I use it all the time

Which Windows version do you have?
(circle all that apply)

I'm not sure	Early Windows	Windows 3.1	Windows 95	Windows NT
--------------	---------------	-------------	------------	------------

Your knowledge of spreadsheets? (Excel, Lotus, etc.)
(circle 1, 2, 3, 4, or 5)

1	2	3	4	5
What's a spread-sheet?		I am familiar with them--basic concepts		I am very familiar and use them!!

Your knowledge of the Internet?
(circle 1, 2, 3, 4, or 5)

1	2	3	4	5
What's is the Internet		I surf and really like it		I use it all the time

Do you own or have access to a computer?

Yes No If so, what type?

Circle

M.Ed. Program

Student Satisfaction Survey

COURSE USEFULNESS						
	Place a check in the box to the right of each of the following courses to indicate how useful you believe each is/has been during your Master Degree program at Ferris State University	Very Useful	Somewhat Useful	Somewhat Not Useful	Not Useful At All	Have Not Yet Taken
1	EDUC 508 Instruction of Exceptional Learners					
2	EDUC 511 Principles of Educational Evaluation & Research					
3	EDUC 516 Issues in Education					
4	EDUC 518 Diversity in the Classroom & Workplace					
5	EDUC 620 Advanced Integrated Curriculum Design & Evaluation					
	Please list below other courses taken and evaluate.					
6						
7						
8						
9						
10						
11						
12						

	Please check in the box to the right of the statements below which best represents your opinion.	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13	Most of my classes in the FSU education program were stimulating.					
14	Most of my professors at FSU were good teachers.					
15	Most of my professors were available outside of class to help students.					
16	The office staff at Ferris were helpful.					
17	The courses I took in my education program were helpful to me professionally.					
18	Once I earn my degree, I will be seeking a teaching position.					
19	The learning environment in most of the courses was relaxed and supportive.					

20	Identify your Option by placing an check in the box to the left.
	Administrative
	Elementary Certification
	Philanthropy Education
	Secondary Certification
	Subject Area
	Reading

21	Age:
	(1) Under 25
	(2) 25- 35
	(3) 36- 45
	(4) 46- 55
	(5) Over 55
22	Gender:
	(1) Female
	(2) Male
23	What was the single most important reason for choosing FSU's education program?
	(1) Academic Reputation
	(2) Admission Standards
	(3) Advice of a colleague, friend, parent, relative
	(4) Convenient Schedule
	(5) Cost
	(6) Location
	(7) Major and/or Minor offerings
	(8) Other, please indicate:
24	What is the highest degree you plan to ultimately earn?
	(1) Master's Degree
	(2) Education Specialist
	(3) Doctoral Degree (Ph. D. or Ed. D.)
	(4) Not seeking a degree beyond Bachelor's
	(5) Uncertain
25	What was your enrollment status while attending FSU's program?
	(1) Full-time (9 or more credits)
	(2) Primarily part-time
26	Would you recommend FSU's education program?
	(1) Yes, without reservation
	(2) Yes, with reservation
	(3) No, probably not
	(4) No, under no circumstances
27	In general, how satisfied were you with your educational experience at Ferris?
	(1) Very satisfied
	(2) Satisfied
	(3) Dissatisfied
	(4) Very Dissatisfied
28.	I took my classes:
	(1) Primarily on the Big Rapids Campus
	(2) Primarily off-campus

Please write your suggestions on ways to improve the overall effectiveness of the Master's degree program at Ferris State University below or on the back of this sheet.

School of Education

College of Education and Human Services

FERRIS STATE UNIVERSITY



Standards for Michigan Teachers Survey

FERRIS STATE UNIVERSITY

College of Education & Human Services - School of Education

Master of Education

Curriculum & Instruction Program Assessment



- ◆ Conceptual Framework ◆ SOE Mission Statement ◆
- ◆ SOE Core Values ◆

Please help us in assessing our teacher preparation program

We need your input for continuous improvement of our graduate program.

Survey Directions:

Please answer the questions below by reflecting upon your own performance in each of the Entry Level Standards for Michigan Teachers.

Please select the Master's Option in which you are enrolled:

Administrative Option

Please select the teaching level that applies:

K-8 Grades

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, SD: Strongly Disagree

I have...

1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):

SA A N

- 1a. The abilities and skills necessary for effective communication (listening, speaking, writing, and reading). C C C
- 1b. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze and synthesize ideas, information, and data. C C C
- 1c. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values. C C C
- 1d. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment. C C C
- 1e. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values. C C C
- 1f. An understanding of the impact of technology and its use for gathering and communicating ideas and information. C C C
- 1g. An understanding of the Constitutions and histories of the United States and Michigan. C C C
- 1h. An understanding of the market system for allocating resources. C C C
- 1i. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values. C C C

I have...

2. A commitment to student learning and achievement, including the understanding and ability to: SA A N

- 2a. Apply knowledge of human growth, development, and learning theory. C C C
- 2b. Expand cognitive, affective, physical, and social capacities of students for the development of the "whole person". C C C
- 2c. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning. C C C
- 2d. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity. C C C
- 2e. Plan instruction to accommodate various backgrounds of students. C C C
- 2f. Use multiple approaches to appropriately assess student abilities and needs to plan instruction. C C C
- 2g. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, and electronic media. C C C

I have...

3. Knowledge of subject matter and pedagogy, including the understanding and ability to: SA A N

- 3a. Create learning environments that promote critical and higher order thinking. C C C
- 3b. Help students access and use information, technology, and other resources to become independent learners and problem solvers. C C C
- 3c. Integrate and transfer knowledge across subject areas and encourage the same among students. C C C
- 3d. Engage students in practical activities that demonstrate the relevance, purpose, and C C C

function of subject matter.

I have...

4. The ability to manage and monitor student learning, including the understanding and ability to: SA A N

4a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, aptitudes, interests, levels of maturity and achievement of students.

4b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussion, cooperative learning, small-group activities and how to assess one's effectiveness in utilizing them.

4c. Involve and work effectively with parents and/or guardians to maximize opportunities for students' achievement and success.

I have...

5. The ability to systematically organize teaching practices and learn from experiences, including the understanding/ability to: SA A N

5a. Exercise good judgment in planning and managing time and other resources to attain goals and objectives.

5b. Maximize the use of instructional time by engaging students in meaningful learning experiences.

5c. Demonstrate an understanding of the economic, social, political, legal, and organization foundations and functions of schools.

5d. Accept teaching as a lifelong learning process and continue efforts to develop and improve.

5e. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development.

5f. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.

I have...

6. Commitment and willingness to participate in learning communities, including the understanding and ability to: SA A N

6a. Use community and home resources to enhance school programs.

6b. Interact with parents to maximize the learning of students at school, home, and in the local community.

I have...

7. An ability to use information technology to enhance learning and to enhance personal and professional productivity: SA A N

7a. Design, develop, and implement student learning activities that integrate information technology for a variety of student grouping strategies and diverse student populations.

7b. Identify and apply resources for staying current in applications of information technology in education.

7c. Demonstrate knowledge of uses of multi-media, hyper-media, telecommunications, and

distance learning to support teaching/learning.



7d. Use information technologies to support problem solving, data collection, information management, communications, presentations, and decision-making including word processing, database management, spreadsheets, and graphic utilities.



7e. Use information technology to enhance continuing professional development as an educator.



Survey information that is specific often reveals how our program is actually performing. Please g detailed information on yourself that would qualify as evidence to the impact of our teacher prepa program (ex. achievements, student assessment levels, research, etc).

Submit

Reset

School of Education Faculty Survey

Perceptions of the Masters of Education (M.Ed.) Program

		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	No Basis to Judge
1	The Masters of Education program provides leadership to area public schools.					
2	The Masters of Education program is unique in the State of Michigan.					
3	The Masters of Education program effectively serves area teachers.					
4	There is a demand for graduates of the Masters of Education program.					
5	The full-time, tenure-track faculty in the program are current with the needs of the public schools.					
6	The adjunct faculty members who teach in the program are current with the needs of the public schools.					
7	The number of full-time tenure track faculty in the program is sufficient to permit optimum program effectiveness.					
8	The Masters of Education program receives an adequate share of the School of Education resources.					
9	The overall opinion Master of Education majors have about the program is positive.					
10	There is a need for more full-time faculty in the Masters of Education program.					
11	More students should be recruited into the Masters of Education program.					
12	The options offered in the Masters of Education program are adequate to meet the needs of the public schools.					
13	The administrative support for the Masters of Education program within the School of Education is adequate.					
14	The administrative support for the Masters of Education program within the College of Education and Human Services is adequate.					

Comments:

Program Review Panel Evaluation Form

(PRP: complete this form and include with your report)

Program: _____

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction Average Score _____

5	4	3	2	1
---	---	---	---	---

Currently enrolled students rate instructional effectiveness as extremely high.

Currently enrolled students rate the instructional effectiveness as below average.

2. Student Satisfaction with Program Average Score _____

5	4	3	2	1
---	---	---	---	---

Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum.

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum.

3. Advisory Committee Perceptions of Program Average Score _____

5	4	3	2	1
---	---	---	---	---

Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality.

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement.

4. Demand for Graduates Average Score _____

5	4	3	2	1
---	---	---	---	---

Graduates easily find

Graduates are sometimes forced

5	4	3	2	1
---	---	---	---	---

employment in field.

to find positions out of their field.

5. Use of Information on Labor Market Average Score _____

The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop program and evaluate the program.

The faculty and administrators do not use labor market data in planning or evaluating the

**Program Review
Panel Evaluation
Form (page 2)**

6. Use of Profession/Industry Standards Average Score _____

5	4	3	2	1
---	---	---	---	---

Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses.

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.

7. Use of Student Follow-up Information Average Score _____

5	4	3	2	1
---	---	---	---	---

Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program.

Student follow-up information has not been collected for use in evaluating this program.

8. Relevance of Supportive Courses Average Score _____

5	4	3	2	1
---	---	---	---	---

Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students.

Supportive course content reflects no planned approach to meeting needs of students in this program.

9. Qualifications of Administrators and Supervisors Average Score _____

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing Average Score _____

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

**Program Review
Panel Evaluation
Form (page 3)**

11. Facilities

Average Score _____

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities

Average Score _____

5	4	3	2	1
---	---	---	---	---

Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment

Average Score _____

5	4	3	2	1
---	---	---	---	---

Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction

Average Score _____

5	4	3	2	1
---	---	---	---	---

Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination).

Instructional approaches in this program do no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies

Average Score _____

5	4	3	2	1
---	---	---	---	---

Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction.

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs.



College of Education and Human Services

FY 01/02 Equipment Allocation (5) Mediated Classrooms

Update !!

Finally finished this project – equipment is up and running.



We now have ceiling mounted LCD projectors and teacher work stations in BIS 209, 213, 215, 219 and 223 (lab).



College of Education and Human Services

FY 2003 VPAA

Equipment Allocation of \$ 71,859

Priority #	Department	Program	Description	Amount Allocated	Status
1	School of Education	Teacher Education	(3) computers and (3) printers for new faculty positions	\$ 7,500.00	✓ Purchased
2	TDMP		(8) Computers for expanding Digital Media Lab	22,136.00	✓ Purchased
3	School of Education	ECE	Hatch Kid's computers/software and storage cabinet	19,600.00	✓ Purchased
4	School of Education	Teacher Education	Media lab (BIS 205) equipment – (2) scanners, (2) digital cameras, (1) Sony TRV17 Handycam	3,123.00	✓ Purchased
5	LSW	RLM/HPE	Mediated Classroom – computer, ceiling mounted projector, wiring for add'l prot, visualizer, large screen, smart board, locking storage station for computer	12,000.00	✓ Purchased
6	COEHS		(3) computers and (3) printers for adjunct faculty offices	\$ 7,500.00	✓ Purchased
			Total Academic Equipment One-time Allocation	\$71,859.00	

GUIDELINES
SCHOOL OF EDUCATION CURRICULUM COMMITTEE

MEMBERSHIP

All full-time school of education faculty will serve on the School of Education Curriculum Committee (SOECC). The Chair of the SOECC will be elected at the final meeting of the Winter semester for a one-year term to be served the following academic year. The Chair of the SOECC will serve as the SOE representative on the COEHS Curriculum Committee.

RULES OF PROCEDURE

1. A quorum shall consist of 70% of the SOECC's membership. To make recommendations to the Director regarding curriculum matters, any topic, subject, etc., must pass by a majority vote. In the event absentee member's votes may determine approval or disapproval of a motion pertaining to curriculum matters, it will be the Chairperson's responsibility to contact those members who had been part of the discussion and acquire their votes in writing for the tabulation of the total vote.
2. The SOECC shall establish standing and ad hoc committees as needed. Membership of the standing and ad hoc committees shall be elected by the SOECC by a plurality vote. The members of each standing and ad hoc committee shall elect a Chairperson for a one-year term.
3. It will be the responsibility of the Chairperson of each standing and ad hoc committee to bring approved items to the SOECC for action.
4. Proceedings shall be recorded by members on a rotational basis.
5. All committees shall adhere to the latest abbreviated version of Robert's Rules during deliberations.
6. Recommendations approved by the SOECC will be submitted to the Director for appropriate action.
7. Approved minutes of all meetings will be distributed to all faculty and administrative staff members of the School of Education.
8. Regular meeting dates for all committees shall be established by a consensus of the membership of each committee. Special meetings may be called by either the Chairperson of the committee or by a majority of the members of the committee.
9. Agenda items requiring documentation for a change will be submitted along with relevant documentation for the change to the Chairperson of the SOECC by the Chairperson of all standing and ad hoc committees at least five days in advance of meetings and will be distributed to all members at least three days in advance of meetings.
10. Agenda items for discussion only will be submitted in writing to the Chairperson for consideration at least three days in advance of meetings.
11. Meetings of the SOECC shall be held separately from all other administratively convened faculty meetings.

RESPONSIBILITIES

To maintain viable and relevant curricula the SOECC will:

1. take timely and appropriate action on curricular matters,
2. review guidelines at the first meeting of the fall semester.

Approved, 9/26/02

GUIDELINES
**EDUCATION UNDERGRADUATE CURRICULUM COMMITTEE & GRADUATE
CURRICULUM COMMITTEE**

MEMBERSHIP

The Education Undergraduate Curriculum Committee (EDUCC) and the Graduate Curriculum Committee (GEC) will be comprised of a maximum of five members of the School of Education Curriculum Committee (SOECC). Each member will be elected to the committee by a plurality vote of the SOECC for a one-year term. Appointments will be made each year at the first meeting of the SOECC. The Chairperson of the EDUCC and GCC will be chosen by the elected membership of each.

RULES OF PROCEDURE

1. A quorum shall consist of 80% of the EDUCC's/GCC's membership. To make recommendations to the SOECC regarding curriculum matters, any topic, subject, etc., must pass by a 60% positive vote of the membership. In the event absentee member's votes may determine approval or disapproval of a motion pertaining to curriculum matters, it will be the Chairperson's responsibility to contact those members and acquire their votes in writing for the tabulation of the total vote.
2. It will be the responsibility of any concerned individual(s) interested in curriculum change to submit all necessary documentation required for the change to the Chairperson of the EDUCC or GCC for consideration five days prior to its submission to the SOECC.
3. Minutes shall be taken by a member of each committee and distributed to all faculty and administrative staff of the School of Education.
4. Each committee shall adhere to the latest abbreviated version of Robert's Rules during deliberations.
5. Recommendations approved by each committee will be submitted to the Chairperson of the SOECC for action.
6. Regular meeting dates for each committee shall be established by a consensus of the membership of each committee. Special meetings may be called by either the Chairperson of a committee or by a majority of the members of a committee.
7. Proposed agenda items will be submitted in writing to the appropriate committee Chairperson for consideration at least three days in advance of meetings.

RESPONSIBILITIES

To maintain viable and relevant curricula the EDUC/GCC will:

1. take timely and appropriate action on curricular matters,
2. review guidelines at the first meeting of the fall semester.

Approved, 9/26/02

MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES FIELD 602: ENGLISH

Meaning and Communication
Literature and Understanding
Genre and Craft of Language
Skills and Processes

MEANING AND COMMUNICATION

Understand the integrated nature of the English language arts.

Includes understanding the integrated nature of listening, speaking, reading, writing, critical thinking, viewing, and visual representation; understanding the relationships among oral, written, enacted, and visual texts; understanding the benefits of using integrated English language arts skills to foster lifelong learning; and recognizing ways in which English language arts skills can be used to explore important issues in other disciplines and communities.

Understand that English is a dynamic language shaped by cultural, social, and historical influences.

Includes analyzing the development of the English language as influenced by historical and contemporary events; relating English derivatives, borrowings, and slang terms to their origins in other languages and dialects; and analyzing regional and social variations in language in the United States.

Understand concepts relating to the acquisition and use of language.

Includes applying principles of language acquisition and use (e.g., language development in children, second language and dialect acquisition); recognizing the effects of the primary language on the development of English language skills; and recognizing the connection between language arts and the development of competence in other subject areas.

Understand how language use reflects culture and affects meaning in all modes of communication.

Includes analyzing how diction, dialect, and patterns of expression transmit culture and affect meaning in all modes of communication; understanding the reciprocal relationship between language and concepts related to identity, customs, and daily life in various cultures; and understanding the sociopolitical uses of language, including issues of censorship.

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Effective After September 1, 2001

TEST OBJECTIVES FIELD 602: ENGLISH

Understand the complementary nature of listening and speaking.

Includes analyzing the effects of environmental and circumstantial factors on a listener's ability to understand a spoken message; analyzing the role of critical-thinking skills in effective listening and speaking (e.g., selecting and evaluating supporting data, evaluating a speaker's point of view); recognizing the role of body language, gestures, and visual aids in communicating a point of view; and recognizing the effects of voice and intonation patterns in the presentation and interpretation of oral messages.

Understand listening and speaking strategies used for effective communication for different purposes.

Includes evaluating strategies of organization, selection of details, and delivery in relation to audience and purpose; identifying various speaking strategies (e.g., enunciation, pauses) and their effect on meaning; evaluating visual materials for use in oral presentations; identifying elements of effective communication in various contexts (e.g., pacing, repetition, emotion); analyzing elements of effective listening and speaking in conversation (e.g., using clear and appropriate language, providing verbal and nonverbal responses to the speaker); and analyzing elements of effective listening and speaking in small and large groups (e.g., paraphrasing to clarify, interpreting nonverbal cues to monitor reactions, applying discussion techniques).

LITERATURE AND UNDERSTANDING

Understand the distinctive features of various genres and recognize recurrent themes in all genres.

Includes applying literary terminology; analyzing the characteristics of fiction (e.g., plot, character, setting) and the characteristics of types of fictional narratives (e.g., folk legend, fantasy, realistic novel); analyzing the characteristics of drama and dramatic structure; analyzing the content and formal characteristics of various forms of poetry; analyzing the characteristics of nonfiction genres (e.g., documentaries, biographies, essays, letters, informational texts, newspaper accounts of events); and recognizing universal themes and substantive issues in all genres of literature (e.g., human interaction with the environment, conflict and change, relationships with others, self-discovery).

Understand the variety of purposes for studying literature.

Includes understanding that literature can enrich the reader's appreciation of differences and similarities in culture, race, gender, religion, ethnicity, socioeconomic status, and national heritage; understanding that studying literature can enhance the reader's appreciation of the experiences of others from a historical perspective; understanding that literature can enrich the reader's language skills; recognizing that studying literature helps the reader to develop self-expression and understanding; and recognizing the benefits of a lifelong enjoyment of reading.

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Effective After September 1, 2001

**TEST OBJECTIVES
FIELD 602: ENGLISH**

Understand the historical, social, and cultural aspects of literature, including the ways in which literary works and movements both reflect and shape culture and history.

Includes analyzing literary works as expressions of cultural values and ideas; understanding the characteristics and cultural significance of mythology and folk literature; evaluating literary responses of major writers to social conditions, historical events, and religious movements; and recognizing how an author's interests and background (e.g., gender, class, ethnicity, region) may influence his or her work.

Understand various aspects of North American literature, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Includes analyzing the significance of writers, works, and movements to the development of North American literature; analyzing changes in literary form and style in U.S. literature from the colonial period to the contemporary period; and analyzing the literary responses of North American writers to social conditions, patterns of inclusion and exclusion, historical events, and cultural movements.

Understand various aspects of world literature in English, exclusive of North American literature, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Includes understanding the significance of major writers, works, and movements in the development of British literature from the Anglo-Saxon period through the twentieth century and other major writings in English from regions other than Great Britain (e.g., Ireland, the Caribbean, English-speaking Africa, India).

Understand various aspects of world literature in translation, including oral, written, enacted, and visual texts that reflect major themes, characteristics, trends, works, and writers.

Includes understanding the significance of major literary forms, works, and writers associated with various world cultures from ancient times through the twentieth century and analyzing significant themes and characteristics of major world writers and literary movements.

Understand the characteristics of literature written for children and adolescents.

Includes understanding major genres, works, and writers in children's and adolescent literature; applying criteria to evaluate works written for children and young adults; analyzing themes of works written for young people; and applying strategies to select developmentally appropriate literature for children and adolescents.

**TEST OBJECTIVES
FIELD 602: ENGLISH**

Understand varied critical approaches to textual analysis and criticism.

Includes analyzing the significance of major figures and works of classical rhetoric (e.g., Aristotle's *Poetics*) and the theories associated with them; recognizing the characteristics of neoclassicism and romanticism in literary theory as developed in major writings associated with each movement; identifying concepts and individuals associated with principal movements in twentieth-century literary criticism and theory (e.g., New Criticism, deconstruction, post-colonialism); and recognizing the interpretation of literature and other texts from given critical perspectives (e.g., formalist, feminist, archetypal).

GENRE AND CRAFT OF LANGUAGE

Understand concepts relating to the structure of language.

Includes distinguishing structural features of languages (e.g., phonological, morphological, syntactic, semantic) and understanding differences between descriptive and prescriptive conventions of usage.

Apply approaches to reading for literary response.

Includes interpreting literary devices; analyzing a writer's use of ambiguity, connotation, and figurative language to convey ironic undertones, sensory impressions, or emotional effects; interpreting the use of rhythm, rhyme, or imagery to evoke a response in the reader; analyzing the use of language to portray character, develop plot, describe setting, or create a mood in a given passage; and recognizing universal themes.

Understand the forms, techniques, and stylistic requirements of writing to impart and explain information.

Includes evaluating thesis statements and supporting ideas in context; recognizing organizational patterns for a formal essay or a research paper; applying knowledge of writing techniques; and evaluating the appropriateness of language and formats for various expository writing products (e.g., business letter, news article, formal essay).

Understand the forms, techniques, and stylistic requirements of writing for literary response and analysis.

Includes understanding strategies for writing a response to a literary or media selection by referring to the text, to other works, and to personal experience; applying varied critical approaches in textual analysis; relating ideas to supporting details in a clear and logical manner; understanding strategies for writing an analysis of an author's use of literary elements (e.g., plot, character, setting, theme, point of view); and identifying relevant examples from a selection to support a thesis analyzing an author's use of literary elements.

**TEST OBJECTIVES
FIELD 602: ENGLISH**

Understand the forms, techniques, and stylistic requirements of persuasive writing.

Includes analyzing the organization of an editorial or argumentative essay on a given topic; distinguishing reasons, examples, or details that support a given argument or opinion; understanding the effects of style, voice, and language choices; recognizing the effective use of transitions to enhance the clarity of an argument; and analyzing fallacies in logic in a piece of persuasive writing.

Understand the forms, techniques, and stylistic requirements of writing for personal and artistic expression and social interaction.

Includes demonstrating an awareness of the aesthetic aspects of language (e.g., imagery, figurative language, rhythm, sentence variety); understanding the effects of style, voice, and language choices; demonstrating awareness of connotation and figurative meaning when selecting language for a given expressive purpose; judging effectiveness of alternative leads and endings; identifying details appropriate for specific purposes (e.g., creating a mood, describing a setting, creating suspense, characterization); identifying passages that show rather than tell; analyzing the effectiveness of narrative or descriptive materials and identifying appropriate revisions; understanding uses and forms of expressive and creative writing (e.g., personal essay, short story, poem, dramatic monologue); and applying strategies for composing personal notes and letters that entertain and interest the recipient.

Understand the writing process.

Includes applying strategies to generate ideas before writing (e.g., brainstorming, clustering, researching, discussing, questioning, reading, listing, viewing, drawing); evaluating the appropriateness of different writing forms for various purposes and audiences; applying knowledge of research techniques, including the use of reference materials; evaluating the appropriateness of given details to develop a main point; recognizing details that interfere with the development of a main point; and revising problems related to text organization and content.

Understand processes and purposes of revising and editing written texts.

Includes understanding revision to address the writer's purpose and audience (e.g., reflecting, refocusing, clarifying, improving word choice, eliminating ambiguity and redundancy); understanding techniques for revising texts for clarity and economy of expression (e.g., revising sentences and passages to vary sentence structure, subordinate ideas, maintain parallel structure, and keep related ideas together); recognizing resources for revision (e.g., conferences with peers or teachers, reference materials and computers); applying copy-editing and proofreading principles; and understanding the processes involved in preparing texts for publication in various contexts.

**TEST OBJECTIVES
FIELD 602: ENGLISH**

Understand the active and constructive nature of viewing and visually representing information.

Includes identifying elements of visual language (e.g., symbols, shapes, composition); analyzing the contextual importance of cultural, social, economic, and historical factors to visual communication; recognizing the role of viewers' prior experiences in their understanding of visual images; and understanding how to use visual, auditory, and technological media to explore and create print and nonprint texts.

SKILLS AND PROCESSES

Apply reading strategies for the acquisition, interpretation, and application of information.

Includes applying knowledge of word structure and context to determine meaning; distinguishing between general statements and specific details; and, from a given passage, drawing conclusions, interpreting information, and providing a summary.

Understand the use of metacognitive techniques in reading comprehension.

Includes analyzing the purposes and characteristics of reading techniques and strategies (e.g., skimming, varying reading rate); applying strategies to determine the denotative and connotative meanings of words in given contexts (e.g., phonetic skills, context clues, structural analysis); and analyzing methods for enhancing reading comprehension (e.g., recalling prior knowledge related to a topic, making predictions, generating questions to be answered from reading).

Apply techniques of critical analysis and evaluation.

Includes identifying a writer's intended audience and purpose for a given passage; recognizing the persuasive strategy used in a given passage; distinguishing between fact and opinion in a given passage; judging the relevance, importance, and sufficiency of support in a writer's argument; assessing the credibility and objectivity of a source of information; determining how the writer uses tone and style to present a particular message or point of view; identifying and analyzing bias; analyzing consumer information; and evaluating workplace and community documents for purpose, organization, accuracy, and relevance.

Understand strategies for eliciting and using readers' responses to texts.

Includes strategies such as using reading journals to record and share personal responses; identifying methods used in relating texts to personal experiences; and comparing multiple interpretations of a text.

**TEST OBJECTIVES
FIELD 602: ENGLISH**

Understand the connection between writing and learning across the curriculum.

Includes examining the uses of a variety of written forms (e.g., journals, learning logs, dialogues, diaries, letters) to make connections across the curriculum, record progress, and reflect on completed tasks, and understanding how writing can be used to generate authentic questions for inquiry, reflect on content and the process of learning, and explore ideas and solve problems in all content areas.

Understand the influence of the mode of representation on the content of communication.

Includes identifying forms of visual communication (e.g., graphics, television, theater, film) and their characteristics; recognizing alternative ways to communicate information; interpreting contextual information presented in charts, graphs, tables, models, and cartoons; and evaluating and selecting appropriate print and electronic visual materials for a given purpose and audience.

Understand techniques for the critical evaluation of information, media, and technology.

Includes recognizing purposes (e.g., to entertain, persuade, inform) of media messages; recognizing the influence of propaganda techniques (e.g., bandwagon, glittering generality, testimonial); identifying strategies for analyzing media messages based on various factors (e.g., content, nonverbal cues, objectivity); recognizing the mutual reinforcement of combined media (e.g., picture to clarify print, music to enhance visual images); and analyzing the effect of visual and electronic media (e.g., posters, print, broadcasting) in shaping social attitudes.

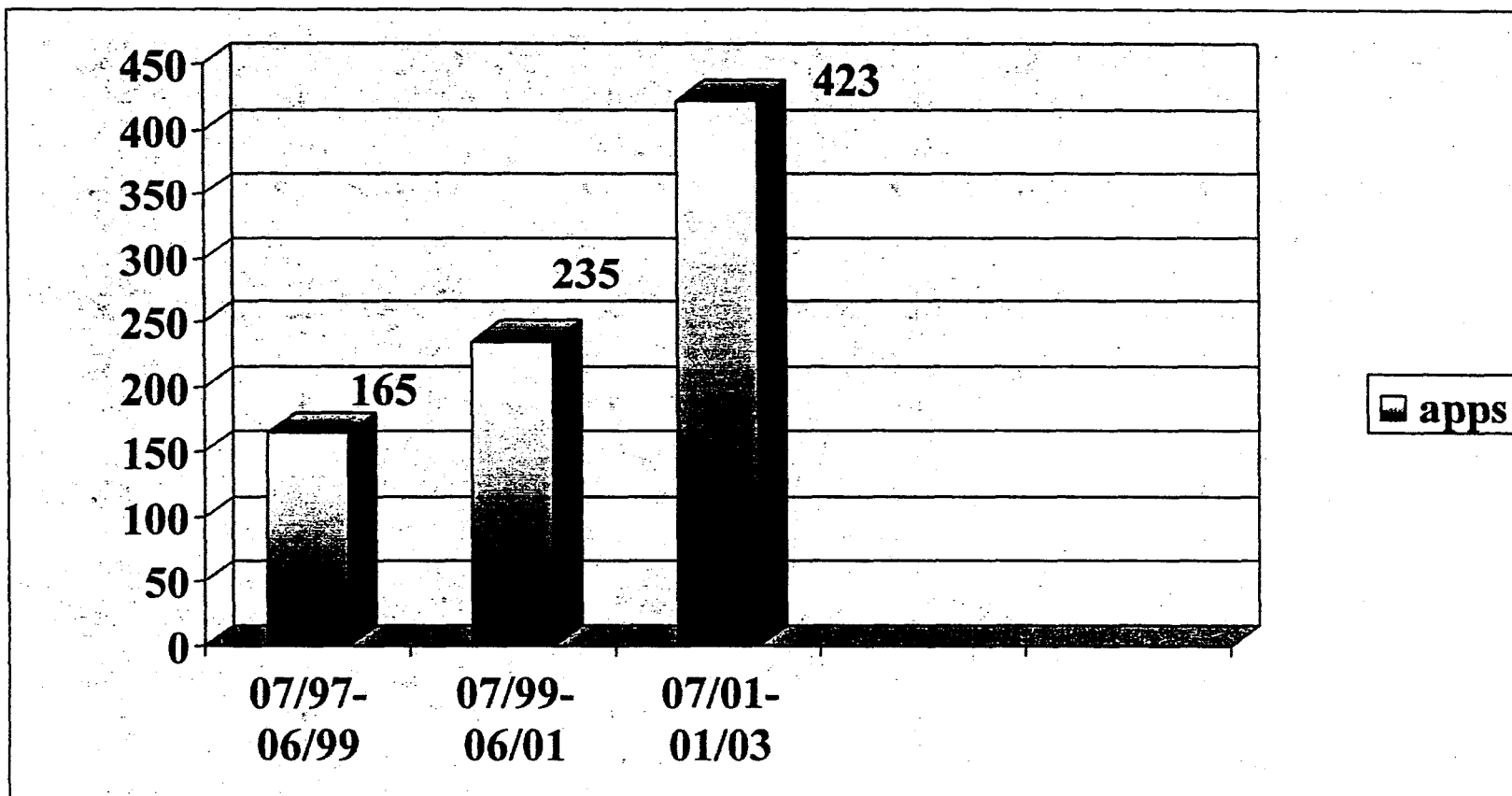
ENROLLMENT PROFILE
COLLEGE OF EDUCATION - FERRIS STATE UNIVERSITY
FALL 2003

Enrollment by Curriculum	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	% 04 Enroll	
ECED	89	74	68	59	61	60	58	63	54	35	39	37	0.02	
C-J Grad														
C-J Adm						31	39	55	50	56	46	44	0.02	
C-J UG														
Pre-C-J	309	412	373	374	354	325	303	321	297	326	327	331	0.29	
C-J	500	369	284	255	208	214	225	229	243	256	270	308		
Subtotal	809	781	657	629	562	539	528	550	540	582	597	639		
REC	94	109	93	82	89	77	77	73	65	61	60	66	0.03	
TEA-GRAD														
C & T	49	38	41	56	53	63	67	76	62	78	71	79	0.10	
C & I								28	37	30	70	138		
Cert.								1	1	1	2	1		
Subtotal	49	38	41	56	53	63	67	105	100	109	143	218		
TEA - UG														
ELEM									110	264	364	428	0.20	
PTEL	87	78	74	63	61	65	63	87	55	27	20	15		
Subtotal	87	78	74	63	61	65	63	87	165	291	384	443		
TEA - UG SEC														
Allied Health	20	16	13	16	17	12	11	10	9	6	12	10	0.30	
Biology		31	34	39	45	45	55	58	50	45	43	36		
Business	80	82	74	72	65	62	48	41	54	49	49	33		
Certification	14	12	8	17	29	35	60	55	84	115	98	58		
Chemistry		6	7	8	9	8	11	12	14	16	17	14		
English						86	124	153	183	165	160	132		
Math	60	56	56	64	54	67	80	69	72	58	69	71		
PTSC	68	61	67	70	67	52	48	70	53	35	24	33		
Social Studies	0	0	0	0	0	0	0	0	0	0	27	72		
Technical	60	42	38	24	20	24	31	41	50	48	77	85		
TBI	6	6	4	4	2	0	2	2	2	1	2	1		
Undeclared	32	56	31	44	48	69	67	59	58	88	96	102		
WEHE	9	13	8	5	8	4	6	6	10	11	7	7		
Subtotal Secondary	349	381	340	363	364	464	543	576	639	637	681	654		
Total TEA Undergrad	436	459	414	426	425	529	606	663	804	928	1065	1097		
AVP														
AVP	2	0	0	0	0	0	0	0	0					0.05
TVP/TDMP	113	122	99	77	42	38	57	66	77	76	108	112		
Subtotal	115	122	99	77	42	38	57	66	77	76	108	112		
TOTALS	1590	1583	1372	1329	1232	1337	1432	1575	1690	1847	2058	2213		



College of Education and Human Services

Vocational Authorization Applicant History 1997-2003



NOTE: Vocational Certification Officer's position began in July of 2001. Number of applicants for 2001-2003 (only through January 2003)

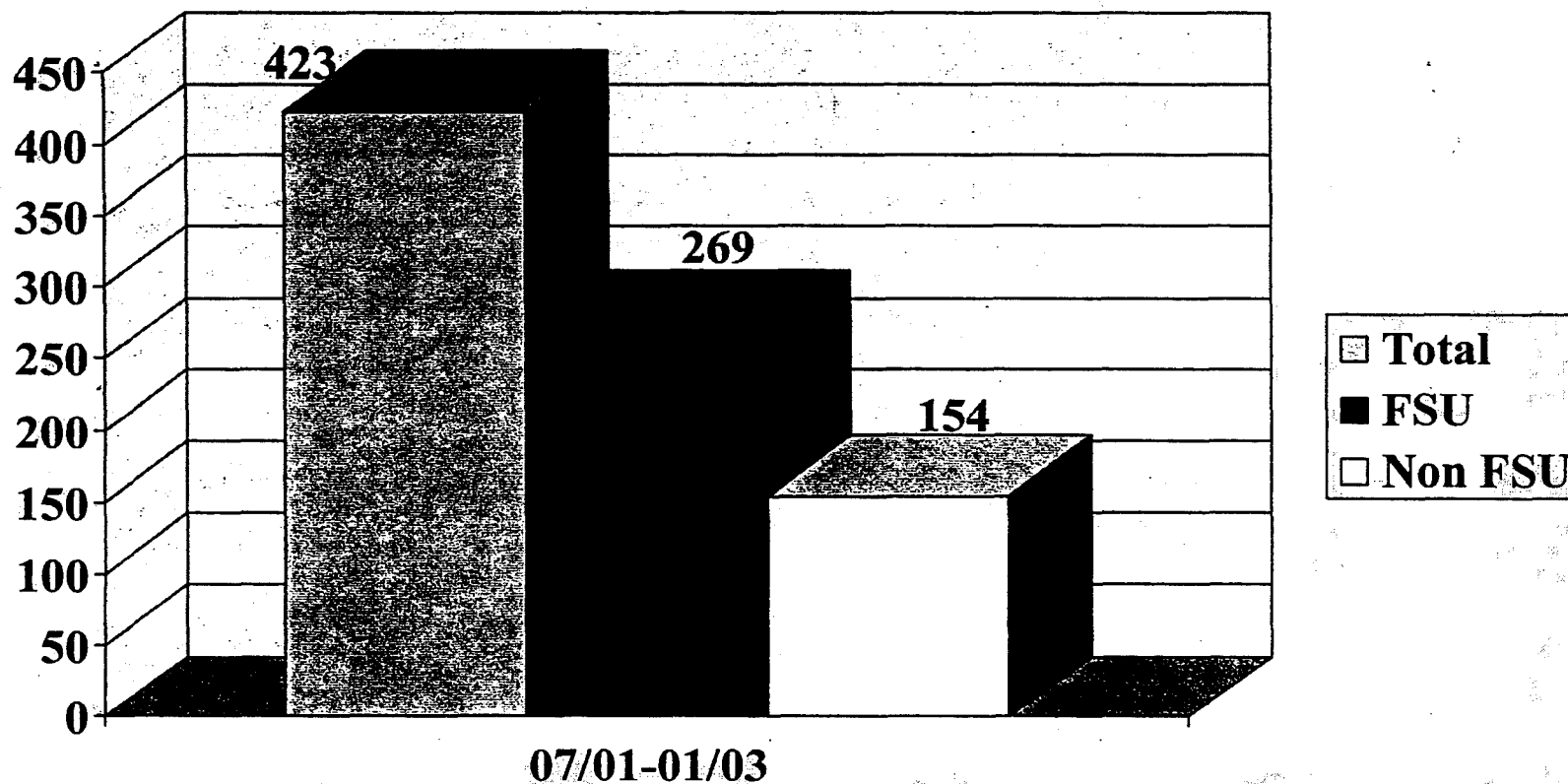


College of Education and Human Services

Vocational Authorization

Applicant Breakdown

FSU Students/Alumni & Non FSU Students



Faculty Data Summary Sheet

Catherine Amboy
 Adjunct Faculty
 Ferris State University
 Appointed: 2003

1	Academic Degrees	Location	Date
	Certificate, Educational Technology	Michigan State University	Current
	M.A. Education Higher and Adult Continuing Education	University of Michigan	1990
	B.A. Sociology	University of Michigan – Flint	1980

2	Professional Experience	Location
	1995-present Instructional Technology & Social Studies Consultant	Lapeer I.S.D., Lapeer, MI
	1994-1995 Family Literacy Coordinator	Christ Episcopal Center, Flint, MI
	1990-1994 Assistant Director of Southeast Regional Office	Michigan State University, East Lansing, MI
	1984-1990 Interim Director, Program Associate	Michigan State University – Flint, Flint, MI

3	Faculty and Administrative Load

Other Collegiate Assignments

4	Current Professional and Academic Association Memberships
	Michigan Association of Computer Users in Learning (MACUL)
	Michigan Council for Social Studies (MCSS)
	Michigan Social Studies Supervisors Association (MSSSA)
	National Council for Social Studies (NCSS)
	National Staff Development Council (NSDC)

5	Current Professional Assignments and Activities

6	Publications

Baar, Karen

Coordinator of Student Teacher
Placement and Field Experience,
Adjunct Undergraduate Faculty
Ferris State University
Appointed: 1994

1 Academic Degrees	Location	Date
M.S. in Career and Technical Education	Ferris State University	1995
B.S. in Allied Health Education	Ferris State University	1993
A.A.S. in Nursing	Ferris State University	1973

2 Professional Experience	Location
1998-Present	Ferris State University; Coordinator of Student Teacher Placement and Field Experience
1994-Present	Ferris State University; Adjunct Faculty
1996-1998	Mecosta County General Hospital; Nursing
1994-1996	Baker College of Cadillac; Instructor
1973-1992	Reed City Hospital; Nursing

3 Faculty and Administrative Load	
Winter Semester 2003	EDUC 391, 491, 499, 592, 593, 594, 599, Director of Student Teacher Placement Graduate Internship Coordinator Adjunct Faculty Coordinator

Other Collegiate Assignments
<ul style="list-style-type: none"> • Undergraduate Curriculum Committee Member • Graduate Curriculum Committee Member • Search Committee Member

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none"> • Michigan for Public Education • Association for Supervision and Curriculum Development • Michigan Association of College for Teacher Education • Phi Delta Kappa • Hospice • American Heart Association • American Cancer Society • The Compassionate Friends

5 Current Professional Assignments and Activities
<ul style="list-style-type: none"> • Coordinated: Development and Implementation-EDUC 302 Creating Safe Schools—2001 • Facilitated: Professional Practices Clinic: Michigan Department of Education

Workshop, Professional Practices—2001

- Attended: Diversity Lecture Series VI—2000/2001, Jonathan Kozol—2000
- Attended: National Association of State Directors of Teacher Education and Certification, Fourth Professional Practices Institute—2000
- Presented: Michigan Association of College for Teacher Education, What Every First-Year Teacher Needs to Know About Violence in the Schools.
- Presentation: Michigan Center for the Prevention of Violence in Schools: Addressing Safe Schools Through Curriculum
- Nonviolent Crisis Intervention—Safe Schools, Nonviolent Crisis Intervention Course—1999
- Speaker/Support Group Facilitator—Hospice Bereavement
- Workshop Presenter—American Institute for Preventative Medicine
- Speaker/Workshop Presenter-staff development (nursing), patient education, health and wellness programs in health care institutions, elementary/secondary schools, industry and community

6 Publications

None

7 Papers Presented

- “A Comparison of the Views of Nurses and Parents Regarding Appropriate Comments and Actions with the Death of a Child”: Reed City Hospital, Mecosta County General Hospital, Mercy Hospital of Cadillac, Blodgett Memorial Medical Center, and Butterworth Hospital 1993-1994
- Four chapters of *Compassionate Friends in Michigan*, 1993-1995

8 Research

- A Comparison of the Views of Nurses and Parents Regarding Appropriate Comments and Actions with the Death of a Child; November 1995

Dr. James Carey
 Professor of Education
 Ferris State University
 Appointed: 1968

1 Academic Degrees	Location	Date
Ph.D. in American History	Ball State University; Muncie, IN	1966
M.A. in Social Studies	Ball State University; Muncie, IN	1964
B.A. in Psychology	Valparaiso University; Valparaiso, IN	1959

2 Professional Experience	Location
1968-Present	Ferris State University; Professor of Education
1966-1968	Morning Side College; Sioux City, IA; Professor
1964-1966	Ball State University; Muncie, IN; Doctoral Teaching Fellow
1961-1964	Farmland, Kendallville, and Centerville, IN; Grades 7-12 History and English Teacher

3 Faculty and Administrative Load	
Summer Semester 2001	251, 300 (2 sections), 391, 503, 591, 595, 596, 691
Fall Semester 2001	251, 300 (3 sections), 391
Winter Semester 2002	251 (2 sections), 303 (2 sections)

Other Collegiate Assignments
<ul style="list-style-type: none"> • Advisor

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none"> • Michigan Education Association • Ferris Faculty Association • National Education Association • Phi Delta Kappa

5 Current Professional Assignments and Activities
<ul style="list-style-type: none"> • Student Advising

6 Publications
None

7 Papers Presented
None

8 Research
None

9 Awards
<ul style="list-style-type: none"> • Teacher of the Year; Ferris State University, 1972

10 Curriculum Innovation and Development

- Secondary English Education Major: Liaison with the English Department in the development and initiation of the Secondary English Education major—1992-1993.
- Secondary Spanish Education Minor: Liaison with the Spanish Department in the development of the Secondary Spanish Education minor—1992-1993.
- Secondary Physics Education Minor: Liaison with the Physical Science Department in the development of the Secondary Physics minor—1992-1993.
- Master in Education in Curriculum and Instruction: Co-chaired with Dr. Norman the committee that designed and implemented the Masters of Education in Curriculum and Instruction—1998-1999.
- Master in Education in Curriculum and Instruction: Assisted Karen Baar in the development of the Masters of Education in Curriculum and Instruction Information/Application Packet.
- Master of Science in Career and Technical Education: Co-chaired with Dr. Norman the committee that revised the MSCTE—1998-1999.
- Master of Science in Career and Technical Education: Assisted Karen Baar in the development of the MSCTE Information/Application Packet—1998-1999.
- Master of Education in Curriculum and Instruction—Administrative Option: Drafted a checksheet to add an administrative option to the Master of Curriculum and Instruction—2000.
- Master of Education in Curriculum and Instruction—Secondary Certification Option: Drafted a checksheet to revise the Secondary Certification Option of the M. Ed—2000.
- Master of Education in Curriculum and Instruction—Elementary Certification Option: Drafted a checksheet to an Elementary Certification Option to the M. Ed—2000.
- Elementary Education: Co-chaired with Dr. Johnson the committee that developed and assisted in implementing the Elementary Education program—1999-2000.
- Elementary Education Entry/Exit Requirements: Co-chaired with Karen Baar the committee that drafted the Elementary Entry/Exit Requirements—2000.
- Secondary Education Entry/Exit Requirements: Co-chaired with Karen Baar the committee that revised the Secondary Entry/Exit Requirements—2000.
- Pre-Teaching Associate of Arts Degree: Assisted Dr. Anderson and Dr. Brown in the revision of the Pre-Teaching Associate of Arts Degree-2000.
- Directed/Intern Teaching Guide: Assisted Karen Baar in the revision of the Directed/Intern Teaching Guide—1999.
- Intern Teaching Policy: Assisted Karen Baar in the revision of the Intern Teaching Policy and Procedure—1999.
- Substitute Teaching Policy for Student Teachers: Assisted Karen Baar in the development of the Substitute Teaching Policy for Student Teachers—2000.

10 Departmental, University and Community Service

School of Education Committees:

- Education Undergraduate Curriculum Committee—1968 to Present
- Search Committee Member for Faculty—1997, hired Karen Norman
- Search Committee Member for Director of Student Teaching—1997, hired Karen Baar
- Search Committee Member for Faculty—1998, hired Leonard Johnson

- Search Committee Member for Department Head—1999, hired Susanne Chandler
- Search Committee Member for Faculty—2000, hired Michael MacDonald
- Search Committee Member for Faculty—2000, hired Betsy Brown

College of Education and Human Services Committees:

- Member of the Academic Senate—1987-1991
- Academic Senate Executive Committee—1988-1989
- Academic Senate Undergraduate Committee-1988-1989
- Executive Board of the Ferris Faculty Association—1991-1993
- Promotions/Merit Committee—1994-1995
- Promotions/Merit Committee—1995-1996
- Promotions/Merit Committee—1997-1998
- Promotions/Merit Committee—1998-1999
- Promotions/Merit Committee—1999-2000

Professionally Related Community Service:

- Taught 11th and 12th grade U.S. History class sixth hour at Big Rapids High School first semester—1990-1991
- Trustee of Big Rapids Public Schools Board of Education—1991-1993

11 Professional Development

- Child Bereavement: Earl Groleman, Presenter: Conference at Northern Michigan University. The information gained at the conference and through the writings of Dr. Groleman were helpful in developing the chapter on Epilogue: Death and Dying in EDUC 251, Life Span Human Growth and Development—1998.
- Women's Health & Stress Management: Conference at the Grand Rapids Holiday Inn. The information gathered at the conference and from the written materials made available through the conference were helpful in developing the information on nutrition found in several chapters found in EDUC 251, Life Span Human Growth and Development—1999.
- Diversity Lecture Series VI: Jonathan Kozol, Presenter: Conference at Grand Rapids Community College. The information gathered at this conference and through the writings of Kozol are used in several sections of EDUC 251, 300, 503—November 8, 2000.
- Eastwood Elementary School, Teacher Aide/Observer: In preparation for the initiation of the Elementary Education Program at Ferris State University, during the last two weeks of May 2000, I served as a teacher aid/observer every day from 8:30 a.m. to 12:00 p.m. During that time, I visited K-5 classrooms. Since October 17, 2000, I have been working as a teacher aide/observer every Tuesday from 8:30 a.m. to 10:00 a.m. in both the first grade and special education rooms. From my viewpoint, these experiences have been very valuable in enhancing my knowledge about elementary school and elementary school students. It will give me first-hand knowledge to pass on to my elementary education students. I was given permission to do this experience by Mr. Tim Buckingham, Eastwood Elementary Principal. Additionally, every teacher at the school invited me to participate in their classroom. I worked with the following teachers: Kindergarten—Mrs. Basch; first grade—Mrs. Simpson; second grade—Miss Westphal; third grade—Mrs. Banks; fourth grade—Mr. Pletcher; fifth grade—Miss McClelland; and special education—Mrs. VanOstenberg.

12 Scholarly Activity

- Peer Tutoring: Since the fall of 1999, students in my class have had an opportunity to be involved in peer tutoring sessions. Each semester approximately 50% of my students are involved in peer tutoring. It appears that most students benefit from the experience—1999-2000.

KENT J. CARTWRIGHT, CPA

2415 Hemlock Ln
Petoskey, MI 49770

Home - (231) 348-1152
Work - (231) 348-2348

OBJECTIVE:

A challenging business and finance position where my problem solving skills, organizational abilities and leadership experience are fully utilized in the field of public school administration.

EDUCATION:

Central Michigan University - Mt. Pleasant, Michigan
B.S. in Business Administration, December 1989 Major: Accounting

Grand Valley State University - Allendale, Michigan
Masters in Business Administration, May 2002, 3.98 GPA

WORK EXPERIENCE:

June 2000 - Present: BUSINESS MANAGER, Public Schools of Petoskey

- Responsible for all aspects of business and operations for a 3,200 student district with a \$24 million General Fund, \$3.8 million Debt Service, \$1.2 million Capital Projects and \$900K Food Service Fund.
- Responsible for overseeing all construction activities for the district. Recently completed supervision of all aspects of construction related to the \$38 million Construction Bond program.

Aug 1998 - Jun 2000: EXEC. DIRECTOR OF BUSINESS & FINANCE, Gaylord Community Schools

- Responsible for all aspects of business operations for a 3,500 student district with a \$25 million General Fund, \$780K Debt Service, \$750K Capital Projects and \$1 million Food Service Fund.
- Refinanced \$9 million of the districts outstanding debt within the first six months of my arrival, saving district taxpayers \$500,000 over the next ten years.
- Instrumental in planning, campaigning, passing and overseeing a 1.15 mill, 10 year sinking fund. The district voters overwhelmingly passed the issue in June 1999.
- Initiated and implemented a \$750,000 energy cost savings initiative that will result in excess of \$120,000 of energy savings annually over the next 10-15 years for the district.
- Helped initiate and serve on the steering committees implementing a Northern Michigan Schools Beverage Consortium and a Northern Michigan Schools Workers Compensation pool.

April 1996 - July 1998: ACCOUNTING MANAGER, Forest Hills Public Schools

- Responsible for cash, asset and cash flow management of all funds.
- Supervise all aspects of district accounting including accounts payable, cash receipts, taxes receivable, special billings, investments and payroll.
- Prepare, analyze and file all district payroll tax returns and district information returns.
- Produce and analyze all monthly financial reports for in-house use and for the Board.
- Prepare reports and financial statements for annual audit; In 1997 the district received ASBO's Certificate of Financial Reporting Excellence for the first time, and repeated again a year later.
- Assist with budget and appropriations act preparation and monitoring.

January 1994 - April 1996: STAFF ACCOUNTANT, Crowe, Chizek and Company, LLP

- Specialized in auditing and tax return preparation of non-profit & governmental entities.
- Achieved the level of In-Charge at the end of my first year; normally takes three years.
- Instrumental in helping the firm achieve market entry in the governmental arena.

May 1992 - Dec. 1993: ASSIST. OPERATIONS OFFICER/ EXECUTIVE OFFICER, U.S. Army

- Designed and implemented training resources program that significantly improved flexibility, planning and efficiency for a 700-man team.
- Planned and controlled rapid, worldwide movement of 120 personnel and 32 vehicles by land sea and air.
- Supervised all maintenance and accountability procedures for equipment worth \$3.5 million.

KENT J. CARTWRIGHT, CPA

415 Hemlock Ln
Petoskey, MI 49770

Home - (231) 348-1152
Work - (231) 348-2348

WORK EXPERIENCE CONT.

May 1990 - April 1992: PLATOON LEADER, U.S. Army

- Directly accountable for the welfare and training of 40 soldiers. Training program resulted in successfully achieving all missions with no casualties during combat operations in Iraq.
- Through a tough training program that stressed flexibility and teamwork, the weakest 40-man team of nine teams became recognized as the strongest within one year.

ADDITIONAL EXPERIENCE:

April 2002-Present: ADJUNCT PROFESSOR, Central Michigan University

- Researched, planned and taught EAD 664 - Public School Finance to the Traverse City Cohort classes.

January 1995 - November 1998: COMPANY COMMANDER, Army National Guard

- Initially commanded an 88-man team; accountable for unit morale, training and pay. Responsible for everything the unit does or fails to do.
- Plan, budget and monitor annual training and recruiting resource dollars.
- Selected as the only separately operating company during deployment to Panama in 1995.
- Company selected for deployment to Atlanta, Georgia to participate in security operations at the Olympic Village during the 1996 Summer Olympic Games.
- Selected for a second command, a 135-man team; only 5% of officers command twice.

AWARDS:

Bronze Star, Army Commendation Medal, Airborne, Air Assault, Combat Infantryman's Badge

PROFESSIONAL:

American Institute of CPA's, Michigan Association of CPA's, MSBO, ASBO, NMSBO, MSBO CFO Certification

Dr. Edward Cory

Professor

Ferris State University

Appointed: 1984

1 Academic Degrees	Location	Date
Ph.D. Vocational Industrial Education	The Pennsylvania State University	1974
M.S. in Industrial Education	Iowa State University	1964
B.S. in Industrial Education	Northern Michigan University	1963

2 Professional Experience	Location
1999-Present	Ferris State University; Professor
1996-1999	Ferris State University; Acting Dean, College of Education
1995-1996	Ferris State University; Acting Associate Dean, College of Education
1984-1995	Ferris State University; Professor
1978-1984	Michigan Department of Education; Consultant, Vocational Technical Education Service
1974-1978	Northern Michigan University; Professor
1970-1974	The Pennsylvania State University; Instructor
1967-1970	The Pennsylvania State University; Research/Teaching Assistant
1964-1967	Sioux Falls Independent School District; Sioux Falls, S. Dakota; Instructor

3 Faculty and Administrative Load	
Summer Semester 2002	ECTE 500, ECTE 504, ECTE 600, EDUC 400
Fall Semester 2002	ECTE 500, ECTE 516, ECTE 521, EDUC 400
Winter Semester 2003	ECTE 500, ECTE 504, ECTE 505, EDUC 400

Other Collegiate Assignments
<ul style="list-style-type: none"> • EDUC 491 Directed Teaching • EDUC 512 Research Field Study Supervision • EDUC 591 Advanced CTE Intern Supervision

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none"> • Association for Supervision and Curriculum Development • American Vocational Association • Michigan Education Association • National Education Association • Iota Lambda Sigma • Phi Delta Kappa • Vocational Industrial Clubs of America • American Association of Higher Education • International Technology Education Association

- National Association for Trade and Industrial Education
- National Association of Industrial and Technical Teacher Educators

5 Current Professional Assignments and Activities

None

6 Publications

- “An Experimental Approach to Inservice Teacher Education,” *The Journal: Technological Horizons in Education*, V.4, No. 7, 1977
- “Other Standards: A process for Vo-Ed Teachers,” (with James Rokusek), *School Shop*, April 1982

7 Papers Presented

None

8 Research

None

LINDA K. DOERING

6300 Glenstone, SE • Grand Rapids, Michigan 49546 • (616) 949-3599

PROFILE

Adjunct Field Coordinator of Student Teachers ambitious, organized, capable and experienced in peer collaboration. Intuitive and dedicated in working with students at various stages in life with diverse backgrounds. An educator with high expectations yet sensitive and compassionate to individual needs. A continual learner with aspirations to make a difference.

Tenured Elementary Teacher experienced in several methods of teaching. Self-motivated, project-oriented individual with strong business background. Can effectively communicate with children and adults of all backgrounds. Personal traits include professionalism, consistency, resourcefulness, dependability, and honesty.

EDUCATION / PROFESSIONAL DEVELOPMENT

MICHIGAN STATE UNIVERSITY, E. Lansing, Michigan

Master of Arts Degree - Elementary Education - Emphasis in Reading, 1976

WESTERN MICHIGAN UNIVERSITY, Kalamazoo, Michigan

Bachelor of Science Degree - Elementary Education - Three minors in Teaching, Family Life and Art, 1973

Kappa Delta Pi, Honorary Academic Teaching Sorority, Dean's List

GRAND RAPIDS JUNIOR COLLEGE, Grand Rapids, Michigan

Associate in Arts, 1971

PROFESSIONAL DEVELOPMENT

- Field Advisory Council, 3/19/03
- Inter-Institutional Teacher Education Council of West Michigan-Cooperating Teacher Breakfasts, attended fall & winter semesters 1998-present and panel presenter, 3/6/03
- GVSU Urban Teacher Academy-for Elementary Math and Science, 12/2002-present
- Fire-Up Conferences, fall & winter semesters 1998-present
- GVSU Professional Development Days, 5 per semester- fall & winter semesters 1998-present
- Michigan Reading Association, 1998-2002
- Kent Reading Council, 1998-2002
- 5th Annual Networking & Professional Development Events for College/University Faculty and Field Experience Supervisors, January 2001
- Celebrate Literacy Conferences, 1999-2002
- GVSU Fall Lecture Series on Character Education 1998, 1999
- Summer Michigan Reading Conference, Grand Hotel Mackinac Island, August 1999
- S.L.D. Learning Center
 - Orton Gillingham, Advanced Training, 7/28/99
 - Visualizing and Verbalizing, 7/21/99
 - Phonemic Awareness: Implementing the Test of Auditory Analysis Skills (TAAS), 6/30/99
 - Using W.R.A.T. Assessment and New Materials, 5/14/99
 - Orton Gillingham, Writing Expression, 11/13/98
 - Orton Gillingham, Initial Training, 10/2/98
- Introduction to Computer Applications (Grand Rapids Community College) "Works," 1999
- Transitional Resource Word 7.0
- Introduction to the Internet (Kent Intermediate School District) Windows 95, Microsoft Word, 1997, 1998
- American Red Cross First Aid and CPR Certification, Michigan Girl Scout Council, 1997
- Math Their Way, Berkeley Center for Innovation in Education, 1983
- Madeline Hunter, I.T.I.P. Seminar, 1983
- Computer Programming (Graduate level), 1982

TEACHING EXPERIENCE

GRAND VALLEY STATE UNIVERSITY

Adjunct Clinical Coordinator of Student Teachers, August 1998 – present

Attended and participated in professional development days for student teachers.

- Traveled to multiple school sites for field observation and evaluation of nine to fifteen Student teachers.
- Evaluated video taped lesson with each student to assist them in self-assessment and reflective strategies. Encouraged the use of best practices.
- Teamed and individually planned and presented weekly seminars, including leading discussion groups.
- Reviewed and made suggestions for organizing Professional Portfolios created for interviewing.
- Created a syllabus to correspond with observation days as a guide for student teachers.
- Reviewed student teachers' journals and provided appropriate feedback. Helped them utilize this journal to effectively communicate with their supervising teachers and reflect on their lessons taught.
- Evaluated and offered suggestions for improvement on student created units.
- Evaluated and issued a final grade for each student for ED 430/480 (12 credit hours).

FOREST HILLS SCHOOL SYSTEM – THORNAPPLE ELEMENTARY SCHOOL

Substitute Teacher, 1998 –2000

Elementary Teacher, 1973 – 1985

Assignments alternated between first grade, second grade, and multi-age classrooms, spending the equivalent of eight years in first grade, one year in second, and three years in first/second multi-age classrooms.

- Gained extensive experience in *Multi-level Grouping* for Math, Reading, and other subjects.
- Participated in *Cross Grade Level Exchanging* to maximize learning experiences for accelerated students. Accepted kindergarten students for reading and math enrichment.
- Utilized the *Learning Center Strategies* to increase attention span and enhance the learning environment.
- Acquired a strong background in the phonetic approach to language by teaching the *Alpha Phonics Program* throughout the majority of these years.
- Co-authored a successful grant request to the Michigan Council for the Arts to fund a Young Authors event. This program is now being utilized district wide.

Accomplishments:

- Developed a special needs and diversity awareness unit to alleviate fears and increase classmate awareness of the needs of students with special limitations - a concept unique to the school system at the time. (Organized a visit to a music class with a pulsing floor used by deaf students to appreciate music. Utilized a resource person to demonstrate a Braille writer.)
- Often chosen to accommodate children with special needs because of past successful experience, frequently having as many as five or more special needs students at a time in a regular classroom.
- Was assigned children with English as a second language at home (French, Vietnamese, Iraqi, Spanish, German). Recruited a French student's parent to teach students French twice a week.
- Supervised three student teachers and one paid aide. Managed one or more parent volunteers daily in this school system with an active parent volunteer program.
- Served as confidant for many parents regarding student problems, achievement, and home situations.
- Involved in multiple committees including: Textbook Selection Committee for Math, Health, Social Studies, and Language Arts; Report Card Revision Committee (twice); Grade Level Committees; Playground Equipment Selection; Friday Mini-Enrichment Events planning; Several Retirement Farewells for building employees.

Related Experience and School Involvement, 1989 - Present

Actively involved in the educational process both as a parent and school volunteer.

- Exposed to the *Total Language Approach* through active volunteerism. My own children learn by the whole language approach.
- Utilized *Big Books* for introduction to reading concepts.
- Administered MEAP Preparation Training at Forest Hills Meadow Brook School to prepare selected fourth grade students for the reading portion of MEAP testing. Administered the tests and prepared them for final processing. Incorporated the *Reader's Theater Concept* in the classroom to create student interest and motivation. This paid position ran through January and February, 1998.

KENTWOOD PUBLIC SCHOOLS - TOWNLINE ELEMENTARY

Student Teacher, Spring, 1973

- Successfully completed a 16-week assignment in the Kindergarten classroom.

PROFESSIONAL READING

BOOKS

- *Reviving Ophelia: Saving the Selves of Adolescent Girls*, by Mary Pipher, Ph.D.
- *How to Be an Effective Teacher the First Days of School*, by Harry K. Wong and Rosemary T. Wong
- *Dr. Sylvia Rimm's Parenting for Today: How to Parent So Children Will Learn*
- *Tribes: a New Way of Learning and Being Together*, by Jeanne Gibbs
- *Teaching with the Brain in Mind*, Eric Jensen
- *Restitution: Restructuring School Discipline*, by Diane Chelsom Gossen
- *A Framework for Understanding Poverty*, Ruby K. Payne, Ph.D.

PAPERS

- *Emotions and Learning: Understanding the Brain Research*, by Ken Horn
- *Teaching with Multiple Intelligences: Lesson Planning and Design*, by David G. Lazear

ADDITIONAL EXPERIENCE

KINGSLAND HARDWARE, Grand Rapids, Michigan

Retail Manager

Actively served in multiple capacities in the day-to-day operation of this family-owned business.

- Management/Personnel
 - Screened, interviewed, and hired various levels of personnel for the business.
 - Developed contacts at local colleges, technical institutes, and the MESC to obtain potential candidates for employment.
 - Maintained schedule for up to 30 employees and made weekly work assignments as well as maintained the company vacation schedule.
 - Aided in establishment and updating of an operations manual.
 - Assisted in decision making for a new store layout when the store relocated.
- Training
 - Trained new and updated current employees in product knowledge, computerized cashiering, computerized inventory tracking, and the importance of customer service.
- Customer Relations
 - Possess strong interpersonal skills. Know people by name and have been able to develop many contacts throughout the Grand Rapids area.
 - Enjoy working with people. Interacted daily with a variety of people from the young to the elderly, all with varying backgrounds.
- Administrative/Purchasing
 - Prepared payroll information for submission to outside payroll service.
 - Purchased housewares, giftware, fabric, seasonal, and miscellaneous items, placing reorders weekly via computer.
 - Attended markets in Chicago for purchasing (15 years).

ALAN DOERING, D.M.D., Grand Rapids, Michigan

Office Manager

- Oversaw day-to-day operation of the office for my husband's endodontic practice.
- Interviewed potential personnel (secretarial, receptionist, and billing positions).
- Created various customized forms to streamline and improve office procedures and reduce administrative errors and/or liability risks.
- Updated and documented procedures to meet OSHA requirements, medical malpractice, and insurance requirements.

AFFILIATIONS/COMMUNITY INVOLVEMENT

- Grand Rapids Community College Foundation
- Leslie Tassell Park –Boardwalk Committee 2001
- Room mother and Head Room Mother. Planned and coordinated class parties, ticket sales and fund raisers, and carnival prize distribution/earnings calculations. Assisted on class trips. Ski Club volunteer, 1990 - Present
- PTO Hospitality Chairperson. Welcomed members and provided refreshments; planned two teacher/staff luncheons, 1991, 1992
- Young Authors Planning Committee Member. Instrumental in planning this district-wide program with Patricia Polacco which included marketing and advertising, book sales, solicitations (and thank you's) for the event, and the collection and display of children's art at Barnes and Noble. Assisted with planning the program for children to read their own works at the store. Served as Group Sharing Leader for students to read and discuss their books at this district Young Authors event.
- Girl Scout Troop #261 Leader. Planned meetings, solicited speakers, planned field trips and crafts events, purchased meeting and craft materials, organized badge work, coordinated babysitting and CPR class at Butterworth Hospital. Served on the West Michigan Regional Committee for fund raising. Served as Troop Coordinator for the fall product sales, collections, distributions, and bank deposits. Day Camp Leader.
- Donations Collector for the March of Dimes and the American Heart Association.
- Grand Rapids Art Museum GRAM volunteer and Perugino Exhibit volunteer.
- VanAndel Public Museum of Grand Rapids member.
- Frederik Meijer Gardens member.
- Classroom volunteer tutoring Math and Reading, and typing student books.
- Centennial Country Club Youth Swim Team volunteer. Serve as timer and score tabulator.

ADDITIONAL NOTES

- Successfully completed a two-year project to design and build a new home completed in 1990. Created architectural layout, woodwork, brick designs, and interior design. Managed entire project including wholesale purchasing of all materials. Thrived on the management and decision-making aspects of this project.
- Traveled extensively to England, Ireland, Denmark, Sweden, France, Amazon River, Venezuela, Equator, Galapagos Islands, Africa, Egypt, Canary Islands, Mexico, and many Caribbean Islands.

REFERENCES

- **Carole Backstrom**, Coordinator of Student Teacher Placements & Field Experiences
4468 Winged Foot Drive
Grand Rapids, Michigan 49546 (616) 942-5773
- **Janet Krueger**, adjunct field coordinator
Grand Valley State University
7726 Kirkwall SE
Ada, Michigan 49301 (616) 676-3218
- **Connie Widdis**, Retired Professor
18867 Fruitport Road
Spring Lake, Michigan 49456 (616) 846-8465
- **Bruce Vorce**, Principal
Forest Hills Central Woodlands 5/6
400 Alta Dale SE
Grand Rapids, Michigan 49546 (616) 493-8790

Faculty Data Summary Sheet

Judy Donovan

Adjunct Faculty

Ferris State University

Appointed: 2001

1	Academic Degrees	Location	Date
	Ed.D. Distance Learning and Instruction Technology	Nova Southeastern University	2002
	Graduate Certificate in Educational Technology	Western Michigan University	2000
	M.A. Educational Leadership	Western Michigan University	2000
	Secondary Teaching Credential (Certified in English, Social Studies, and Business)	California State University, L.A.	1987
	Library Media Specialist Credential	California State University, Northridge	1986
	Masters of Business Administration	Eastern Michigan University	1982
	Bachelor in General Studies	University of Michigan	1980
	Secondary Teaching Certificate, Continuing (Library Media, Business, Social Studies, 7-8 all subjects)	State of Michigan	

2	Professional Experience	Location
	2001-present	Adjunct Faculty, Ferris State University
	1998-present	Instructor, MBA program, Baker Online College
	1997-present	Instructor, Information Systems and Professional Development Systems, Baker College, Muskegon and Fremont Campuses
	1996-present	Instructor, CIS, Muskegon Community College
	---	Computer Application Instructor, Orchard View Community Education
	---	Adult Instructor, Fruitport Adult Education, Muskegon, MI
	---	Instructor, Telecommunications and Network Systems, Jones International University
	1984-1987	Middle School Teacher, Los Angeles Unified School District

3	Faculty and Administrative Load
	Summer Semester 2002 EDUC 205, EDUC 206
	Fall Semester 2002 EDUC 501, EDUC 503, EDUC 540
	Winter Semester 2003 EDUC 301, EDUC 501, EDUC 512, EDUC 540

Other Collegiate Assignments

4 Current Professional and Academic Association Memberships

- Michigan Association of Computer-Related Technology
- Association for Supervision and Curriculum Development
- International Society for Technology in Education
- Michigan Association of Computer-Related Technology
- Distance Education Online Symposium
- Michigan Association of Media in Education

5 Current Professional Assignments and Activities

- 1995-present Consultant, High Caliber Productions, Twin Lake, MI
- Advanced Online Training for Higher Education Instructors, Winter 2000-present
- Ensuring Quality in Online Courses – developing appropriate assessment measures and standards, Summer 2000-present
- Instructional Technology – integration into curriculum – effective use
- Meeting the Diverse Needs of the Online Learner – paper in progress

6 Presentations

- Who Moved My Cheese? Nova Southeastern University Summer Institute, 2001
- K12 Virtual Learning, Nova Southeastern University Summer Institute, 2000
- K12 Technology Needs Survey Research Findings Survey of K12 Technology Needs, WMU Educational Technology Conference, Winter 2000
- Online opportunities for K12 students, WMU Educational Technology Conference, Winter 2000

7 Research and Papers Presented

- Effective facilitation Skills for Online Instructors, Jan. 2001
- Plagiarism Issues and Resources, Jan. 2001
- Student Training for Online Learning, Dec. 2000
- Building Community in the Online Classroom, Dec. 2000
- Comparing Active and Traditional Learning, Nov. 2000
- Building K12 Support for Technology, Summer, 2000
- District Technology Plan, Spring 2000
- Technology Staff Development, Fall 2000
- New and Emerging Technologies in K12 Schools, Fall 2000
- Survey of K12 Technology Needs, Winter 2000
- K12 Online Courses, Winter 2000
- Formative Evaluation of a Web Design Program, Spring 2000
- Current Trends and their Impact on Education, Winter 2000
- Building an Online Classroom in Blackboard, Fall 2000
- Faculty Training Needs in Online Distance Education: A Review of the Literature, Fall 2000

- Online Learning: Competition or Cooperation:, Dec. 1999
- Dare to Say No to DARE, Spring 1999
- Delivering the MEAP as a Computer-Assisted Instrument, Spring 1999
- District Wide Budgeting, Winter 1999

8 Grants Received

- Peer Counseling and Tutoring Program, Oakridge School District
- Health and Wellness Grant, Oakridge School District
- Cross-Discipline Media Support, Oakridge School District
- A Safe Place for Abused Children, Child Abuse Council of West Michigan
- Media Center Technology, Oakridge School District
- Classrooms of Tomorrow, Michigan Department of Education

9 Conference Attendance

- Western Michigan Technology Coordinators Conference, Spring 2000
- Michigan Association for Computers in Learning, Winter 2000
- Distance Learning Conference, Nov. 2000, Muskegon Area Intermediate School District

10 Professional Services

- Advisory Council, CIS Department, Baker College
- North Central Accreditation Committee, Orchard View Schools, Reading and Writing Improvement Committee, member
- Technology Committee, Orchard View Schools
- Chairperson, Secretary, REMC Advisory Board
- Chairperson of the Community Profile and Target Area Goals Committee for North Central Accreditation, Oakridge Public Schools
- National Honor Society Advisor
- Student Council Advisor
- Men and Women's Tennis Coach for two districts
- SADD Advisor
- School Improvement Team secretary, co-chairperson
- Founded and advised the Oakridge Library Committee (student advisory and fundraising group)
- Founded and ran Eagle Television News (daily news video program)
- Founder of Oakridge Technology Council
- Served as the Region 4 representative to LMPAC (an advisory board to the State Department of Education)
- DARE Liaison
- Veterans Foreign Wars American Democracy Speech Coordinator
- American Red Cross Blood Drive School Coordinator

11 Honors and Awards

- Member Phi Kappa Phi Honor Society
- Twice won the mixed doubles Corporate Cup Competition

12 Community Service

- Volunteer Literacy Tutor for Love, Inc.
- Volunteer Chairperson Grant Writing Committee – Child Abuse Council

SYDNEY F. FARBER
4892 THORNTREE
WEST BLOOMFIELD, MI 48322
CELL PHONE (248) 762-5676
HOME PHONE (248) 661-2791
E-MAIL sff459@aol

EDUCATION

Ed. D. Wayne State University, December 1981
Major: Administration and Supervision

M. Ed. Wayne State University

B.S. Wayne State University

PROFESSIONAL EXPERIENCE

Adjunct Professor, Academic Advisor, Lead Teacher - Master of Education Program,
Central Michigan University, July 1, 2002 to present.

Consultant, Edison Schools, November 2001 to June 30, 2002.

Executive Director Human Resources, School District of the City of Pontiac, July
1, 1999 to December 31, 2001.

Personnel Consultant, School District of the City of Pontiac, August 1996 to
November 1998.

Consultant, July 1, 1993 to July 1, 1999

Vice President, Educators Preferred Corporation, July 1, 1992 to June 30, 1993.

Director of Personnel and Labor Relations, Ypsilanti Public Schools, Ypsilanti,
Michigan, January, 1988 to June 30, 1992.

Director of Personnel and Labor Relations, Anchor Bay School District, New
Baltimore, Michigan, 1980 to 1987.

Visiting Professor, Eastern Michigan University, Ypsilanti, Michigan, 1980 to
present.

Adjunct Assistant Professor, University of Detroit Mercy, Detroit, Michigan,
1986 to 1991.

Adjunct Professor, Central Michigan University, Mt. Pleasant, Michigan, 1987 to
present.

Director of Personnel, Mount Clemens Community School District, Mount Clemens,
Michigan, 1978 to 1980.

Research Assistant, Metropolitan Detroit Bureau of School Studies, Detroit,
Michigan, 1976.

Graduate Assistant, Wayne State University, Detroit, Michigan, 1976.

Teacher, Berkley High School, Berkley, Michigan, 1964 to 1978.

RECENT PROFESSIONAL ASSIGNMENTS

Central Michigan University: - responsibilities include working with local school districts in developing cohort programs, evaluating the M.Ed. program and making recommendations, advising graduate students on all aspects of the MSA and M.Ed. programs, teaching graduate classes in personnel administration and research design.

Consultant, Edison Schools: - responsibilities included personnel and labor relations at Inkster Public Schools and working with other Edison schools on teacher evaluation, policy development and other areas as assigned.

Executive Director Human Resources: - responsibilities included all aspects of the labor relations and the human resources function in the Pontiac School District.

Personnel Consultant: Pontiac Schools - responsibilities included all aspects of the human resource management function including labor relations, chief negotiator for the Board of Education with three bargaining units including administrators, teachers and secretaries.

Consultant: Acting Human Resources Manager, Lowry Computer Products; Human Resources Consultant, CSC Healthcare Systems; Human Resources Consultant, Value RX; Chrysler Corporation, Mopar Division, training personnel on developing partnerships; Ypsilanti Administrators and Principals Association, head negotiator and labor relations consultant; Consultant, American Society of Employers.

Vice President, Educators Preferred Corporation, responsibilities included establishing early retirement incentive programs.

Personnel Director, Head Negotiator, Ypsilanti Public Schools. In this position, I negotiated successful contracts with all the bargaining units. I was responsible for the total operation of the personnel function including establishing procedures for hiring all staff, attendance monitoring, staff reduction, benefit administration, civil rights monitoring, personnel records, and arbitration hearings.

Personnel Director, Head Negotiator, Staff Development Coordinator, Anchor Bay Schools. In this position, I negotiated successful contracts with all bargaining units. I was also responsible for the total personnel function of the organization including hiring, discipline and discharge of all personnel, staff reduction, personnel records and other related personnel functions. I was also responsible for establishing professional development workshops for all personnel.

Personnel Director, Head Negotiator, State and Federal Project Director, Mount Clemens Community Schools. In this position, I negotiated successful contracts with all bargaining units. I was also responsible for the total personnel function of the organization.

Visiting Professor, Eastern Michigan University, Ypsilanti, Michigan. I am assigned to teach personnel administration, collective bargaining, and legal issues.

Adjunct Professor-Advisor, Central Michigan, Mt. Pleasant, Michigan. I am assigned to teach personnel administration, administrative research and report methods, as well as function as an academic advisor for the MSA program in the Detroit Area.

Adjunct Assistant Professor, University of Detroit Mercy. As an assistant professor at the university, I taught classes in labor management relations, collective bargaining and human resource management.

SCHOLARLY WORK

"A Longitudinal Analysis of Negotiated Teacher Contract Language of Selected School Districts in Southeastern Lower Michigan", unpublished dissertation, Detroit, Wayne State University, 1981.

PROFESSIONAL ORGANIZATIONS

Society for Human Resource Management
Wayne State University Alumni Association
American Association of School Administrators



Arlyce Fuller
Adjunct Faculty
University Supervisor
Ferris State University
Appointed: 1999

1 Academic Degrees	Location	Date
Post graduate classes with emphasis on vocational education	Central Michigan University and Ferris State University	1983-1993
Master of Science Degree in Educational Administration	Central Michigan University	1981
Bachelor of Science Degree in Business Education and Secondary Teaching with full vocational certification	Ferris State University	1976

2 Professional Experience	Location
1999-Present	Ferris State University; Adjunct Faculty
1976-1997	Mecosta Osceola Career Center; Big Rapids, MI; Computer Information Service Program Instructor
1963-1975	Reed City Public Schools; Reed City, MI; Secretary to Superintendent of Schools

3 Faculty and Administrative Load	
Fall Semester 2001	491
Winter Semester 2002	499/599, 491

Other Collegiate Assignments
None

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none">• Delta Kappa Gamma• Michigan Business Education Association• National Business Education Association• Michigan Association of Computer Users and Learners• Michigan Occupational Education• Michigan Cooperative Education Coordinators Association

5 Current Professional Assignments and Activities
None

6 Publications
None

7 Papers Presented
None

Virginia E. Hines, Ed.D.

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1349 Cramer Circle
Ferris State University
Big Rapids, MI 49307

hinesv@ferris.edu
231-691-3054

Home Address:
722 N 4th Ave
Big Rapids, MI
49307

Education

West Virginia University
Morgantown, West Virginia
Doctorate of Education, August 19, 1994
Major: Curriculum and Instruction
Minor: Educational Foundations
Dates Attended: July 1991-August 1994

Salem-Teikyo University
Salem, West Virginia
Master of Arts Degree, April 29, 1991
Major: Curriculum and Instruction
Minor: Art
Dates Attended: August 1983- April 1991

**Thomas Jefferson College of
Grand Valley State Colleges**
Allendale, Michigan
Bachelor of Philosophy, June 7, 1976
Major: Art Education
Minor: Psychology
Dates Attended: September 1972-1976

Professional Experiences

August 2003-present **Associate Professor**
School of Education
Ferris State University
Big Rapids, MI 49307
Teaching at the undergraduate and graduate levels in curriculum and instruction, and educational foundations

August 1998
To May 2003 **Associate Professor**
School of Education
Lake Superior State University
Sault Sainte Marie, Michigan
Chair, September 2001- December 2002
Teaching at the undergraduate and graduate levels in curriculum and instruction, educational research, and educational foundations
Development of Teacher Education Undergraduate and Graduate Programs

August 1994
 To July 1998
Assistant Professor
 Plattsburgh State University of New York
 Plattsburgh, New York
Teaching at the undergraduate and graduate levels in curriculum and instruction, educational media and technology, and educational foundations

January 1994
 To May 1994
Graduate teaching assistant
 West Virginia University
 Morgantown, West Virginia
Teaching at graduate level in curriculum and instruction
Course title: "Special Topics: Peer-Coaching for Teachers"
Supervision of student teachers

August 1993
 To Dec. 1993
Graduate teaching assistant
 West Virginia University,
 Morgantown, West Virginia
Teaching at undergraduate level in curriculum and instruction,
Course title: "Elementary Education General Methods."
Field supervision of student teachers.

August 1992
 To May 1992
Graduate teaching assistant, West Virginia University,
 Morgantown, West Virginia
Teaching at undergraduate level in curriculum and instruction,
Course title: "Introduction to Education."
Field supervision of preservice teachers enrolled in elementary Education.
Coordinated service of graduate teaching assistants engaged in Field supervision of preservice teachers enrolled in Elementary Education.

May 1992
 To August 1992
Graduate research assistant
 West Virginia University
 Morgantown, West Virginia
Organization and quantitative/qualitative analysis of data gathered from exit surveys of graduating education majors.
Report of results for use in NCATE evaluation

August 1991
 To May 1992
Graduate teaching assistant
 West Virginia University
 Morgantown, West Virginia
Field supervision of preservice-service teachers enrolled in elementary education.

August 1978
 To June 1991
Coordinator of elementary art education/art teacher
 Doddridge County Public Schools, West Union, West Virginia
Coordination of and implementation of the elementary art Curriculum in 10 elementary schools (K-8) in a rural educational system

June 1989
To August 1990

Art Instructor

Reach for the Stars Day Camp for Gifted Students
Salem-Teikyo University
Salem, West Virginia
Development of curriculum and instruction of six three-week art classes for children who were identified as gifted by WV Department of Education criteria

March 1976 to
October 1977

Activities director

Barrett School for Girls and The Florence Crittendon Home,
Washington, D.C.
Planning and supervision of recreational educational activities for adolescent emotionally-disturbed females and adolescent, pregnant females
Observation, documentation and analysis of behaviors of clients
Presentation of these observations and documentation at psychiatric staff meetings

Honors and Awards

Michigan Association of Governing Boards Distinguished Faculty Member 2000

Grants

4S grant, Department of Education, State of Michigan
Funding to facilitate the Seven Generations Stewardship Program at Lake Superior State University, Department of teacher Education
Co-author and Program Director
October 1999-September 2000 \$15,000.00

Goals 2000 block grant, funding to facilitate the Professional Development School without Walls Project at SUNY Plattsburgh, Center for Educational Studies and Services
Principal author and Project coordinator
January 1996-November 1996 \$149,000.00

Goals 2000 block grant, funding to facilitate the Professional Development School without Walls Project at SUNY Plattsburgh, Center for Educational Studies and Services
Principal Author and Project Assessment Coordinator
January 1995-November 1995 \$69,000.00

Doctoral Dissertation Research Grant
West Virginia University
Morgantown, West Virginia
Research: Thomas Jefferson College: The rise and fall of ultra-liberal arts at Grand Valley State Colleges

November 1993 \$750.00

Doctoral Travel Grant
Benedum Project and West Virginia University
Research: *Attendance at AERA annual conference to research professional development schools and site-based management*
April 1993 \$400.00

Doctoral Travel Grant
West Virginia University
Purpose: *Presentation of two papers at the annual conference of the Eastern Educational Research Association, Sarasota, FL*
February 1994 \$350.00

Doctoral Travel Grant
West Virginia University
Purpose: *Presentation of three papers at the annual conference of the Eastern Educational Research Association, Clearwater, FL*
February, 1993 \$350.00

Membership in Professional Organizations

American Educational Research Association	Eastern Educational Research Association
Association for Supervision and Curriculum Development	Phi Delta Kappa
Kappa Delta Phi	

Scholarship

Books

Hines, Virginia E. (under contract). **When the Wind was Singing Freedom: Reflections on Thomas Jefferson College.** Michigan State University Press

History of Grand Valley State University Project (Travis, A., Ed.) In progress. Authoring chapter on Thomas Jefferson College

Manuscripts

Hines, Virginia E. (1994). Thomas Jefferson College: The rise and fall of ultra-liberal arts at Grand Valley State Colleges. Doctoral dissertation.

Hines, Virginia E. (1991). Nurturing Creativity and the Effect on the Critical Thought Process of the Fourth Grade Student. An empirical study of fourth grade students in rural Appalachia. Master's thesis

Publications

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. **International Journal of Educational Technology**, v2, n4.

Papers and Presentations

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. and Domenico, Raymond (1996). Beyond bricks and mortar: The Professional Development School without Walls Project at SUNY Plattsburgh. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. (1994). Liberating the liberal arts: An experiment in higher education. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1994). A personal pedagogy: Reflections of the tutor/tutee relationships at Thomas Jefferson College. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1993). Constructing Meanings in a Community of Diversity. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Barksdale-Ladd, M.A., Dempsey, V. O., Hines, V. E., and Morphew, V. (1993). School Reform as a Cultural Transformation. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Hoffman, N., Barksdale-Ladd, M.A., and Hines, V. E. (1992). Significant Events in the Lives of Female Teachers and Their Effect upon Empowerment. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Curriculum Development

Principal author of revised teacher education program at Lake Superior State University inclusive of alignment with Michigan Entry Levels Standards, Criteria for the Assessment of Pedagogy, MDE, conceptual framework, and assessment instruments.

Principal author of the Master of Education in Integrated Studies in Curriculum and Instruction at Lake Superior State University. Proposal slated for committee review late September, 2002.

University Service

EUPISD Fall Conference: Sault Area High School, Presenter, Sessions: From Rocks to Pots: The science and art of clay. October 2000.

To Touch the Future: Presidential Symposium on Teacher Education, Coordinator and Presenter. March 10, 2000. Lake Superior State University

EUPISD Fall Conference: Sault Area High School, Presenter, Session: Integrating Art into the K-6 curriculum. October 1999

Native American Conference. Lake Superior State University. Moderator for two sessions. October 1999

Curriculum Committee, Lake Superior State University, August 1999 to May 2003

Member of the committee charged with the review and approval of curricular proposals university wide.

Fine Arts Planning Committee, Lake Superior State University, March 1998 to May 2001

Member of the committee charged with advisement in the design of the university's new arts center building.

Curriculum Review and Redesign, Department of Teacher Education, Lake Superior State University, August 1998- December 2002.

Faculty member charged with the review, organization of materials, and redesign of the Teacher Education Program at Lake Superior State University to meet Michigan State Department of Education Standards

Faculty Senate, Plattsburgh State University of New York, March 1997 to May 1998

Senator for the Center for Educational Studies and Services. Elected chair of Curriculum Committee of the faculty Senate in May 1998.

Search Committee, Center for Educational Studies and Services, October 1996 to April 1998.

Member of the committee charged with the search, review and recommendation of persons to fill positions in reading and curriculum and instruction.

Search Committee, Plattsburgh State University of New York, October 1996 to May 1997

Member of the committee charged with the search, review and recommendation of an individual to fill the position of Director of Life Long Learning

Academic Progress Committee, Center for Educational Studies and Services, Plattsburgh State University of New York, October 1996 to present

Member of the committee charged with monitoring and recommendations regarding students in the education program that are at risk of academic jeopardy

Professorial Peer-Coaching Pilot Program, Center for Educational Studies and Services, Plattsburgh State University of New York. October 1994 to May 1997.

Coordinator of a program which provided opportunity for participating professors/ instructors to engage in peer observation and facilitation of reflective pedagogical practice.

Elementary Education Curriculum Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. Chair October 1997 to present member since September 1994.

Member of the committee that was charged with the planning and development of the elementary education curriculum.

Center on Public Policy and Planning, Plattsburgh State University of New York, October 1997 to May 1998

Member of a group of scholars and public servants exploring issues in public policy and planning locally and globally.

Writing/ Assessment Joint Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. September 1994 to May 1997

Member of the committee(s) that was charged with the development of curriculum which would fulfill the criteria for a writing intensive course and construct assessment methods to be instituted in the teacher education program of the Center for Educational Studies and Services.

National Evaluation Services, Inc. Amherst, MA, New York State Teachers Certification Examination. Chief Test Administrator, May 1997 to present, Proctor since September 1994.

Chief Test Administrator for Plattsburgh State University of New York for the semi-annual administration of the exams.

Liberal Studies Committee, College of Human Resources and Education,
Division of Curriculum and Instruction, West Virginia University. May 1992
To April 1993.

Member of the committee that was charged with the identification of the core curriculum requirements of students enrolled in the undergraduate teacher education program.

Pedagogy III Committee, The Benedum Project, College of Human Resources and Education, West Virginia University. December 1992 to April 1993.

Member of the committee that was charged with the restructuring of the teacher education program for West Virginia University.

Member of a subcommittee that was charged with the development of a new graduate course in the field of educational foundations that would be required under the new teacher education program, entitled "Contexts of Education."

Guest lecturer, invited for these courses/ organizations:

Ebonics Forum, Plattsburgh State University of New York, Spring Semester 1997. Guest presentation regarding Ebonics as a valid dialect/ language and its affirmation by practicing teachers.

Organization of Educational Majors, Plattsburgh State University of New York. "The New York State Teacher Certification Exam: Navigating the Process" (Fall, 1996 and Spring 1997)

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Models of Curricula and Teaching: A Comparative Look at the Open, Traditional and Montessori Paradigms." (Spring 1993).

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Developing Curriculum for the Classroom: Traditional, Integrated and Thematic Approaches." (Fall 1992)

Student Teacher Seminar (undergraduate), College of Human Resources and Education, West Virginia University. "Democracy in the Classroom: Issues of Power and Empowerment." (Spring 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "History of Curricula in America: The Dame Schools to the Present" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Aims, Goals, and Objectives: Structures and Influences in Curricular Development" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Models of Curricula: A Comparative Look at the Tyler and Johnson Paradigms." (Summer 1993)

Ethnographic Research Methodology (graduate), College of Human Resources and Education, West Virginia University. "Organizational and analytical techniques for the study of historical documents in qualitative research." (Spring 1994)

Other Related Service

Member, Liberal Studies Committee, Sault College, Sault Sainte Marie, Ontario

Member, Task force on Native American Student Retention, Sault Area Schools and Sault Sainte Marie Tribe of Chippewa Indians March 2000-2002.
Committee that is engaged in the investigation of influences and interventions for at-risk youth of Native heritage in the Sault Area Schools.

Advisor, Teacher Education Club, Lake Superior State University
September 1999-present
Establishment and advisement of students enrolled in education programs regarding service events and educational career issues

Moderator, Native American Studies Conference, Lake Superior State University, 1999
Moderated two presentations: Local History, B. Van Alstine and Education, M. Hearn and NMU students

Communications Curriculum Committee, Bays Mills Community College
Member of committee charged with the advisement of the communications curriculum at Bay Mills Community College, Bay Mills Reservation, Michigan

Board of Directors, Adirondack Youth Orchestra, Plattsburgh, NY
Active member of a board that was charged with the general programming and business decisions of a youth orchestra organization.

Advisor, Organization of Education Majors, September 1997 to May 1998
Advisement of students enrolled in education programs regarding service events and educational career issues

Consultant, Akwesasne Mohawks at the St. Regis Reservation, New York, October 1996 to May 1997
Discussions and presentations regarding curricular development and program reformation to integrate cultural appropriate pedagogy into the public school system servicing Mohawk children

President, Faculty Senate, Sedalia Grade School, Sedalia, West Virginia
September 1990 to June 1991
Organization of faculty representatives to assist in site-based management of school

Middle School Curriculum Committee, Doddridge County Public Schools, West Union, West Virginia.
October 1989 to June 1991.
Member of the committee that was charged with the development and documentation of the appropriate philosophy and curriculum for a new middle school.

Board of Directors, The Art Center, Clarksburg, West Virginia. November 1990 to June 1991.
Active member of a board that was charged with the general programming and business decisions of a community arts organization.
Special consultant to the board of directors regarding visual art education programs.

References

Mr. James Blashill, Dean
College of Arts, Letters, and Social Sciences
Lake Superior State University
Sault Sainte Marie, MI 49783
906.635.2712
jblashill@lssu.edu

Ms. Susan Wittick
Education Consultant
Office of Professional Preparation Services
Michigan Department of Education
P.O. 30008
Lansing, MI 48909
Witticks@michigan.gov

Ms. Heidi Homeister, Principal
Lincoln Elementary School
810 East 5th Avenue
Sault Sainte Marie, MI 49783
906.635.6627
hhomeister@eup.k-12.mi.us

Dr. Raymond Domenico
Special Assistant: Academic Affairs
Beaumont Hall 0207
State University of New York-Plattsburgh
101 Broad Street
Plattsburgh, NY 129
DomenicRA@Plattsburgh.edu

Dr. Liza Ing
Associate Professor
Ferris State University
Appointed: 2001

1	Academic Degrees	Location	Date
	Doctorate of Education Emphasis: Special Education—Early Childhood	University of Northern Colorado	1996
	Master of Arts in Special Education Certification: Special Education/Elementary Education	University of Northern Colorado	1985
	Bachelor of Professional Studies Recreation (Therapeutic) Certification: Elementary Education (N, K-6)	State University of New York College at Brockport	1979 1980
	Certification: Special Education		1986

2	Professional Experience	Location
	2001-Present	Ferris State University; Associate Professor
	1996-2000	Massachusetts College of Liberal Arts; Assistant Professor
	1993-1996	University of Northern Colorado; Graduate Assistant
	1993-1996	Weld County District #6; Greeley, Co; Substitute Teacher
	1990-1992	Majuro Cooperative School; Majuro, Marshall Islands; Teacher
	1986-1988	Franklin County Association for Retarded Children; Tupper Lake, NY; Early Intervention Teacher
	1988-1990	Franklin County Association for Retarded Children; Tupper Lake, NY; Preschool Teacher
	March 1986-June 1986	Weld County District 6; Greeley, CO; Interim Special Educator
	1985-1986	Weld County Community Center; Evans, CO; Host Home Provider
	1984-1985	Weld County Community Center; Evans, CO; Residence Counselor
	1983-1984	Nassau County Boces; Rosemary Kennedy Center; Wantagh, NY; Teacher Assistant
	1982-1984	Nassau County Association for the Help of Retarded Children; Brookville, NY; House Manager

3 Faculty and Administrative Load

Fall Semester 2002

EDCD 211, EDCD 285, EDUC 310, FSUS 100

Winter Semester 2003

EDCD 111, EDCD 210, EDUC 285

Other Collegiate Assignments

None

4 Current Professional and Academic Association Memberships

- Council for Exceptional Children; Division of Early Childhood; 1993-Present
- Council for Exceptional Children; Division of Mental Retardation and Developmental Disabilities; 1993-Present
- Council for Exceptional Children; Division of Teacher Education; 1993-Present
- Council for Exceptional Children; Division of International Special Education; 1993-Present
- Council for Exceptional Children; Council for Children with Behavior Disorders; 1993-Present
- National Association for the Education of Young Children; 1994-Present
- Accreditation Validator Training; 1999
- Association for Supervision and Curriculum Development; 1998-Present
- Pi Lambda Theta; Gamma Mu Chapter; 1999-Present

5 Current Professional Assignments and Activities

- Education Department Faculty; September 1996 – December 2000
- Undergraduate Curriculum Committee; September 1996 – December 2000
- Graduate Curriculum Committee; September 1996 – December 2000
- AIDS Education Advisory Committee; September 1996 – December 2000
- Academic Policies Committee; September 1996 – December 2000
- Committee for the Concerns of the Disabled; September 1996 – December 2000
- Oak Hill Child Care Center; Board of Directors; January 1999 – December 2000
- Division of Special Education; Internal Advisory Committee; August 1993 – May 1995
- Council for Exceptional Children; Student Chapter-381; President; August 1994 – August 1995
- Council for Exceptional Children; Student Chapter-381; Vice-President; September 1993 – August 1994
- Colorado Division of Early Childhood; Board of Directors; June 1994 – 1996
- UNC Campus Childcare Center; Advisory Board
- Graduate Student Association; Student Director/Chair; June 1995 – 1996
- Graduate Student Association; President-Division III; August 1994 – May 1995
- UNC Graduate Council; Student Representative; August 1995 1996

6 Publications

- Resources for Childcare: Parent Involvement in Early Childhood Education; North Adams, MA; December 1999
- Resources for Childcare: Age Appropriate Behavior Management; Pittsfield, MA; October 1998
- Berkshire Medical Journal: Current Trends in Special Education; Spring 1999
- North Adams Public Schools: Strategies that Support Inclusive Education; North Adams, MA; Winter 1997-1998
- Child Care of the Berkshires, Inc.: Behavior Management for Home Day Care

7 Papers Presented

- 18th Annual Pacific RIM Conference on Disabilities: Do Rural Colleges and Universities Really Meet the Needs of Students with Disabilities?; Honolulu, HI; March 2002
- American Council on Rural Special Education 2000 National Conference: Who are the paraprofessionals in rural elementary school?; Alexandria, VA; March 2000
- 1997 TED Conference: HIV/AIDS in Teacher Preparation Programs; Savannah, GA; November 1997
- University of Massachusetts Medical School/Berkshire Medical Center Pediatric Lectures: Recent Trends in Special Education; Pittsfield, MA; May 1997
- International Early Childhood Conference on Children with Special Needs: Attitudes toward children with HIV/AIDS among ECSE professors, teachers, and graduate students; Phoenix, AZ; December 1996
- Council for Exceptional Children Annual Convention—HIV and AIDS: What do teachers need to know?; Orlando, FL; April 1996
- Northeast Conference on Fragile X; Presenter—Teaching Strategies for Effective Education; Tarrytown, NY; November 1994
- Courage to Risk; Presenter—HIV and AIDS and the Effects on Infants and Toddlers; Colorado Springs, CO; March 1995
- Colorado Association for the Education of Young Children Conference; Presenter—Infants and Toddlers with HIV or AIDS and the Effects on Development; Denver, CO; March 1995

8 Research

None

9 Awards

- Student Council for Exceptional Children: Ethnic Minority Student Scholarship; Indianapolis, IN; March 1995
- American Association of University Women: Student Scholarship; Greeley, CO; Academic Year 1994-1995

Resume

DANIEL CHESTER JARZABKOWSKI

20692 Crestview Drive
Reed City, Michigan 49677
(616) 832-3729

PERSONAL: Married: Patricia M. Jarzabkowski; two children;
health is excellent.

WORK HISTORY:

- 1996 - Present **Principal (4-5)**
Reed City Upper Elementary School, Reed City, Michigan 49677
As principal of the Upper Elementary, I came in and redesigned the educational delivery system and hired new staff. A vigorous staff development program was instituted.
- 1988 - 1996 **Principal (6-8)**
Reed City Middle School, Reed City, Michigan 49677
As principal, I managed a brand new building, 35 staff and over 500 children. Responsible for student and teacher schedules and the evaluation of staff. Student management and teacher training were other responsibilities.
- 1984 - 1988 **Principal (7-12)**
Mesick Consolidated High School, Mesick, Michigan 49668
For four years I was the principal and athletic director. I scheduled students and managed an athletic schedule and budget. During those years curriculum was developed, computers added and procedures streamlined. Developed a parent visitation program that was well received.
- 1983 - 1984 **Principal (K-12)**
Wolverine Community Schools , Wolverine, Michigan 49799
While at Wolverine, I was able to rewrite the student handbook and improve as an educator by learning all phases of a K-12 operation.
- 1978 - 1983 **Community Schools Director**
Inland Lakes/Wolverine Schools (Community Education Consortium)
Developed a two-school district consortium. Increased adult education and enrichment curricula. Increased public use/attendance.
- 1975 - 78 **Social Studies Teacher**
Wolverine Community Schools, Wolverine, Michigan 49799

SKILLS/EXPERIENCES:

Management/Staff Development:

I have developed and stressed performance objectives and (their) measurement; also developed training programs for staff and practiced effective delegation of responsibilities.

Personnel Evaluation:

For over seventeen years I have evaluated staff, including a critical evaluation upheld by the American Arbitration Association (1984). I was chosen to develop a teacher and administrators evaluation instrument.

Educational Curriculum Development:

Proficient in the theory and practice of current educational delivery systems. Organized curriculums to obtain maximum efficiency through proper sequencing.

Grants:

Competed for and received grants from federal and state agencies.

Negotiations:

Experience on both sides of the collective bargaining table with both the Michigan Education Association and the United Steelworkers.

EDUCATION:

Current

Central Michigan University, Mt. Pleasant, MI 48858

Currently enrolled in the Ed. Sp. program in Graduate School of Education.

1975

Central Michigan University, Mt. Pleasant, MI 48858

M.A. degree: Major in Education Administration

1974

Saginaw Valley State College, Saginaw, MI 48602

B.A. degree; Major in History
Graduated Magna Cum Laude

MILITARY EXPERIENCE:

Lance Corporal, United State Marine Corps

3rd Marine Division; Viet Nam 1967

Honorable Discharge (1968)

REFERENCE LIST

Roger Grabinski, Ed. D.
Department of Educational Administration
and Community Leadership
Central Michigan University
Mt. Pleasant, Michigan 48859
Work: (517) 774-4000
Home: (517) 772-4368

David Killips, Superintendent
Reed City Area Public Schools
Reed City, Michigan 49677
Work: (616) 832-2201

Ted Rycenga, Owner
Quadrant Northwest Appraisal Service, Inc.
Cadillac, Michigan 49601
Work: (616) 775-3980
Home: (616) 779-0392

Pasquale Nardizzi, Jr., Middle School Principal
Inland Lakes Public Schools
Indian River, Michigan 49749
Work: (616) 238-9363
Home: (616) 238-9792

James C. Ryan, Superintendent
Lansing Waverly Community Schools
515 Snow Road
Lansing, Michigan 48917
Work: (517) 321-7265

Detail Page

Daniel Chester Jarzabkowski

I Negotiations:

- 1992 - 1993: Reed City Teachers (MEA) and Admin. Team
(Teacher eval. inst. to evaluate Admin. Team)
- 1985 - 1988 Mesick Consolidated Schools: Mesick Ed. Ass'n/MEA and Board of Ed.
- 1982 - 1983 Wolverine Schools; MEA and Board of Ed.

II Grants:

- 1992: Finalist; School Restructure Grant (MDOE), Reed City Area Public Schools
- 1987: Computer Education and Technology Grant - Mesick Schools
- 1984: Michigan Council for The Arts, Mini-grant - Mesick Schools
- 1978: Federal Energy Retrofit - Wolverine Schools

III Evaluations:

- 1984: "MASB Table-Talk"; pub; Wolverine Board vs. M.E.A. juris, Amer. Arbitration Association; upheld evaluations.

IV Curriculum:

- 1998: Added Social Work Time to Upper Elementary
- 1998: Health Ed. Model (K-12)
- 1997: Updated technology plan for Upper Elementary
- 1995: Authentic Assessment (semester exam) model
- 1993: Block Scheduling of Language Arts
- 1992: Inclusion Model for Sp. Ed. Dept.
- 1991: Gifted and Talented (GATE) program implemented into schedule
- 1990: Integration of career development unit into Life Skills Class
- 1987: I.T.I.P. Training - and Clinical Supervision - M. Hunter Model
- 1986: Scope and Sequencing of Core Academic Areas (Mesick)
- 1985: Performance Objectives, 7-12 (Mesick)
- 1985: Developed 2-year plan to increase Science and Math credits (Mesick)
- 1984: Re-worked early graduation policy (Mesick)
- 1984: Developed in-school suspension policy (Mesick)
- 1983: Policy to allow dual credit for college classes while attending high school (Wolverine)

V Communications:

- 1998: Parent volunteers for computer lab and library
- 1996: Monthly Parent Newsletter
- 1994: Principal Updates (memo to staff)

Detail Page

Daniel Chester Jarzabkowski

Communications, Cont.

- 1992: 'Good News' postcards home; bumper stickers (honor roll)
- 1991: Faculty-Senate-style of staff meetings
- 1990: Annual student self esteem week
Departmental grade-level meetings (regular)
Bi-weekly grade-level luncheons (with counselors and administrators)
- 1989: Weekly Parent Tours
RSVP Senior Citizens in School as Volunteer Tutors

VI Incentives:

A.) TEACHERS AND STAFF

- 1997: P.I.C. (trained teachers to cover for me during my absence)
- 1996: Teacher Appreciation Day Breakfast
- 1994: 'Shadow' program (spend day with administrators)
- 1993: Teacher/Staff Of The Week (principal works an hour for person selected)
- 1992: Staff Blue Jean Day (last Friday of the month)
- 1991: Committee system to solve problems (site-based decision model)

B.) STUDENTS:

- 1996 to Present: Student Honor Board (recognize quality work)
Student Talent Show
- 1994: Monthly Incentives Program (reward behavior, grades or attendance, etc.)
- 1992: New Students Pizza Parties
Home Room Student of the Week
Year-end Incentive field trips
- 1990: Self-Esteem Week

VII Financial:

- 1998: Consolidated internal accounts to purchase TV/VCR's for every classroom
- 1992: Developed three year capital outlay plan
- 1990: Computerized internal accounts
Realigned all internal accounts
Dedicated Chapter 2 money for computer expenditure

VIII Committees:

- 1995 to Present: Strategic Planning
Curriculum Committee
District Leadership Team
- 1994: Committee to redesign teacher evaluation instrument (member)
- 1993: Committee to design administrative evaluation instrument (chair)
- 1992: Business-Education Partnership Committee, MOISD (member)
North Central Ass'n. Evaluation Team (NCA member)
- 1991: Committee for Teacher Preparation (2 year term), C.M.U. (member)

CANDIDATE'S PAGE

I have decided to include this section in my credential package to demonstrate my written work. This effort shall explore my impressions, opinions and experiences as an educator.

Having taught for eight years one develops certain styles or techniques that serve as guides for both room and student management that can carry over into the realm of administration. Examples are: a sense of humor, patience, understanding childrens ego needs, good common sense and the ability to think on your feet. Using these talents is a natural extension of ones experiences.

As an administrator I have also developed additional skills: time management, personal processing skills, developing trust and inter-personal leadership, instructional and budgetary expertise, public relation skills and rapport with the community to form change.

Using my skills as a teacher and later, as an administrator, have helped me revamp ineffective school discipline systems, to develop five year plans to introduce technology , to successfully write grants and to promote staff development. Long hours at the bargaining table for two years in a row have increased my knowledge and understanding of the contractual process. My perception of the role as an administrator has grown to realize that one must be a facilitator , improviser , supporter of staff and leader of the student body.

When a student completes the twelfth grade they have lived 157,680 hours by age 18; but has spent only 12,960 of those in school. To be sure, you can learn a lot in nearly 13,000 hours. However in terms of the overall condition of a young person's life, they spend 92 percent of it outside of the school. If the influences are detrimental or even neutral, then schools must redouble their efforts in dealing with such issues as responsibility for ones own actions, service learning, honesty, and the ability to make informed choices.

In summary, I have been successful because I have learned by experience and application.

Dr. Leonard Johnson

Associate Professor of Education

Ferris State University

Appointed: 1998

1	Academic Degrees	Location	Date
	Ph.D. in Cultural Foundations of Education	Kent State University	1994
	M.Ed. in Higher Educational Administration	Kent State University	1981
	B.A. in Psychology and Sociology	Kalamazoo College	1977

2	Professional Experience	Location
	1998-Present	Ferris State University; Professor of Education
	1995-1998	Mount Senario College; Chair, Division of Education
	1997-1998	Mount Senario College; Associate Professor
	1995-1997	Mount Senario College; Assistant Professor
	1992-1995	Kentucky State University; Assistant Professor
	1992-1995	Kentucky State University; Director of Supervised Teaching
	1990-1992	Kentucky State University; Adjunct Professor
	1990-1992	Transylvania University; Adjunct Professor
	1989-1990	Kent State University; Doctoral Teaching Fellow

3	Faculty and Administrative Load
	Summer Semester 2001
	301 Release Time—Bay Mills CC Grant Release Time—Morris Hood Grant
	Fall Semester 2001
	443/543, 491 Release Time—Bay Mills CC Grant Release Time—Associate Director SOE
	Winter Semester 2002
	443/543, 430 Release Time—Bay Mills CC Grant Release Time—Associate Director SOE

Other Collegiate Assignments

- Associate Director of the School of Education, Fall and Winter Semesters
- Advisor: 170 Undergraduates, 20 Master's Candidates
- Student Teachers Supervised: 1 in Fall Semester

4 Current Professional and Academic Association Memberships

- American Educational Research Association
- Ferris Faculty Association
- International Alliance of Teacher Scholars, Inc.
- Kappa Delta Pi

- Michigan Education Association
- National Education Association

5 Current Professional Assignments and Activities

Ferris State University Committees

- Member, Executive Board of the Academic Senate; Fall 2001 to present
- Member, University Curriculum Committee; Fall 2001 to present
- Senator on Academic Senate; Fall 1999 to present
- Member, General Education Committee; Fall 1999 to present
- Chair, Student Life Committee; 2000-2001
- Member, Diversity Committee; 1999-2000
- Member, Student Life Committee; 1998-2001

College of Education and Human Services Committees

- Search Committee for Dean of the College; November 2001 to present
- Member, COEHS Curriculum Committee; Fall 2000 to present
- Chair, Elementary Education design Team; 1999-2000
- Search Committee for LSW Faculty (T. Paxton); Fall 1999
- Search Committee for Department Head (S. Chandler); Winter 1999
- Search Committee for ECE Faculty (J. Clegg); Winter 1999
- Sabbatical Committee; 1998-1999

School of Education Committees

- Undergraduate Education Curriculum Committee; Fall 2000 to present
- Chair, Search Committee for UCEL Faculty (TBD); Summer 2001
- Search Committee for Faculty (L. Ing); Summer 2000
- Chair, Search Committee for Faculty (B. Brown); Summer 2000
- Search Committee for UCEL Faculty (C. Wicks-Ortega); Summer 2000
- Education Curriculum Committee; Fall 1998 to Fall 2000
- Search Committee for Faculty (M. MacDonald); Fall 1999

6 Publications

None

7 Papers Presented

- MacDonald, M. G., & Johnson, L. R. (2001). "Suicide intervention training evaluation: What we know about skill development in suicide risk assessment and how we know it." Paper presented at the American Educational Research Association; Seattle, Washington.
- "Challenges Posed by the Bay Mills Teacher Preparation Grant for Cross-College and Cross-University Collaboratives"; Project 30 Alliance Tenth National Meeting; Toronto, Canada; November 10-11, 2000.
- Panel Discussion: "The Future of Technology"; The Ferris State University Futures Conference; September 28, 1999.
- "Translating Theory into Practice with Undergraduate College and University Students"; American Educational Studies Convention; Chicago, Illinois; 1989.

8 Research

- Doctoral Dissertation, "Person-Environment Fit Theory and Stress as a Function of

9 Professional Development Activities

Conferences Attended

- 1st Annual Lilly Conference on College and University Teaching; September 21-22, 2001
- American Educational Research Association Annual Meeting; April 10-14, 2001
- Project 30 Alliance, 10th Annual Meeting; November 2000
- Project 30 Alliance, 9th Annual Meeting; November 12-13, 1999
- The Professional and Organizational Development Network in Higher Education; October 15-18, 1998

Workshops Attended

- Problem-Based Learning; July 16-18, 2001
- Faculty Job Security in an Online World; October 12, 2000
- RSO Risk Management Education Program; February 23, 2000
- Using WebCT for On-line Instruction; July 19-23, 1999
- Technology and Curriculum Workshop; April 1999
- Grant Writing for New Faculty; February 23, 1999
- Harassment/Sensitivity Training; January 19, 1999
- Extended Orientation Program for New Faculty; Fall Semester 1998 (attended 6 separate, 2 hour workshops)

10 University Service

- Facilitated Early Childhood Planning Retreat; March 22, 2001
- Member of the Michigan Equity Conference Planning Committee; March 31, 2001
- Participated in a panel discussion on “Teaching at Ferris State” for New Faculty Orientation; August 2000
- Participated in a panel discussion on “The Future of Education” at the “Looking to the Future” Conference; August 1999
- Participated in Autumn Adventure; October 3, 1998

11 Community Service

- Bay Mills Community College Professional Development Grant; August 1, 2000 through July 31, 2003
- Morris Hood, Jr., Educator Development Program. “Career Development for Retaining, Educating and Graduating Underrepresented Students.” October 1, 2000 through September 30, 2001

AMY L. KAVANAUGH
1020 Woodheath Avenue
Portage, Michigan 49024
(616) 345-7412 home
(616) 387-1722 office
amy.kavanaugh@wmich.edu

CAREER OBJECTIVE

- Collaborate with schools to provide quality educational opportunities for pre-service teachers and children
- Teach pre-service teachers using a constructivist's approach to teaching and learning
- Research interests include new teacher satisfaction, the preparation of teachers, and leadership theory

EDUCATION

Doctor of Education in Educational Leadership, August 2001

Dissertation Title: "New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction"

Department of Teaching, Learning, and Leadership
Western Michigan University, Kalamazoo, MI

Master of Arts in Educational Leadership, December 1994

Department of Teaching, Learning, and Leadership
Western Michigan University, Kalamazoo, MI

Bachelor of Arts, August 1992 with honors

Elementary Education: Language Arts and Social Studies
Michigan State University, East Lansing, MI

PROFESSIONAL EXPERIENCE

Elementary Education Faculty Member, August 2001-present

Western Michigan University, Kalamazoo, MI

College of Education, Department of Teaching, Learning, and Leadership

Teach ED 401 Elementary School Science, ED 636 Advanced Teaching Strategies, and ED 679 Capstone Advisor

Advise graduate students in Elementary Education

Serve on the Graduate Programs Council

Professional Development Consultant, June 1998-present

Classroom Management Co-facilitator for teachers in Calhoun County

Assist teachers in the development of plans for classroom expectations, building relationships with students, and choice theory

Teaching and Learning Research Associate, August 2000-June 2001

Western Michigan University, Kalamazoo, MI

College of Education, Department of Teaching, Learning, and Leadership

Assisted professors with research related to leadership and instruction

Proficient with Microsoft word, Excel, and SPSS

Completed dissertation using data collected by the NCES

Fifth Grade Teacher, August 1998-August 2000

Lakeview School District, Battle Creek, MI

Westlake School

Piloted performance assessments in the classroom

Trained teachers in the development of performance assessments

Served as chairperson of the school improvement team

Fifth-Sixth Grade Teacher, January 1993-August 1998

Battle Creek Public Schools, Battle Creek, MI

Level Park School and Washington School

Assisted in the "I Have A Dream Program" for inner city youth

Varied instructional strategies to accommodate learners' needs

Assessed performance both formatively and summatively

Piloted student-involved conferences

Facilitated Family Math to encourage parent involvement

Fifth Grade Student Teacher, September 1991-June 1992

Lansing Public Schools, Lansing, MI

Averill Elementary

Team taught with three teachers facilitated through Michigan State

University's Professional Development School Program

FACULTY LOAD

Summer Semester 2002 ECTE 533, EDUC 330

Fall Semester 2002 EDUC 443, EDUC 518, EDUC 543

Winter Semester 2003 EDUC 516, EDUC 595, EDUC 620

PROFESSIONAL DEVELOPMENT

Math and Science Center Instructor 1992-present

Curriculum Internship, Lakeview School District 1998

Leadership Academy with Roland Barth, CISD 1998

ASCD Teaching and Learning Conference 1998

Curriculum Internship, KRESA 1997

Connected Math Project 1997-1998

ASCD National Conference 1997

Instructional Model Training 1995-1996

Spencer Kagan Cooperative Learning 1995

Control Theory Responsibility Training 1993

PUBLICATIONS

Kavanaugh, A. & Shen, J. (2001). Profiles and preparation of urban school principals: A comparative study in the United States and China. Wingspan, 14 (1), 29-31. A review of Su, Z., Adams, J. & Mininberg, E. (2000) article published in Education and Urban Society, 32 (4) 455-480.

Kwak, C., Shen, J., & Kavanaugh, A. (2002) in press. An overview of the practice and development of service-learning. Educational Horizons.

Kavanaugh, A. (in submission). New teachers' perceptions of discipline problems in public schools: A national, longitudinal study. The Clearing House.

ACTIVITIES

Junior League of Kalamazoo	1997-present
Provisional Recruitment Committee	2001
Festival of Trees Children's Area Chairperson	2000
School Improvement Chair, Westlake School	1999-2000
Phi Delta Kappa	1999-present
Vice President for Programming	2002-2003
Battle Creek Area Assessment Team	1997-1999
Writing Committee Chairperson, Level Park School	1996-1998
At Risk Program Teacher, Level Park School	1995-1996
Science Coordinator, Washington School	1994-1995

REFERENCES (others available upon request)

Dr. Van Cooley

Chairperson, Department of Teaching, Learning, and Leadership
Sangren Hall Western Michigan University Kalamazoo, MI 49008
(616) 387-3891, van.cooley@wmich.edu

Mrs. Carol Disler

Principal, Post School
Battle Creek Public Schools 340 Cliff Street Battle Creek, MI 49014
(616) 965-9686, Mb3plus1@aol.com

Mrs. Cindy Ruble

Director K-12 Curriculum and Restructuring
Lakeview School District 15 Arbor Street Battle Creek, MI 49015
(616) 565-2413, cruble@remc12.k12.mi.us

Dr. James Sanders

Assistant Director of The Evaluation Center (retired)
Professor, Educational Studies (retired)
Western Michigan University Kalamazoo, MI 49008
(616) 387-5895, james.sanders@wmich.edu

Dr. Jianping Shen

Professor, Department of Teaching, Learning, and Leadership
Sangren Hall Western Michigan University Kalamazoo, MI 49008
(616) 387-3887, shen@wmich.edu

Multicultural understanding will turn the world around®

- Profile**
- Dynamic, articulate educator who captures students' attention, sparks their desire to learn, and actively involves them in the learning process.
 - Adaptable and open-minded, able to build bridges for understanding.
 - Broad-based academic training and personal experiences from which to draw.
 - Committed to succeed.
 - Multilingual.
- Education**
- Doctor of Philosophy – Curriculum and Instruction (Multiculturalism)
Wayne State University, Detroit Michigan
Dissertation Topic: *Factors that Influence Minority Students Decisions to Enter the Teaching Profession*
Major: Curriculum and Instruction Cognate: Political Science
Emphasis: Multicultural Education
 - Master of Science – Career and Technical Education/Human Resources
Ferris State University, Big Rapids, Michigan
 - Bachelor of Arts – Human Resource Management
Spring Arbor College, Spring Arbor, Michigan
 - Associate Degree – Management
Baker College, Flint, Michigan
- Education-Related Experiences**
- Instructor
 - ▶ Practicum/internship/student teaching – Wayne State University (1996 through present)
As practicum supervisor, I conducted on-site evaluations of student teachers (elementary through high school), including those obtaining bilingual endorsement.
 - ▶ Multicultural Education – Wayne State University (Spring/Summer, 1996)
This course prepares educators to understand, appreciate, evaluate, and apply cultural, social, political, and economic realities of our complex, pluralistic society in relation to the educational system. The focus is on enabling teacher to acquire analytical and evaluative abilities to deal with racism, sexism, value clarification, and the parity of power in multicultural education in the classroom setting.

- Professor Assistant/Teaching Assistant
 - Multicultural Education – Wayne State University (1996 to present)
 - Seminar on Diversity in Teaching And Workplace – Northwood University (1996)
 - Multiculturalism (2 classes) – Wayne State University (1995)
 - Management and Supervision – Baker College (1994)
 - Organization and Environment – Spring Arbor College (1994)

**Additional
Related
Experiences**

- Speaker/Presenter of seminars on relevant topics including:
 - Multiculturalism
- Topics relating to the Middle East
 - Diversity at Work
 - Peace Process Overview
- Other
 - Author of *Peace in the Fertile Crescent*
 - Research Assistant involved in a variety of research topics

**Community
Outreach**

- Director (1997 to Present)
Global cultural and Educational Institute, Flushing, Michigan
This nonprofit organization was founded with the goal of bridging the gap between cultures and encouraging all people to accept each other's ideas through dialogue. Specifically, the organization assists recent arrivals to the United States by helping them in the transition to the new cultural, economic, and educational systems. Additionally, the organization serves to educate the public about the American culture, norms, and customs through seminars and workshops. Consultations are provided to public and private organizations on multiculturalism in the workplace.
- Coordinator (1992 to 1995)
Dyewood Cultural Center, Flint, Michigan

**Employment
Experiences**

- Manager (1990 to 1992)
Rite Aid corporation, Flint, Michigan
- Khreis Engineering Consultant IRBED – Jordan Public Relations

Affiliations

- Association of Teacher Educators
 - Member of *Commission on Racism* (1995 to 1998)
- Michigan Association of Teacher Educators
- Heritage Council of Flint Board Members
- Member – Minority Affairs Committee (Mott Community College)
- Member – Genesee Valley Rotary Club (Flint)

References and credentials available on request.

RONALD L. KRAFT



RECEIVED

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FSU-GR*

PERSONAL DATA:

Home Address: 115 North 4th Street
Harbor Beach, MI 48441
517-479-3171

Business Address: 402 South 5th Street
Harbor Beach, MI 48441
517-479-9521

EDUCATION:

Degrees:			
Ed. Spec.	Central Michigan University	Ed. Admin/Com Leader	Presently
MA	Central Michigan University	Ed. Admin/Com Leader	1991
Endorsement	Central Michigan University	Special Ed. Mental Impairment	1986
BS	Central Michigan University	Physical Education/Psychology	1985

PROFESSIONAL EXPERIENCE:

Superintendent of Schools Harbor Beach Community Schools, Harbor Beach, Michigan October 1997-Present

- Established leadership/governance team with board and superintendent
- Implemented curriculum rotation and review process
- Implemented distance learning program
- Implemented summer school and Reach for Reading programs
- Negotiated all contracts
- Established facility repair plan
- Instituted strategic planning process
- Led facilities study with community group
- Developed shared staffing program with neighboring districts
- Developed a shared time program with parochial schools
- Implemented board policy review process
- Implemented budget process to increase fund balance during declining enrollment
- Implemented budget process to repair facilities during declining enrollment
- Restructured counseling department to serve parents and students with individual meetings

Middle School Principal/Special Education Coordinator Reed City Public Schools, Reed City, Michigan July 1996-October 1997

- Special Education Legal Affairs
- Director and leader of \$100,000 School to Work Partnership with General Mills/Yoplait
- Implemented elective/rotation curriculum
- North Central Accreditation Building Chair

Assistant High School Principal/Special Education Coordinator Gladwin Public Schools, Gladwin, Michigan August 1995-July 1996

- Developed a joint EI program with Beaverton Rural Schools
- Implemented Alternative Special Education Curriculum
- Developed skills testing system for non-certified staff

**Assistant Junior High School Principal
Alpena Public Schools, Alpena, Michigan
August 1991-June 1995**



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**Special Education/Work Study Coordinator
Alpena Public Schools, Alpena, Michigan
August 1989-May 1991**

**Special Education Instructor
Thunder Bay Junior High School/Alpena Public Schools, Alpena, Michigan
August 1986-May 1989**

HONORS:

MASB Excellence in Education, Rising Star Award for Kindergarten Program. April 2000

REFERENCES:

Mr. Mike Erdman
Harbor Beach Board President
8715 Schock Rd.
Minden City, Michigan 48456
517-864-3838

Mr. Larry Siemen
Harbor Beach Board Treasurer
7442 Toppin Rd.
Harbor Beach Michigan, 48441
517-479-6783

Mr. William Mayes
Superintendent
Huron Intermediate Schools District
711 East Soper Rd.
Bad Axe, Michigan 48413
517-269-6406 W
517-738-7198 H

Mr. John Males
Superintendent
Bad Axe Community Schools
760 S. Van Dyke
Bad Axe, Michigan 48413
517-269-9938 ext. 16 W
517-269-7673 H

Mr. Sid Schock
Chief of City Police
766 State Street
Harbor Beach, Michigan 48441
517-479-3353 W
517-479-9602 H

Pastor Mark Girardin
Zion Lutheran Church/School
299 Garden Street
Harbor Beach Michigan 48441
517-479-3615 W
517-479-3650 H

Mr. James L. Delaney
School Attorney
5225 E. Cook Road
Grand Blanc, Michigan 48439
810-695-1586 W
810-287-8243 Cel

Mr. Ralph Burde, Ed.D.
MASB Consultant
5087 Montauk NW
Comstock Park, Michigan 49321
517-327-5900 W
616-498-4192 H

Faculty Data Summary Sheet

Nancy Lashaway-Bokina

Associate Professor

Ferris State University

Appointed: 2003

1 Academic Degrees	Location	Date
Mid-management: Principal certification	University of Texas-Pan American, Edinburg, Texas	2001
Ph.D. in Special Education, Gifted and Talented Education Major Area: Educational Psychology of Gifted and Talented	University of Connecticut, Storrs, Connecticut	1996
M.A. in Education Major Area: Reading	Michigan State University, East Lansing, Michigan	1981
B.S. in Education Major Area: Speech Therapy	Central Michigan University, Mt. Pleasant, Michigan	1966

2 Professional Experience	Location
2003-current Associate Professor	Ferris State University
1999-2002 Curriculum Assistant	Edinburg Consolidated Independent School District
1998-1999 Promoted to Associate Professor	Central Michigan University
Summer 1998 Taught two courses in content area reading	Central Michigan University
1997-98 Lecturer, curriculum and instruction, on a one-year leave from Central Michigan University	University of Texas-Brownsville and Southmost College
1995-1997 Assistant Professor in Elementary Education	Central Michigan University
Summer 1994, 1995, 1996 Confratute	University of Connecticut, Storrs, Connecticut
1994-1995 Assistant Professor in	Western Illinois University

Elementary Education

Summer 1993 Taught summer classes at conference for teachers of gifted and talented students	University of Connecticut, Storrs, Connecticut
1993-1994 Research Assistant at the National Research Center in Gifted and Talented Children	University of Connecticut, Storrs, Connecticut
1983-1992 Taught second and fifth grades. Fifth grade experience in a magnet school for gifted and talented students	Edinburg Consolidated Independent School District, Edinburg, Texas
1986-1987 Taught English as a Second Language	University of Texas-Pan American, Edinburg, Texas
1972-1983 Taught first, second, and third grades	St. Johns Public Schools, St. Johns, Michigan
1969-1972 Speech Therapist for grades 1-12	Clinton Intermediate School District, St. Johns, Michigan
1966-1969 Speech Therapist for grades 1-12	Shiawassee County Intermediate School District, Corunna, Michigan

3 Faculty and Administrative Load

Other Collegiate Assignments

4 Professional Achievements

- 1974 Nominated for Outstanding Young Teacher Award by staff at St. Johns, Michigan
- 1985 Completed Great Books Leader Training Course, Edinburg, Texas
- 1986 Passed Texas Examination of Teacher Competency, Edinburg, Texas
- 1991 Nominated by principal for Presidential Award for Excellence in Science Teaching, Edinburg, Texas
- 1991 University of Texas-San Antonio Alliance for Education Mini-Grant writer and recipient
- 1992 Editorial Board, The National Research Center on the Gifted and Talented Newsletter, University of Connecticut, Storrs, Connecticut
- 1996-1997 Board of Directors, Michigan Association of Gifted Educators, secretary
- 1996-1997 Faculty Advisor, CLASS International Reading Association

- 1997 Association of Teacher Educators Conference participant, Washington, D.C.
- 1998-99 Faculty Advisor, Kappa Delta Pi, Honorary Educational Fraternity, Central Michigan University
- 1999-01 UIL Coach, Edinburg Consolidated Independent School District

5 Professional Honors

- 1984 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1990 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Texas Association for the Gifted and Talented Scholarship, Austin, Texas
- 1992 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1992 Canterbury Elementary School PTA Scholarship, Edinburg, Texas
- 1992 University of Connecticut Research Fellowship, Storrs, Connecticut
- 1993 Phi Delta Kappa Graduate Scholarship, University of Connecticut Chapter
- 1996 Faculty Research Curriculum Award to attend Michigan Reading Conference, Grand Rapids, MI Central Michigan University
- 1996 Dean's travel award, to attend Michigan Reading Conference, Grand Rapids, MI Central Michigan University
- 1997 Faculty Research Curriculum Award, to attend Michigan Reading Conference, Grand Rapids, MI Central Michigan University
- 1997 Delta Kappa Gamma, Professional Education Association
- 2001 Delta Kappa Gamma Scholarship to attend the National Association for Gifted Children Conference in Cincinnati, Ohio

6 Professional Assignments and Activities

- 1974-76 First grade, grade level chairman, St. Johns Public Schools
- 1984-86 Second grade, grade level chairman, Edinburg Consolidated Independent School District
- 1986-88 Principal's Advisory Council, Edinburg Consolidated Independent School District
- 1988-90 Fifth grade, grade level chairman, Edinburg Consolidated Independent School District
- 1990-91 Sports Illustrated for Kids, review board, New York, New York
- 1991-92 Superintendent's Advisory Council, Edinburg Consolidated Independent School District
- 1994-95 Advisory Committee for the Quad-City Library Facility, Western Illinois University
- 1995-97 Professional Education Council, member, Central Michigan University
- 1996-97 Teacher Education and Professional Development Scholarship Committee, member, Central Michigan University
- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
- 1997-98 Gifted and Talented Education Advisory Board, Brownsville Independent School District, Brownsville, Texas

- 1998-99 Professional Education Council, member, Central Michigan University
- 1999-01 Director of the Edinburg Independent School District Elementary University Interscholastic League

7 Professional Memberships

- 1974 Delta Kappa Gamma Society International, St. John's, Michigan
- 1987 Texas Classroom Teachers Association, Austin, Texas
- 1987 Canterbury Elementary PTA, Edinburg, Texas
- 1988 Texas Association for the Gifted and Talented, Austin, Texas
- 1988 Texas Congress of Parents and Teachers, Austin, Texas
- 1988 National Science Teachers Association
- 1988 Rio Grande Valley Science Association, Brownsville, Texas
- 1990-03 National Association for Gifted Children, Washington, D.C.
- 1992 Association for Supervision and Curriculum Development, Alexandria, Virginia
- 1992 Phi Delta Kappa, University of Connecticut Chapter, Storrs, Connecticut
- 1994 International Reading Association
- 1994 Illinois Reading Council
- 1994 Black Hawk Reading Council
- 1995 Michigan Reading Association
- 1996-01 Phi Delta Kappa
- 1996-02 Delta Kappa Gamma, Rho Chapter, Edinburg, Texas
- 1998-01 Texas Association of Gifted Educators, Austin, Texas
- 1997-03 International Reading Association

8 Publications

- 1996 Dissertation, "Gifted but Gone: High Ability, Mexican-American, Female Dropouts, University of Connecticut, August 1996
- 1997 "Scavenging the Newspapers", Michigan Reading Association Newsletter, News & Views on Reading, May, Volume 41, No. 4
- 1997 "Gifted, But Gone: High Ability, Mexican-American, Female Dropouts", The National Research Center on the Gifted and Talented Newsletter, Spring, 1997
- 1998 "Portrait of a Life-lone Learner", Delta Kappa Gamma Bulletin, Spring 1998, Volume 64.3, pgs. 5-8.
- 1998 "Essential Elements for Parent Advocacy Groups: Establishing a Tradition of Excellence", Tempo, Texas Association of Gifted Teachers
- 1998 "Recognizing and Nurturing Intrinsic Motivation: Assignment Reveals Unexpected Results". Roeper Review
- 1999 "Mentoring at its Best", the National Research Center on the Gifted and Talented Newsletter

9 Manuscript Reviews

- 1992 “Creativity as an Education Objective for Disadvantaged Students” by Mark A. Runco, The National Research Center on the Gifted and Talented, Storrs, Connecticut
- 1992 “Some Children Under Some Conditions: TV and the High Potential Kid”, by Robert Abelman, The National Research Center on the Gifted and Talented, Storrs, Connecticut
- 1992 “Preparing for College: A Guide for Teachers, Parents, and Students,” by Paula Olszewski-Kubilius and Avis Wright, The National Research Center on the Gifted and Talented, Storrs, Connecticut
- 1992 “Admissions Programs of Residential Schools of Mathematics and Science for Academically Talented Youth, “ by Fathi A. Jarwan and John F. Feldhusen, The National Research Center on the Gifted and Talented, Storrs, Connecticut
- 2002 “Gifted and High School Dropouts: Person, Family, and School Related Factors”, by Joseph Renzulli and Sunghee Park, for The National Research Center on the Gifted and Talented, Storrs, CT

Book Review

1995-96 Politics of Art, John Richard Bokina, published in September, 1997, Yale

10 Papers Presented

- 1993 “Exceptional Ability: Choice, Challenge, or Chance”, National Association of Gifted Children, Atlanta, Georgia
- 1994 “Tell Them For Me: Identification Measures for Gifted Mexican Americans”, National Association of Gifted Children, Salt Lake City, Utah
- 1994 “Nonsense? High-Ability Students That Dropout of School”, Texas Association for the Gifted and Talented, Fort Worth, Texas
- 1995 “Gifted and Out: Mexican American Female Dropouts”, National Association of Gifted Children, Tampa, Florida preliminary findings
- 1996 “Essential Elements for Gifted-Child Parent Groups”, National Association of Gifted Children, Indianapolis, Indiana
- 1997 “Bibliotherapy: Texts as Life Rafts in Turbulent Seas”, Michigan Reading Association, Grand Rapids, Michigan
- 1997 “Coordinating Gifted Programs”, Michigan Alliance for Gifted Education, East Lansing, Michigan
- 1997 “Gifted but Gone: High-Ability, Mexican-American, Female Dropouts”, research strand, National Association for Gifted Children, November 5-9, Little Rock, Arkansas
- 1997 “Bridging the Gap: Technological Support for Migrant Students”, National Association for Gifted Children, November 5-9, Little Rock, Arkansas
- 1998 “Special Needs of Gifted Hispanic Females”, Boise State University, July 19, Boise, Idaho
- 1998 “Does Listening Influence Children’s Appreciation of Texts?”, Michigan Reading Association, Grand Rapids, Michigan, March 14

- 2001 “Standardized Tests=Reduced Classroom Creativity, National Association for Gifted Children, Cincinnati, Ohio
- 2002 “Engaging Readers in Comprehending Science Concepts Through Literature and Brain-Based Learning Strategies”, April 2002, San Francisco, CA
- 2002 “Engaging Readers in Comprehending Science Concepts Through Literature”, Texas Association for the Gifted and Talented, Houston, TX

11 Workshop Presentations

- 1985 “Using Personal Stories to Improve Reading Skills”, Edinburg, Texas
- 1989 “Curriculum Compacting”, Edinburg, Texas
- 1990 “Tessellation, A New Approach to Teaching Geometry”, Edinburg, Texas
- 1992 “Modifying Curriculum to Encourage Student Participation in the Learning Experience”, Mansfield Public School, Mansfield, Connecticut, fifth grade teachers
- 1992 “Portfolio Assessment: We Can Assess the Many Strengths of Children”, Andover Elementary School, Andover, Connecticut, staff in-service
- 1993 “Curriculum Compacting”, Cheshire High School, Cheshire, Connecticut, staff in-service day
- 1994 “Valuing Literacy Learning Conference”, Macomb, Illinois
- 1998 “My Ideal Gifted Education Program”, Presentation before the Edinburg Parent Gifted and Talented Advocacy Group, April 30, 1998
- 2000 “Schoolwide Enrichment in the Elementary School”, Weslaco, TX

Faculty Data Summary Sheet

Katherine Downes Lewis

Adjunct Faculty

Ferris State University

Appointed: 2002

1	Academic Degrees	Location	Date
	Master's of Educational Leadership	Michigan State University	1999
	Educational Specialist	Michigan State University	1983
	Master of Arts	Michigan State University	1971
	Bachelor of Arts	Michigan State University	1965

2	Professional Experience
	Kenowa Hills High School 1966-present Teach English 1994-present Teach Advanced Placement Composition 1991-present English Department Chair 1991-1996 North Central Co-Chair 1994-1996 School Improvement Chair 1994-1996 Summer School Director 1994-present Mentor to four Probationary Teachers and supervise student teachers and aides

3	Faculty and Administrative Load
	Summer Semester 2002 ECTE 536, ECTE 537 Fall Semester 2002 EDUC 301, EDUC 502, EDUC 504 Winter Semester 2003 EDUC 501

Other Collegiate Assignments

4	Current Professional and Academic Association Memberships
	<ul style="list-style-type: none"> • National Council of Teachers of English • Phi Delta Kappa • Association for Supervision and Curriculum • National Education Association, Delegate to National Convention • Michigan Education Association, Region Nine Delegate • Kenowa Hills Education Association, Building Representative, Grievance Chair, Vice President

5	Professional Recognition
	Nominated by six students for recognition in Who's Who Among American Teachers Kent County Education Association Teacher of the Year, May 2000

6 Publications

7 Papers Presented

8 Research

DR. HENRY MINSTER

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HOME ADDRESS

609 Spruce Street
Manistee, Michigan 49660
616-723-6340

EMPLOYMENT

FRANKFORT SCHOOLS
Teacher, 1964-67

MANISTEE AREA PUBLIC SCHOOLS
Junior High School & High School Mathematics & Science Teacher, 1967-69

MANISTEE AREA PUBLIC SCHOOLS
Junior High School Counselor, 1969-70

MANISTEE AREA PUBLIC SCHOOLS
Junior High School Principal, 1970 -87

MANISTEE AREA PUBLIC SCHOOLS
Assistant Superintendent, 1987-1998 -

EDUCATION

WESTERN MICHIGAN UNIVERSITY
B.S. Degree, Mathematics Major 1964

WESTERN MICHIGAN UNIVERSITY
M.A. Degree, Guidance and Personnel Services Major 1967

MICHIGAN STATE UNIVERSITY
Ph.D. Degree, Higher Administration Major 1985

STATE OF MICHIGAN DEPARTMENT OF EDUCATION
Public School Administrator Certificate Superintendent & Central Office Endorsements 1990-2000

COMMUNITY & PROFESSIONAL ACTIVITIES

- Adjunct Professor for Central Michigan University
- Adjunct Professor for Lake Superior State University
- Student Teacher Coordinator for Central Michigan University
- Student Teacher Coordinator Lake Superior State University
- Facilitator, Northern Lower Michigan Leadership, Learning & Teaching Consortium
- Educational Consultant
- Coach, Making Connections, Daimler-Chrysler & Dept. Of Ed. Project
- Facilitator, Beyond Teaching
- North Central Accreditation Chairperson

- Facilitator, Achievement Group
- Tech Prep Coordinator, West Shore Community College
- Principal and Counselor, Federal Summer Programs, Four Years.
- Director of Federal Programs, Nine Years
- Project Director, Federally Supported Drug Team, Three Years
- Community Education Teacher, Three Years
- High School Basketball, Baseball & Football Coach, Six Years
- Baseball, Softball, Football & Basketball Official, Twenty Two Years
- Life Time Member, National Education Association
- Member, Michigan Association of Secondary School Principals, Seventeen Years
- Life Time Member, National Middle School Association
- Life Time Member, Michigan Association of Middle School Educators
- Chairman, Council of Community Services, Three Years
- Chairman, Michigan Council of Teachers of Mathematics, Two Years
- Chairman, American Red Cross Board of Directors, Two Years
- President, High School Athletic Booster Club, Two Years
- Member, Manistee Recreation Association Board of Directors, Seven Years
- Member, Jaycees, Eight Years
- Vice President, Manistee-Mason Substance Coordinating Agency, Two Years
- Vice Chairman, Manistee National Forest Festival, One Year
- Chairman, Manistee National Forest Festival, One Year
- Board of Directors, Chamber of Commerce, Four Years
- Treasurer, Chamber of Commerce, One Year
- Vice President, Chamber of Commerce, One Year
- President, Chamber of Commerce, One Year
- Member, Scottville Clown Band
- Member, Cadillac Symphony
- Leader, Salt City Dixieland Band
- Member, Michigan State University Alumni Band
- Published, Michigan Middle School Journal
- Certified Facilitator, System for Creating Organizational and Personal Effectiveness

REFERENCES

Mr. John Kuenzli, Superintendent, Ret.
3761 Maple Road
Manistee, Michigan 49660
231-723-4997

Dr. Michelle Johnston
Ferris State University
Big Rapids, Michigan

Mr. Jerry Svendor, Dean
West Shore Community College
Scottville, Michigan
231-845-6211

Mr. Joel Raddatz, Superintendent
Manistee Area Public Schools
550 Maple Street
Manistee, Michigan 49660
231-723-3521

Caron L. Mosey

cmosey@voyager.net

205 N. Brookside Drive
home phone: 810.605.4003

Flushing, MI 48433
work phone: 810.591.2312 x207

Leadership Activities & Technology

- ◆ Technology trainer for Swartz Creek Community Schools. Courses developed and taught (2001-02) include Beginning Computers for TTI Users, Beginning Microsoft Word, Microsoft Tools for Educators, PowerPoint for Dragons, and Technology for the Terrified.
- ◆ Responsible for developing and implementing Swartz Creek Community Schools Technology Plan, 2001-02.
- ◆ Responsible for coordinating technology purchases and repair of equipment for Swartz Creek Community Schools, 2001-02.
- ◆ Created & tabulated "District-wide Novels Survey" for Asst. Superintendent Jon Hartwig of Swartz Creek Community Schools, Dec. 2000 - Jan. 2001.
- ◆ Webmaster for Swartz Creek Community Schools, Gaines Elementary School, and Flushing United Methodist Church.
- ◆ Swartz Creek Board of Education Presentation, Nov. 11, 1999. "Website for the Future."
- ◆ Analyzed & prepared a report of middle and high school GPA data for the Board of Education, Swartz Creek Community Schools, July 2000.
- ◆ Active member of Swartz Creek Curriculum Council, 2000-02.
- ◆ Participating member of Swartz Creek Schools At-Risk Committee, 2000-2001
- ◆ Designed Building and Playground Inspection Forms for Gaines Elementary School, March 2000.
- ◆ Authored "Reading In The Pool," Michigan Reading Journal, Winter issue, Jan. 1999.
- ◆ Authored "A.D.D. in the Classroom," FOCUS: The Official Newsletter of the National Attention Deficit Association, Summer 1999.
- ◆ Authored "Buzz Words in Education: A Joy for ADHD," FOCUS: The Official Newsletter of the National Attention Deficit Association, Fall 1999.
- ◆ Member of the team who wrote curriculum for PROJECT GET-IT, Genesee Area Math-Science Technology Center, 1998.
- ◆ Developed and presented inservice for Swartz Creek Community Schools Oct. 14 and 21, 1999, "HTML Training for Web Teams."
- ◆ Developed and presented inservice for Beecher Community Schools, Flint, Michigan, training 1995 MEAP Academy staff in reading instruction. January 28, 1995.

Education

- ◆ Eastern Michigan University. Currently finishing Specialist in Educational Leadership, 4.0 GPA. 36 credits beyond Masters.
- ◆ Eastern Michigan University. Master of Elementary Education in Reading with Endorsement. Aug. 1995.
- ◆ National Dean's List, 1993-99
- ◆ University of Michigan-Flint. Bachelor of Science with Honors. Aug. 1989.
Michigan Elementary Professional Certificate. K-5 All Subjects,
Grades 6-8 Social Science, K-12 Reading. Michigan Scholar.

Employment Experiences

- ◆ Swartz Creek Community Schools, Director of Technology / Educational Technology Specialist, 2001-2002.
- ◆ Swartz Creek Community Schools, Administrative Intern/Substitute Principal, 1999-present. Genesee Intermediate School District, Administrative Internship Program 1999-2000.
- ◆ Swartz Creek Community Schools, Swartz Creek, Michigan. 1995-present. Second grade, Gaines Elementary School 1997-2001; Middle School 1995-97.
- ◆ Beecher Community Schools, 1992-1995. Includes: developmental first grade, 2/3 inclusion, 4th grade inclusion. (1994-95 team teaching 2,3,4th grade Language Arts and Social Studies).
- ◆ Beecher Community Schools, Flint, Michigan. JTPA Reading Remediation Instructor, Summer 1994.
- ◆ St. Mary Queen of Angels School. Swartz Creek, Michigan. 1989-1991. Language Arts 5th & 6th, 7th & 8th grade Math and Science.

◆ **Professional and Personal Development**

- ◆ MEMSPA Technology Workshop, Sarvis Center, Flint
- ◆ JTPA Training
- ◆ Michigan Mathematics Inservice Project
- ◆ Teaching Independent Thinking in Reading
- ◆ Rebecca Sitton Spelling Workshop
- ◆ MEMSPA Member
- ◆ 2000-01 MEAP Coordinator's Conference, Dearborn (Representing Asst. Superintendent Jon Hartwig for Swartz Creek District).
- ◆ MEMSPA Aspiring Principal Seminar
- ◆ Portfolio Assessment
- ◆ Instructional Theory Into Practice (ITIP)
- ◆ Patterns for Reading, Writing and Thinking
- ◆ MLPP training, GSD, Spring 2001
- ◆ Accreditation Update, MEMSPA-sponsored event with Paul Bielawski, M.D.E., Jan. 2001

References

Mr. Michael Gibbons, Principal and Mentor, Gaines Elementary School
200 E. Lansing Street, Gaines, MI 48436. Phone 810.591.2312 Ext. 307.

Mr. Jon Hartwig, Asst. Superintendent
Swartz Creek Community Schools, 8354 Cappy Lane, Swartz Creek, MI 48473 Phone 810.591.2312, Ext. 211.

Julie Clark, teacher
Syring Elementary School, 5300 Oakview Drive Swartz Creek, MI 48473 Phone 810.591.2312 Ext. 263.

Mr. Michael Stanton, Principal Elms Elementary School
3259 Elms Road Swartz Creek, MI 48473 Phone 810.591.2312 Ext. 270.

Mrs. Sharon Fouts, Principal Morrish Elementary School
5055 Maple Road, Swartz Creek, MI 48473 Phone 810.591.0582

"Leaders don't just do things right; they do the right thing."

Warren Bennis

Dr. Karen Norman
 Professor of Education
 Ferris State University
 Appointed: 1997

1 Academic Degrees	Location	Date
Doctorate in Education	Wayne State University	1993
Master of Arts	Western Michigan University	1980
Bachelor of Science	Western Michigan University	1971

Holds a Michigan continuing secondary teaching certificate (GX) and a Michigan full vocational authorization (VB). Verified 4000 hours of valid work experience related to major and minor.

2 Professional Experience	Location
2001-Present	Ferris State University; Tenured Professor of Education
1999-2001	Ferris State University; Associate Professor
1997-1999	Ferris State University; Associate Professor/Coordinator
1996-1997	Baker College; National Faculty/Associate Professor
1992-1996	Baker College; Director of Assessment and Institutional Effectiveness
1988-1992	Baker College; Academic Dean (Allied Health and Office Administration)
1987-1988	Baker College; Academic Associate Dean (Allied Health and Office Administration)
1980-1987	Baker College; Full-time Faculty
1978-1980	Baker College; Flint, MI; Adjunct Faculty
1973-1978	Goodrich Area Schools; Goodrich, MI Full-time High School Teacher and Co-op Coordinator
1971-1973	Flint Public Schools; Flint, MI; Full-time Temporary and Substitute Teacher

3 Faculty and Administrative Load	
Fall Semester 2002	EDUC 301, EDUC 330, EDUC 430, EDUC 491
Winter Semester 2003	EDUC 502, EDUC 504

Other Collegiate Assignments
None

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none"> American Association for Higher Education (4 years) American Association for Adult and Continuing Education (4 years) American Association of University Women (3 years) Association for Institutional Research (3 years)

- Association for Supervision and Curriculum Development (6 years)
- Baker College Education Association (7 years 1980-1987); Past President, Bargaining Team Member
- Ferris Faculty Association (5 years)
- Michigan Business Education Association (28 years); Past President 1993; President 1992; President Elect 1991
- Michigan Education Association
- National Business Education Association (28 years)
- National Education Association
- National Staff Development Council (5 years)
- Delta Pi Epsilon (1 year)

5 Current Professional Assignments and Activities

- Search Committee Member for Dean, COE 1997-1998
- Assessment Committee, 1997-1998
- Academic Program Review Committee member, 1997-2000
- President's Task Force, Off-Campus Issues, 1998-1999
- Professional Development Committee, 1998-2000
- Ad Hoc Subcommittee "Race, Ethnicity, Gender", General Education Requirements, Winter 2000
- President's Education Forum (FSU), May 2000
- President's Summer Task Force (FSU), Winter 2001
- Economic Education Council, FSU Co-Director, 2001
- COE Curriculum Committee Member, 1997-1999; Fall 2001
- COE Graduate Committee Member, 1998-1999
- SOE Search Committee Chair for Faculty, 1997-1998
- SOE Search Committee Chair for Director of Student Teaching, 1997-1998
- SOE Search Committee Chair for Department Head, 1998-1999
- SOE Search Committee Chair for Faculty, 1998-1999
- COE TVP Academic Program Review Committee Member, 1997-1998
- COE Child Development Academic Program Review Committee Co-chair, 1998-1999
- COE Alumni Board Member, 1997-1999
- COE Donor Dinner Planning Committee Member, Winter 1999
- COE Administrative Staff Member, 1997-1999
- SOE Graduate Curriculum Committee Member, 1999-Present
- SOE Search Committee Member for Faculty, Summer 2000
- SOE Search Committee Member for Faculty Position, Summer 2000
- SOE Tenure Committee Chair, 2001-2002
- COE Tenure Committee Member, 2001-2002
- Developed and delivered two review responses to The Michigan Department of Education, 1997-1999
- Developed and delivered a follow-up APRC report, Spring 1998
- Reviewed and Revised Curriculum (Business, Computer Science, ZA Endorsement, Science, Physical Education/Coaching, MSCTE), 1997-1999
- Collaboratively developed MED program, 1998-1999
- Advised Certification-only Students, 1997-1999
- Reviewed Work Experience for Vocational Students, 1997-2000
- Attended Michigan Department of Education and Dartep Meetings, 1997-1999

- Represented SOE at President's UAP and Budget Reviews, 1997-1999
- Collaboratively revised Student Teacher Manual, 1998
- Big Rapids Schools Curriculum Council Member, 1998-2001
- Graduation Ceremonies Attendance, 1997-Present
- COE Homecoming Activities Planning Committee Member, 1997-1999
- Autumn Adventure COE Planning Committee Member and Attendance (program recruiting), 1997-2000
- MACUL Conference (graduate program recruiting), March 1998
- Donors Societies Reception Attendance, May 1998
- Kent Career Tech Center (recruiting), Spring 1998
- Off-Campus Advising (Flint, Grand Rapids), 1997-1999
- COEHS Fall Kickoff Participant, Fall 2000
- COEHS Student Awards Banquet, 1998-Present
- Faculty Recognition Dinner, April 2001
- FSU Management Retreat, July 1997
- New Employee Orientation Program, August 1997
- Michigan Business Education Association, East Lansing, MI; October 1997
- Using Distance Learning, February 1998
- MBEA Region II P. D. Event, Scottville, MI; May 1998
- Michigan Business Education Association, Grand Rapids, MI; October 1998
- National Business Education Association, Chicago, IL; March 1999
- Michigan Business Education Association, Troy, MI; October 1999
- Project 30 Alliance Conference Team, Seattle, WA; November 1999
- Developing Grant Ideas, January 2000
- Internet Searching for Grant Ideas, February 2000
- Text Reviewer for Merrill/Prentice-Hall, "Secondary School Teaching: A Guide to Methods and Resources," Kellough/Kellough, May 2000
- WebCT Introductory Workshop, June 2000
- "Connecting to the Learner", Big Rapids, MI; June 2000
- Senate Retreat, Big Rapids, MI; August 2000
- SOE Retreat—Long-Range Planning, September 2000
- Michigan Business Education Association, Kalamazoo, MI; October 2000
- Project 30 Alliance Conference Team, Toronto, Canada; November 2000
- Science and Math Program Improvement Training, (SAMPI), "Observing Lessons in K-12 Classrooms," Mt. Pleasant, Muskegon, Shepard; March/May 2001
- Jim Crow Museum Facilitator's Training, March/April 2001
- Problem-Based Learning Training, July 2001
- Preparation for EDUC 330 Distance Learning Integrative Classroom, Traverse City and Big Rapids, MI; 2001-2002

6 Publications

- Education Alumni
- The Baker Assessor
- MBEA Today

7 Papers Presented

- Presented dissertation research results, "Lifelong Learning Skills needed by Michigan's Professional and Technical workers as perceived by Human Resource

Managers.” MBEA Annual Convention; Lansing, MI; 1994

- Presented a two-day workshop, Classroom Assessment Techniques and Developing an Acceptable Assessment Plan. York College; York, NE; 1995
- Presented workshop/professional development on test writing, classroom assessment techniques, and facilitated small groups discussing and writing student outcomes, exploring student portfolios, and brainstorming grading techniques. Baker College; Michigan; 1994-1996
- As community service, presented a four-hour teacher workshop, “Classroom Assessment Techniques.” Power’s Catholic High School; Flint, MI; 1994
- As a coordinator and member of the teacher education department, I routinely present certification requirements fall and winter semesters to the active student teachers in EDUC 499. 1997-2000
- Participated as a panel member discussing “Challenges posed by the Bay Mills Teacher Preparation Grant for Cross-College and Cross-University Collaboratives.” Project 30 Alliance Team; Toronto, Canada; November 2000
- Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or art objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Drawing on Diversity; Big Rapids, MI; June 2001

8 Research

None

9 Grant Activities

- Michigan Department of Career Development, Office of Career and Technical Preparation, Program Improvement Grant, Co-Writer and Participant, 2000-2001.
- FSU School of Education and College of Arts and Science, Detroit Institute of Arts and Public School Partners, “Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program,” Presenter and Participant, 2000-2001.

Faculty Data Summary Sheet

John C. Olson

Adjunct Faculty

Ferris State University

Appointed: 2000

1	Academic Degrees	Location	Date
	I.D.E.A. Fellowship Program	Appalachian State University	1982
	Graduate of Leadership Development Program in Vocational Technical Administration (LDP)	University of Michigan	1974-1975
	M.A. Distributive Education	Michigan State University	1966-1972
	B.A. Business Administration	University of Michigan	1963-1966
	A.A. Accounting and Finance	Alpena Community College	1961-1963

2	Professional Experience	Location
	1986-present, Director of Career and Technical Education	Genesee ISD, Flint, MI
	1977-1986, Supervisor of Vocational Education	Grand Blanc and Carman-Ainsworth School Districts
	1974-1977, Coordinator of Business Education	Carman-Ainsworth School District
	1973-1977, Distributive Education Teacher Coordinator	Carman-Ainsworth School District
	1969-1973, Distributive Education Teacher/Coordinator	Flint Southwestern High School
	1966-1969, Math Teacher	Atherton Community Schools

3	Faculty and Administrative Load
	Fall Semester 2002 EDUC 491, EDUC 493, EDUC 499, EDUC 606
	Winter Semester 2003 ECTE 500, EDUC 499

Other Collegiate Assignments

4	Current Professional and Academic Association Memberships
	<ul style="list-style-type: none"> • Association for Supervision and Curriculum Development • Association for Career and Technical Education • Michigan Career Technical Education Association • Educational Policy Fellowship Program (EPFP) Institute for Educational Leadership • Michigan Institute for Educational Management

- Phi Delta Kappa
- Lost Lake Woods Club Association
- St. Roberts Church Choir

5 Current Professional Assignments and Activities

6 Publications

7 Papers Presented

8 Research

Joan Ring

University Supervisor, Student Teachers
 Ferris State University
 Appointed: 1997

1 Academic Degrees	Location	Date
M.A. English/Curriculum	University of Michigan	1971
B.S. English, Chemistry	Central Michigan University	1963

2 Professional Experience	Location
1997-Present	Ferris State University
1994-1996	University of Michigan-Flint; Coordinator of Student Teachers
1995	University of Michigan-Flint; Instructor
1976-1993	Carman-Ainsworth School District; Carman-Ainsworth English Teacher
1974-1976	Carman-Ainsworth School District; Carman-Ainsworth High School English Teacher and Language Arts Coordinator
1963-1971	Carman-Ainsworth School District; Carman-Ainsworth High School Teacher
1984-Present	Educational Testing Service; Princeton, NJ; Table Leader/Reader Sat II, Former ECT Test
1994-1996	Educational Testing Service; Princeton, NJ; Table Leader, GMAT Exam
1984-Present	Educational Testing Service; Princeton, NJ; Table Leader, Advanced Placement English Literature Exam
1993-Present	College Board; Chicago, IL; Fall and Spring Seminars, Advanced Placement

3 Faculty and Administrative Load	
Fall Semester 2002	EDUC 491, EDUC 492, EDUC 499
Winter Semester 2003	EDUC 599

Other Collegiate Assignments
None

4 Current Professional and Academic Association Memberships
None

5 Current Professional Assignments and Activities

6 Publications

- Wrote "Carman-Ainsworth School District Phased Elective Curriculum" manual
- Wrote "Teaching and Evaluating Student Writing" for Carman-Ainsworth teachers

7 Papers Presented

None

8 Research

None

9 Community Service

- Board of Directors, Family Service Agency; Genesee, Lapeer County; 1987-1995
- President Board of Directors, Family Service Agency; 1989-1991
- Member Search Committee for Executive Director Family Service Agency; 1992
- Member Elk Rapids Business and Professional Women; 1997
- Member Northwest Michigan Area Agency on Aging Board of Advisors; 1997

10 Professional Honors

- Delivered Commencement Addresses; Carman-Ainsworth High School; 1975, 1980, 1991
- Delivered Baccalaureate Address
- Teacher of the Month
- Finalist, Teacher of the Year
- IPC Teacher of the Month
- Honored by McGraw-Edison Science Foundation for contribution made in assisting first-place student with science project
- Honored by Westinghouse Talent Search for assisting 3rd place student

11 Workshops

- Conducted workshop for AP English Teachers; Eastern Michigan University; October 1993
- Presented Four weekly Workshops to St. John High School English Teachers in Evaluating Composition Program; 1994
- Conducted Workshop for AP English Teachers Throughout Midwest; Triton College; Chicago, IL; April 1994
- Presented Workshop Baker College on Holistic Scoring
- Presented "Scoring the SAT," National Council Teachers of English
- Presented Workshop on teaching and Evaluation of Composition to Carman-Ainsworth Teachers

LEILA J. RIVARD

P.O. Box 7916
Flint, Michigan 48507
(810) 238-8940 home
(810) 232-8725 work

WORK EXPERIENCE

1990 - 1992 Genesee Intermediate School District
Office of School Improvement
Office of Technology and Resources

1991 - 1992 Substitute Teaching

1992 - present Genesee Intermediate School District
Mott Middle College H.S.
Instructor Language Arts/Social Studies

1993 - present Mott Middle College High School
(summers) Curriculum writing and program assistance
Genesee Intermediate School District
Staff development - Leadership Academy

1995 - present Mott Middle College H.S.
Curriculum Coordinator

1996 - present American Social History Project
National Leadership Team

1997 - 1998 Administrative Internship - Genesee Intermediate SD

1997 - 1998 Genesee County Coordinator
Japanese Young Teachers Abroad Project

1997 - present State Coordinator - Michigan/Baden
Württemberg Teacher Exchange Program

BUSINESS AND INDUSTRY

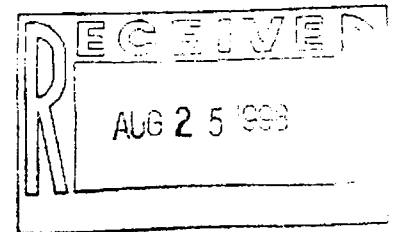
1977 - 1973 Paramount Potato Chip Co., Inc.
Flint, Michigan

1977 - 1979 Insurance One Agency, Inc.
Davison, Michigan

1979 - 1982 Flint Iron and Wire Works, Inc.
Flint, Michigan

1982 - 1985 Time Engineering
assigned to GM Division - AC Spark Plug

1985 - 1990 Stockton Office Systems, Inc.
Grand Blanc, Michigan



EDUCATIONAL BACKGROUND

1991 University of Michigan - Flint
BA - English/Social Studies Professional Teaching Certificate

1994 Eastern Michigan University
MA Educational Leadership/ Secondary Principal Endorsement

1997 Eastern Michigan University
MA Secondary Education Curriculum Development

1998 Eastern Michigan University
doctoral student in Leadership and Counseling

ADDITIONAL EXPERIENCE

- member Genesee County Curriculum Association
- presenter at multiple level, state and national educational conferences in LA, social studies and MCHS program replication
- provide assistance to unaccredited schools through The Achievement Group
- active volunteer for committee and program needs for Genesee Intermediate School District including Mock Election, Spelling Bee, Peaceful Future Writer's Workshop, School To Work and Goals 2000
- provide multiple extra-curricular activities for students, including Cedar Point Trip for 4 years
- senior class sponsor for 3 years
- volunteer Explorer's Division of Boy Scouts of America

STAFF DEVELOPMENT

Dr. John Champlin - ODDM - Outcomes Driven Developmental Model-Johnson City, NY
Dr. Ralph W. Tyler - Principles of Curriculum and Instruction
Dr. William Glasser - Reality Therapy/Choice Theory
Dr. William Purkey - The Invitational School
Dr. Richard Curwin - Discipline With Dignity
Dr. Frank Alessi - Pillars of Self-Esteem-Johnson City, NY
Dr. Robert Marzano - Dimensions of Learning
Dr. Thomas Guskey - Mastery Learning
Dr. Bernice McCarthy - 4MAT Learning Styles
Dr. Thomas Armstrong - Multiple Intelligences
Dr. Grant Wiggins - Performance Based-Assessment
Dr. Alfie Kohn - Punished By Rewards
Dr. James Comer - Comer Schools/School Power
Dr. Gareth Morgan - Dealing With Change
Dr. Michael Fullan - Changing Forces
Drs. Roger & David Johnson - Cooperative Learning
Ms. Susan Kovalik - ITI MODEL: Integrated Thematic Instr.
Brooks and Brooks - Constructivist Classrooms
Dr. Thomas Sergiovanni - Moral Leadership
Dr. Carl Glickman -Renewing America's Schools Democratic Schools

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development
Michigan Council for School Improvement
Michigan Educator's Exchange Opportunities Abroad Project
National Council Teachers of English
Michigan Reading Association
Michigan Council for Social Studies
Writer's Interactive Network
Delta Kappa Gamma - Mu Chapter

PERSONAL

Born - March 12, 1954
Single with no children but adore my nieces and nephews
Value family and friendships, have long term friends from elementary school
Care for an invalid sister who lives on her own
Love to read, write, outdoor sports, decorating and teaching and learning

Nancy Stephan
 Non-Tenure Track Faculty
 Ferris State University
 Appointed: 2001

1	Academic Degrees	Location	Date
	M.A. General Education Administration and 30 hr. Continuing Certificate	Central Michigan University	1978
	18 hr. Continuing Certificate K-8 all subjects, K-12 Health, Physical Education and Recreation, 9-12 Language Arts	Central Michigan University	1976
	B.S. Major in Health Physical Education, Recreation, Minor in English. Ohio teaching certificate.	Cedarville College; Cedarville, OH	1970

2	Professional Experience	Location
	2001-Present	Ferris State University; Part-time Non-Tenure Track Faculty
	1999-2001	Big Rapids Public Schools; Big Rapids, MI; Substitute teacher and Community Learning Center teacher
	1971-1999	Big Rapids Public Schools; Big Rapids, MI; Teacher
	1970-1971	Southeastern Local Schools; Clark County, OH; Teacher

3	Faculty and Administrative Load
	Summer Semester 2001 330
	Fall Semester 2001 430
	Winter Semester 2002 330

Other Collegiate Assignments None

4 Current Professional and Academic Association Memberships <ul style="list-style-type: none"> • Michigan Education Association—Retired
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5 Current Professional Assignments and Activities None
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6 Publications None

7 Papers Presented None

Kathleen A. Szuminski Ed.D.

Objective

Facilitate teacher development activities in an educational environment

Experience

2000-present St. Clair Technical Education Center Port Huron, MI
Instructional Facilitator

- Design, implement, and evaluate professional development experiences for career and technical education teachers
- Facilitate teacher quality through one-on-one coaching with teachers
- Develop on-site teacher development pilot program to increase teacher quality and create alternative teacher certification route

1996-2000 North Georgia College Dahlonega, GA
Associate Professor of Teacher Education

- Instructed and advised graduate and undergraduate students enrolled in teacher education programs

1995-96 Georgia State University Atlanta, GA
Visiting Professor of Educational Leadership

- Instructed graduate students enrolled in the curriculum major in the Department of Educational Leadership

1994-95 Pennsylvania State University Malvern, PA
Assistant Professor

- Designed, implemented, instructed, and advised graduate students enrolled in Masters of Education Program in Teacher Leadership

1982-88 St. Mary, St. Phillip, Davison High Michigan
Classroom Teacher

- Instructed high school students enrolled in the Business Education Department.

Education

1993 The University of Georgia Athens, GA

- Doctor of Education, Department of Educational Leadership

1987 Michigan State University East Lansing, MI

- Masters of Arts, Curriculum and Instruction

1982 Western Michigan University Kalamazoo, MI

- Bachelor of Business Administration

Courses Instructed

University of Georgia, Athens, GA

Methods and Materials for Business Education (U)

Student Teaching Supervision (U)

Oglethorpe University, Atlanta, GA

Educational Psychology (G)

Introduction to Research (G)

Pennsylvania State University-Malvern, PA

Curriculum Planning and Development (G)

Curriculum and Instruction (G)

Teacher Leadership (G)

Georgia State University, Atlanta, GA

Curriculum for School Leaders (G)

Middle School Learners and Curriculum (G)

North Georgia College & State University, Dahlonega, GA

Secondary Curriculum and Methods (U)

Nature and Needs of the Middle Grades Learner (G)

Foundations of Education (G)

Curriculum Development (post-bac program)

(Teacher) Leadership for Effective Schools (G)

Middle Grades Curriculum Capstone-Action Research (G)

Student Teaching Supervision (U)

Curriculum Vita
LARRY MICHAEL TEMPLETON

205 Westlake Hall
Bradley University
Peoria, IL 61625
(309) 677-3190 (W)
ltemplet@bradley.edu

1402 W. PARKSIDE DR.
PEORIA ILLINOIS 61606
(309) 674-6631 (H)

EDUCATION

Illinois State University	Doctoral Program	Present
Illinois State University	Certificate of Advance Studies	(1998)
University of Oregon	M.S. Education Policy Management	(1991)
Oregon State University	5th Year Business Ed. Standard Endorsement	(1982)
Eastern Oregon State College	B.S. General Studies (Business and Economics)	(1974)

CERTIFICATIONS

Illinois Administrative Certificate - Type 75

Endorsement: Superintendent
School Business Official
General Administrative

Illinois Teaching Certificate - Type 09

Endorsement: Accounting, Basic Business, Marketing,
Civics/Political Science, Jr. High Social Studies

Oregon Teaching Certificate - Standard C-331

Endorsement: Standard General Business ED 020

ADDITIONAL TRAINING

Superintendent's Roundtables	(Monthly)	1999 - 2002
InTEAM Cost Control Seminar		March 2001
2001 UIS Focus on School Improvement #3		February 2001
2001 UIS Focus on School Improvement #2		November 2000
Reading Across The Curriculum 2000		February 2000
Motorola University - Leadership Development Institute		December 1998
Building Teams with Skill - 10th Annual Linkages Conference		September 1995

WORK EXPERIENCE

Higher Education Position

Faculty Position & University Supervisor Presently
Bradley University
Department of Teacher Education
1501 W. Bradley Ave
Peoria IL 61625

- Teach courses in educational foundations, secondary methods, and technology.
- Supervise secondary student teachers.
- Plan professional development activities for cooperating and student teachers.

Administrative Leadership Positions

Superintendent and/or Principal: 1999 - 2002
Limestone Walters C.C.S.D. #316, Greenview C.U.S.D. #200, and Brussels C.U.S.D. #42

Responsibilities Included:

- Responsible for the preparation, administration, review, and audit of school funding.
- Responsible for presentation of Boards meetings, agenda's, policies, and curriculum.
- Responsible for personnel administration and staff development activities.
- Responsible for maintaining community, industry, local government, and administrative relationship with Illinois State Board of Education.
- Responsible for all transportation, building maintenance and food service activities.
- Responsible for maintaining a positive discipline system.
- Responsible for all special populations activities within the district.
- Responsible for review, preparation, and administration of grant applications.

Director: 1994 - 1999
Delabar Vocational Education System
200 West Broadway
Monmouth Illinois 61462

- Responsible for the preparation, administration, review, and audit of all funding delegated to twelve school districts.
- Responsible for all administrative relationships with ISBE and all regional governmental entities.
- Responsible for presentation of Board of Directors meetings, agenda's, policies, and curricular trends in education.
- Responsible for maintaining community, industry, and local government relationships.
- Provided for personnel and staff development activities.
- Responsible for identification, and assessment of Special Populations students.

Vocational Coordinator 1992 - 1994
Monmouth High School
325 W. First
Monmouth Illinois 61462

- Responsible for vocational staff development activities.
- Responsible for supervision and evaluation of vocational instructors.
- Responsible for community relationships.
- Responsible for preparation of local vocational grants

Public School Teaching Positions

Cooperative Work Training Instructor 1991 - 1992
Clinton Community Unit High School
1200 Rte 54 West
Clinton Illinois 61727

Business Instructor (Chair) 1982 - 1991
Lowell School District #71
Lowell Oregon 97452

Business Instructor 1977 - 1982
Oakridge School District #76
Oakridge Oregon 97463

Business Instructor 1976 - 1977
Mt. Vernon School District #4
Mt. Vernon Oregon 97865

Retail Sales Position

Eastern Oregon Welding Supply 1974 - 1975
Salesman/Route Driver
LaGrande Oregon 97850

GRANTS

Illinois Technology Grant	February 2002
Illinois Reading Improvement Grant	January 2002
Illinois Violence Prevention Grant	March 2001
21st Century Community Learning Grant	March 2001
Illinois Technology Grant	February 2001
Illinois Program Improvement Grant	April 2000
Illinois Program Improvement Grant	April 1999
Illinois Vocational Program Grant	April 1999
Illinois Program Improvement Grant	April 1998
Illinois Vocational Program Grant	April 1998
Illinois Program Improvement Grant	April 1997
Illinois Vocational Program Grant	April 1997
Illinois Program Improvement Grant	April 1996
Illinois Vocational Program Grant	April 1996
Illinois Program Improvement Grant	April 1995
Illinois Vocational Program Grant	April 1995
Illinois Program Improvement Grant	April 1994
Illinois Vocational Program Grant	April 1994

PRESENTATIONS

Professional Development for Teachers:

1. Teachers creating and monitoring their professional development plans
2. How to become involved in the school improvement plan (SIP)
3. Making parents an important part of classroom and school environment
4. Developing student portfolios: A true assessment
5. Teaching students how to problem solve

Professional Development for Administrators:

1. How to create reclaiming schools so students at risk of failure succeed
2. Does the school improvement plan (SIP) really fit your school?
3. Is your school financially viable? Ways to cut costs
4. Effective teacher supervision: Guided by teachers
5. Mentoring new teachers
6. Making home and community an integrated part of the school culture
7. Crisis management strategies for administrators

General Topics:

1. Funding special projects through grants
2. Creating grant teams
3. Grant writing for vocational education programs
4. Alternative assessment: Portfolios for vocational education
5. Mentoring students at risk through business connections

PROFESSIONAL CONFERENCES

American Educational Research Association's Annual Meeting in Seattle, WA "What We Know and How We Know It"	April 10-14, 2001
American Educational Research Association's Annual Meeting in New Orleans, LA "Creating Knowledge in the 21st Century"	April 24-28, 2000
American Educational Research Association's Annual Meeting in	April 19-23, 1999

Montreal, Canada "On the Threshold, of the 21st Century"

American Educational Research Association's Annual Meeting in San Diego, CA "Diversity and Citizenship in Multicultural Societies"	April 13-17, 1998
American Educational Research Association's Annual Meeting in Chicago, IL "Talking Together in Educational Research and Practice"	March 24-28, 1997
American Educational Research Association's Annual Meeting in New York, NY "Research for Education in a Democratic Society"	April 8-12, 1996
American Educational Research Association's Annual Meeting in San Francisco, CA "Partnership for a New American in a Global Community"	April 18-22, 1995
American Educational Research Association's Annual Meeting in New Orleans, LA "Learning Across Contexts: Work, School, & Play"	April 4-8, 1994

PROFESSIONAL ORGANIZATIONS

- Illinois Association of School Administrators
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- American Educational Research Association - Study of Learning Environments
- Central Illinois Educators - Health Insurance Cooperative

ORGANIZATIONAL RESPONSIBILITIES

Central Illinois Educators Health Care Board of Control	2001 - 2002
West Central Illinois Education to Careers Partnership Board	1995 - 1999
West Central Illinois Education to Careers Budget Committee	1997 - 1999
Knox, Warren & Henderson County Transition Committee	1994 - 1999
Tech Prep - Area Planning Administrator	1996 - 1999

PROFESSIONAL RESPONSIBILITIES

American Educational Research Association's Annual Meeting
in Montreal Canada - Paper Discussant "The Relationship between
Male Parental Role Involvement in a Third Grade Setting and the
Gender of the Child" by Deborah Hamilton April 18-23, 1999

American Educational Research Association's Annual Meeting
In San Diego, CA - Paper Discussant "Changing the Context of
Learning Environments" by Drs. Dellar, Cavanagh and Ellett April 13-17, 1998

American Educational Research Association's Annual Meeting
In Chicago, IL - Paper Discussant "Supporting a Multicultural
Learning Environment by Connecting Home, School and
Community" by Drs. Robinson and Johnson March 24-28, 1997

REFERENCES

Dr. Anthony W. Lorschach
Illinois State University
Department of Curriculum & Instruction
Campus Box 5330
Normal, IL 61790-5330
(309) 438-3567 (H)
(309) 829-0436 (W)

Dr. Michelle A. Johnston, Dean
College of Education and Human Services
Ferris State University
Bishop 605
1349 Cramer Circle
Big Rapids, MI 49307
(231) 591-3648 (W)

Mr. Dean Irlbeck
Superintendent
Union C.U.S.D. #115
RR1 P.O. Box 72
Biggsville Illinois 61418
(309) 627-2371

Mr. Michael Cummings
Board Member
Brussels Community Unit School District #42
P.O Box 128
Brussels Illinois 62036
(618) 883-2563

Dr. Donald Aubrey
Director
Four Rivers Special Education District
936 W. Michigan Ave
Jacksonville Illinois 62650
(217) 245-7174

Mr. James M. Frazier
Assistant Regional Superintendent
Calhoun, Greene, Jersey, Macoupin Counties
Box 409, 100 Lincoln
Jerseyville IL 62052
(618) 498-5541

Faculty Data Summary Sheet

Thomas, Cheryl

Instructor

Ferris State University

Appointed: 2002

1	Academic Degrees	Location	Date
	Doctoral Student, Educational Leadership and Innovation	University of Colorado at Denver	1998- Present
	Doctoral Student, Educational Administration	Wayne State University	1991-1992
	Leadership Development Program	Ferris State University	1989-1990
	Master of Arts in the Teaching of Business, summa cum laude	Western Michigan University	1978-1981
	Bachelor of Science in Business Education, summa cum laude	Western Michigan University	1975-1978

2	Professional Experience	Location
Jan 2002-Present		Ferris State University; Full-time Temporary Faculty, College of Education
Aug 1998-Dec 2000		Falcon School District; Colorado Springs, CO; Vocational Business Education Teacher
Aug 1997-Dec 1997		Pikes Peak Community College; Colorado Springs, CO; Adjunct Business Faculty
Aug 1992-June 1997		Coleman High School; Coleman, MI; Principal
Aug 1989-Aug 1992		Macomb Community College; Warren, MI; Coordinator, Business/Public Service Cooperative Education
Sept 1978-Aug 1989		Three Rivers High School; Three Rivers, MI; Instructor Vocational Information Processing
Sept 1986-Aug 1989		Glen Oaks Community College; Centreville, MI; Instructor, Clerical Skills (both on campus and at Florence Crane Women's Correctional Facility, a medium-security State prison)
Sept 1986-May 1988		Three Rivers Adult High School; Three Rivers, MI; Instructor, Clerical and Computer Skills

3	Faculty and Administrative Load
Winter Semester 2002	500, 504, 400, 503 (2 sections)

Other Collegiate Assignments
<ul style="list-style-type: none"> • Assigned advising duties at Traverse City and Flint; 2-6 students weekly

4 Current Professional and Academic Association Memberships

- American Educational Research Association
- Association for Career and Technical Education
- Association for Supervision and Curriculum Development

5 Current Professional Assignments and Activities

None

6 Publications

- "Establishing a Support System for Articulation," a position paper co-authored with Don Garrett, available through ERIC.

7 Papers Presented

- "Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction," presented at UCEA Convention 2000; Albuquerque, NM

8 Research

None

9 Community Service

- Board of Trustees, Midland Children and Family Services; Midland, MI; 1995-1996

10 Certification

- State of Colorado Vocational Credential, Business Education and ACE; May 1999
- State of Colorado Type VI Authorization, Provisional Principal; June 1997
- State of Colorado Type VI Authorization, Provisional Teacher, Secondary Business Education; June 1997
- Michigan Secondary Administration Certificate; June 1990
- Michigan Central Office Administration Certificate; June 1990
- Michigan Continuing Secondary Certificate; April 1981
- Michigan Permanent Vocational Certificate; April 1981

11 Specialized Training

- General Training on the Six-Trait Writing Model; 1999
- On-line Instruction Training through Convene.com; 1997

12 Honors and Awards

- Honored as a Michigan Business Education Association Student Teacher of the Year

Vickie Turner
5489 N. Sycamore
Burton, Michigan 48509
Telephone: Home: 810-743-9942
Work: 810-591-9929

Objective: To Obtain a Leadership Position within Education

Education: Eastern Michigan University 1988-1990
2nd Masters in Educational Leadership
Elem Principal/Spec. Educ. Director Endorsement
G.P.A. 3.8/4.0

M.A. Oakland University 1976-1982
Major: Learning Disabilities
G.P.A. 3.93/4.0

B.S. Central Michigan University 1969-1973
Major: Elementary Educ./ Special Education
G.P.A. 2.53/4.0

Teaching
Certificates
Held

Permanent: Elementary/L.L.D/ E.M.I.-Texas
Continuing: Elementary/L.D./E.M.I.-Mich.

Languages Sign Language, used with family background

Professional
Experience 1975
to present:

Kearsley Community Schools
Flint, Michigan

- Categorical classroom
- Teacher Consultant
- Inclusion teacher with 6-8 Eng., S.S., Sci.
- worked on district committee regarding curriculum and Outcomes Based Education
- Attended a 6 day conference in Minn. Practitioners Paradise
- member of school improvement team

- Chairperson of committee to write a Middle School in house educational intervention program. P.A.S.S.
- coached 4,5,6 girls volleyball at Buffey
- Science Dept. Head, coordinated Science Staff and assisted in curriculum development district wide.
- assisted in development of New Teacher Round Table
- Special Education Dept. Head K-12
- I.T.I.P. Training in classroom tech.
- Cooperative Learning Trained
- Chairperson, PRODAC staff development
- coordinated school wide "Kids Conference"
- served on Staff Advisory Council, provided a communication channel between staff and admin.
- participated in Administrative Internship Program within the district.
- directed school plays at the Middle School
- coached Girls Volleyball local and State level
- wrote introduction to state program for mental Disabilities traveling display.
- worked at GISD on county wide alternative secondary Sp. Educ. Curriculum.
- Brownie Troop leader at Buffey

1973-1975

Lubbock Public Schools
Lubbock, Texas

- classroom servicing L.L.D. students
- classroom servicing T.M.I. students
- demonstrated district wide on how to individualize and organize a classroom
- developed and implemented a district wide inservice program
- taught summer school pre-K
- produced a developmentally appropriate curriculum for an open concept demonstration school.

Professional
Organizations

ASCD, Association for Supervision and Curr. dev.
CEC Council for Exceptional Children
NEA National Education Association
MEA Michigan Education Association
KEA Kearsley Education Association
Vice President, Membership Chair,
Secretary, A.R., Grievance Chair.

CHERY S. WAGONLANDER
12190 Wellington Drive
Grand Blanc, Michigan 48439
(313) 695-6347

EXPERIENCE:

1990 to Present Planner and Principal of the Mott Middle College

1985-1990 Assistant Headmaster, Director of Studies for the Middle and Upper Schools, Drama Director, Pre-K - Kindergarten Supervisor

1980-1985 Acting Assistant Headmaster, College Counselor, Director of Middle School, Drama Director, and Teacher

1975-1985 Director Middle School, College Counselor, Drama Director and Teacher

1973-1975 Chairperson of the English and Drama departments

Summers:

1985-Present Director of Midwest Talent Search Program for Genesee County

1974-Present Director of Summer Programs - Pre-K through 12th, Valley School

1969-1973 Half time teacher and substitute for the Flint Schools

1969 Maternity leave

1966-1969 English and Drama Teacher for the Flint Schools

1965 English and Drama Teacher for the Clio Schools

EDUCATION:

Present Doctoral Candidate - Education Leadership - Eastern Michigan University

1993 Education Specialist Degree - Eastern Michigan University

1992 Education Specialist Degree in School Administration - Oakland University

1976-1981 Post Graduate work, University of Michigan and multiple workshops and conferences, i.e., ITIP, Clinical Supervision, Learning Styles, Cooperative Learning, College Boards preparation, etc.

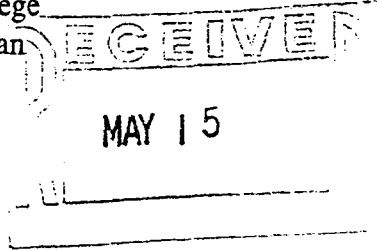
1972 Masters Degree, University of Michigan (Secondary Education Curriculum Development and Guidance and Counseling)

1965 Bachelor of Arts Degree, University of Michigan-Flint Teaching Program

Major: Social Studies
Minors: English, Psychology, Speech

1963 Associate's Degree - Education - Mott Community College

1961 Graduate of Southwestern High School in Flint, Michigan



CURRENT PERSONAL/PROFESSIONAL PRIORITIES:

Deacon - First Presbyterian Church - Flint, Michigan
Doctoral Research
Executive Board - National Middle College High School Consortium
President - Delta Kappa Gamma - MU Chapter
Board Member - Genesee County Community Action Committee
Presenter and Consultant at local, state, and national levels
Multiple Professional Memberships

REFERENCES:

Available upon request

Frederick B. Van Sant, Ph.D.

PO Box 19282.
Dubai, UAE

Hm: 971 4 344 - 9437
Wk: 971 4 208-2447
Mobile: 971 50-552-9981
Fax: 971 4 264-8689
e-mail. frederick.vansant@zu.ac.ae

QUALIFICATIONS

A high degree of specialization in the field of Special Education, Educational Psychology, Child Development, Educational Technology, Program Evaluation, Curriculum Design, and Alternative Dispute Resolution. **Bilingual (Spanish).**

EDUCATION

Ph.D. Education Leadership

Purdue University, West Lafayette, Indiana, 1996.

M.A. Special Education

University of South Florida, Tampa, Florida. 1977.

B.A. Psychology

University of North Carolina, Chapel Hill, North Carolina. 1975.

PROFESSIONAL EXPERIENCE

2000 - Current

Associate Professor of Education & Director of Educational Technology, Zayed University, Dubai, United Arab Emirates

- ❖ Design and teach upper division courses in:
 - Educational Technology
 - Educational Psychology
 - Human Growth and Development
 - Special Education
 - Introduction to Teaching
 - Introduction to Work in Schools
- ❖ Supervise Students in:
 - Professional Field Experience Practicum
 - Student Teaching
- ❖ Develop the curriculum for the teacher education track in Educational Technology
- ❖ Developed College-wide digital portfolio for managing an advanced outcome based academic model.

- ❖ Design and provide in-services for the Ministry of Education and Youth
- ❖ Authored K-12 Technology Literacy Project for UNESCO
- ❖ Development Coordinator for the University Outcome Based Academic Model.
 - Campus Coordinator and member of University Leadership Team for the development of a cutting edge outcomes based academic model
 - Coordinate the work of six University Outcome Learning Communities with over 50 faculty members
 - Design and oversee the implementation of the first pilot study of the outcome based model
 - Participate in the 5 year strategic planning of the shift to this new academic model
- ❖ Advise and register students
- ❖ **Committees**
 - Chair – Zayed University Academic Program Model Steering Committee
 - Zayed University Technology Committee
 - College of Education Recruitment Committee
 - College of Education Research Committee

1997 - 2000**Associate Professor of Education, Eastern Mennonite University; Harrisonburg, Virginia**

- ❖ Coordinate Special Education teacher preparation program
- ❖ Design and teach Graduate and Undergraduate courses in:
 - Computers and Instructional Technology in Education
 - Intervention Strategies for Middle and Secondary School Mildly Disabled Students
 - Educational Psychology
 - Teaching Diverse Populations
 - At-Risk Issues in Non-School Settings
 - Classroom Climate and Intervention Strategies for Diverse Learners

- Learning and Behavioral Disorders
- Evaluating Exceptional Learners
- Professional Block: Curriculum and Methods
- Action Research
- Senior Thesis
- ❖ Supervise Students in:
 - Professional Field Experience Practicum
 - Student Teaching
- ❖ Coordinate and prepare NCATE / CEC Professional Folio in Special Education for NCATE 10 year re-accreditation. (NCATE – CEC adopted our Folio as the model for an interdisciplinary program)
- ❖ Develop, and lead Cross Cultural experience to the Navajo Nation, 1998, 1999 and 2000
- ❖ Mentor a Virginia Collegium Scholar – Virginia College Fund (1998)
- ❖ Advisor – Latino Student Alliance
- ❖ Advise and Register students

- ❖ **Committees**
 - Chair. Committee on Action Research Projects (MA)
 - Committee on Teacher Education
 - Teacher Education Admissions Committee

1997- 2000

Consultant

Independent Hearing Officer; Washington DC Public Schools

Expulsion Appeals Officer; Minnesota Department of Children, Families and Learning

1989 - 1993

1994 - 1997

**Supervisor of Monitoring and Compliance, Minnesota
Department of Education; St. Paul, Minnesota**

- ❖ Oversee statewide compliance of Federal and State special education laws.
- ❖ Provide statewide technical assistance to school districts in the area of program improvement and teacher performance.
- ❖ Provide statewide technical assistance to schools in the area of conflict resolution and alternative dispute resolution
- ❖ Serve as state representative on numerous policy and program work groups.
- ❖ Developed statewide special education mediation system
- ❖ Special Education Due Process Appeal Review Officer
- ❖ Expulsion Appeal Review Officer

1993 - 1994

**Evaluation Advisor, and Interim Chief of Party, Strengthening
Achievement in Basic Education (SABE) project, Academy for
Educational Development, El Salvador, Central America**

- ❖ Serve as primary international advisor to the Minister of Education in matters relating to educational system change and program evaluation
- ❖ Provide training to Ministry of Education and University professionals in teacher training
- ❖ Develop and implement a program evaluation model for a 58 million dollar basic education reform project
- ❖ Consult with the U.S. Agency for International Development (USAID) Office of Education in El Salvador, on teacher training, system change and program evaluation

1992

**Adjunct Professor, St. Thomas & St. Catherine University,
Minnesota**

- ❖ Developed and taught original course in Conflict Resolution to a combined Graduate Social Work and Undergraduate Peace and Justice Studies programs.

1988 - 1989**Coordinator of Training and Evaluation, Special Education Department, Purdue University; Lafayette, Indiana**

- ❖ Recruitment, selection and training of teachers for both secondary and elementary levels
- ❖ Coordinate the Activities of \$300,000 OSER Teacher Training Grant.
- ❖ Conduct extensive program evaluation
- ❖ Organize and direct Advisory Board activities
- ❖ Teach ED 532 Educational Assessment of Exceptional Children
- ❖ Teach ED 662E, Practicum in Special Education
- ❖ Teach ED 667E, Seminar in Special Education

Evaluation Consultant, Indiana State Special Education Mediation Project

- ❖ Program Evaluation
- ❖ Survey Construction
- ❖ Data Analysis

Hearing Officer, Indiana Department of Education, Indianapolis, Indiana

- ❖ Conduct Special Education Due Process Hearings

1987 - 1988**Jones Fellow School Management Institute University of South Florida; Tampa, Florida**

- ❖ Develop and publish a training program for paraprofessional personnel
- ❖ Full-time studies; Ed.D. Educational Administration and Supervision

1984 - 1987**Supervisor; District School Board of Pasco County, Land O'Lakes, Florida**

- ❖ Assist in district level planning of services for Secondary and Elementary EH, SED, and Autistic populations.
- ❖ Case management and interagency communication.
- ❖ Plan and deliver inservices in the areas of assessment, behavior management, aggression diffusion,

- ❖ Develop, monitor, and evaluate behavior management systems for EH, SED, and Autistic populations.
- ❖ Parent training and counseling.

1977 - 1984

Teacher; Hillsborough County School Board, Tampa, Florida.

- ❖ Multiple settings including: Elementary Level Public Schools; Autistic and Profoundly Disturbed, Emotionally Handicapped and Secondary Level Public Schools; Juvenile Detention, Residential, Drug and Alcohol Rehabilitation.

**RECENT GRANTS AND
AWARDS**

Merit III Scholar (Zayed University's Highest Faculty Award).
2000, and 2001. (The only faculty twice awarded Merit III)

Third Generation E-Learning: The Impact of Digital Portfolios on
Learning. Zayed University Center for Research. (2002-2004).
\$30,400

Paraprofessional Training Management System. Virginia
Department of Education (1999 – 2001) \$42,000

Special Education Mediation. A Teleconference for the Virginia
Department of Education (1999) \$9,000

**RECENT STATE AND LOCAL
COMMITTEES AND
BOARDS**

State Task Force for Special Education Mediation. Virginia
Department of Education

State Task Force on Paraprofessionals. Virginia Department of
Education

Board of Directors; Rockingham, Harrisonburg Office of Children
and Youth

Board of Directors; Rockingham County ARC (formerly the
Association of Retarded Citizens)

PUBLICATIONS

Van Sant, F. (2002). Once for Control and Once for Inspiration: Comparative Experiences in K-12 Assessment in El Salvador and the United Arab Emirates. Journal of the International Society for Teacher Education. (in press)

Jarchow, E., Van Sant, F. & McGrew-Zoubi R. (2001). Preparing Emirates Teachers The Proceedings of the 2nd National International Conference on Educational Reform in the UAE. Dubai, United Arab Emirates

Van Sant, F.B., (1999). Review of the book Cybereducator by Jane Bissell. Boston, MA: McGraw Hill.

Van Sant, F.B., (1997). Marketing Conflict Resolution. The Fourth R: Conflict Resolution Education Network. Vol. 80.

Van Sant, F.B., (1996). Factors contributing to the effectiveness of the Indiana Special education Mediation Project. unpublished doctoral dissertation, Purdue University, West Lafayette, Indiana

Van Sant, F. B., (1996). Discipline and Special Education, InSight,

Van Sant, F. B., (1992). Suspension: An Update, MEEDer Reader, 13, 14.

Van Sant, F. B., (1988). Staff Development in the Eighties, Wingspan, 4, 11-13.

Van Sant, F. B., & Gorgen, P. (1987). Project AIM: Training and Management of School-Based Paraprofessionals. Florida ASCD Journal, 4, 50-55.

Van Sant, F. B., & Gorgen, P. (1987). AIM (Aides: Instruction and Management). (Available from AIM Project Development Center: 720 Parkwood Dr., Harrisonburg, VA 22802).

PROFESSIONAL
ACTIVITIES

Judge for 1st Dubai Strategy Forum Essay contest
<http://www.dubaistrategy.com/>

2nd International Conference on Education Reform in the UAE. Dubai, United Arab Emirates. **Invited Presenter**, Preparing Emirates Teachers to Use Technology in the Classroom, A Goal of Vision 2020

2000 World Congress of Special Education, Vancouver, Canada. **Presenter**. The Navajo Nation; A Cross Cultural Teacher Preparation Program.

1999 Office on Children and Youth; Roundtable Meeting. **Invited Presenter**, Search Institute's Asset Model for Nurturing Developmental Assets in Youth.

1999, Harrisonburg City Schools. **Invited Presenter**, How to Have an Effective Parent/Teacher Conference and other Practical Tips.

1998 EMU Nursing Department. **Invited Presenter**. Risk Assessment in Children.

1998 EMU – SVEA. **Invited Presenter**, Legal Issues in Education.

1998 EMU – SVEA. **Invited Presenter**, Seven Habits of Highly Effective Teachers

1999, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, Conflict Resolution Education Network (CreNet). **Presenter**, Legal Aspects of K-12 Conflict Resolution Programs. Columbus, Ohio

1997, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Legal Foundations of IEP Development,

1995-1996, University of Minnesota, **Guest Lecturer**, Course in Educational Leadership, topic: Conflict Prevention and Resolution.

1996, The 17th National Institute on Legal Issues of Education Individuals with Disabilities, Orlando, FL.

1995, The 16th National Institute on Legal Issues of Education Individuals with Disabilities, New Orleans, LA.

1993, Improving Educational Efficiency Conference, **Invited Facilitator**, Florida State University, Florida.

1993, 1994, Universidad Francisco Gavidia, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1993, 1994, Universidad Centro Americano, Jose Simon Cardenas, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1992 Minnesota Learning Disabilities Conference, **Keynote Speaker**, Minnesota Department of Education, Brainard, Minnesota.

1992 Parent Partnership, **Keynote Speaker**, Learning Disabilities of Minnesota, Minneapolis, Minnesota.

1992 Statewide Conference for Paraprofessionals in Education, Rehabilitation and Training, **Invited Speaker**, Minnesota Department of Education, Hutchinson, Minnesota.

1992, The Development of a Special Education Mediation System for the State of Minnesota. An ongoing project under my direction. Minnesota.

**PROFESSIONAL
ORGANIZATIONS**

- Association of Colleges for Teacher Education (ACTE)
- Association of Teacher Educators (ATE)
- Council of Exceptional Children, CCBD, CASE, TED
- National Institute for Dispute Resolution (NIDR)
- Conflict Resolution in Education Network (CreNet)



**Marcella L. Wesche
3938 Kearny NE
Grand Rapids, Mi. 49525**



RECEIVED
FSU-GR
4-22-03
nam



**Objective: To secure a part time teaching position
in a university setting**

Highlights of Qualifications

Thirty three years of full time teaching in elementary from grades one to four
Three years of substitute teaching in elementary from grades one to six
Michigan Permanent Teaching Certification
Continued professional growth and attendance at workshops and in-services
sponsored by Grandville Public Schools and Kent Intermediate

Professional Experience

Grandville Public Schools West Elementary Second Grade	1967-69
Grandville Public Schools Substitute Teacher	1969-70
Grandville Public Schools West Elementary Fourth and Second Grades	1970-74
Grandville Public Schools Substitute Teacher	1974-76
Grandville Public Schools West Elementary First, Second and Third Grades	1976-present

Education

Michigan State University
Bachelor of Arts

Michigan State University
Master's Degree in Elementary Education

Post-Graduate Work
Michigan State University, Grand Valley State University, Western
Michigan University, University of Detroit

References

On Request

Cathleen A. Wood

10866 Stevens Lane, Mecosta, Michigan 49332

(231) 972-2515

email: cwood@moisd.k12.mi.us

CAREER OBJECTIVE

A full-time position in education with the opportunity to use my education, training and work experience.

EDUCATION

Ferris State University, Big Rapids, Michigan
MASTERS IN CAREER AND TECHNICAL EDUCATION, May 2001
Educational Technology Option

Grade Point Average: 3.967 on a 4.00 scale

Central Michigan University, Mt. Pleasant, Michigan
BACHELOR OF SCIENCE IN EDUCATION, Cum Laude, May 1992
Major: Home Economics
Minor: Business Education

****Michigan Secondary Professional Certification and
Vocational Authorization -- Home Economics K-12
Business Education 7-12**

Grade Point Average: 3.62 on a 4.00 scale

TEACHING EXPERIENCE

Mecosta-Osceola Intermediate School District, Big Rapids, Michigan (August, 1997 to June, 2002)

COMPUTER NETWORKING INSTRUCTOR Mecosta-Osceola Career Center, August 2001 to Present: Instruction includes basic networking with Net+ and the network operating system Novell 5.0/5.1. Students in grades 11 and 12 attend the Center from five local school districts. Additional responsibilities include arranging work experience, co-op placement for students, and articulation agreements with local Colleges and Universities.

COMPUTER INFORMATION SERVICES INSTRUCTOR Mecosta-Osceola Career Center, August 1997 to June 2001: Instructor in all Microsoft Office 2000 applications; Windows 98; Novell 5.0 and other software applications. Responsible for instruction in office procedural skills including filing; proofreading; transcribing; telephone skills. Work with local businesses in placing students for work exploration and co-op work experience. Work closely with local Universities and Community Colleges in articulating classroom credit.

STAFF/COMMUNITY INSTRUCTOR: Responsible for ISD staff development in computer literacy and computer training for community professionals. Lead teacher in computer literacy classes including Internet, Windows 98 and Microsoft Office application software.

Chippewa Hills Community Education, Remus, Michigan (August, 1998 to May, 1999)
INSTRUCTOR – COMPUTER LITERACY: Introduced adults to the computer through community enrichment program. Taught WINDOWS 95 and an introduction to word processing.

Mecosta-Osceola Career Center, Big Rapids, Michigan (June, 1996, 1997, 1998, 1999, 2000) **TEACHER:** Computer Information Services, summer enrichment program for Middle School students

Fulton Public Schools, Middleton, Michigan (November, 1995 to June, 1997)
LIFE MANAGEMENT/HEALTH TEACHER: Grades 9 through 12 classroom teacher in Health, Survival, Personal Living, Child Development and Yearbook.

Chippewa Hills High School, Remus, Michigan (August, 1993 to December, 1993)
SUBSTITUTE TEACHER: Home Economics

Chippewa Hills Junior High School, Remus, Michigan (November, 1992 to March, 1993)
SUBSTITUTE TEACHER: Special Education

Mecosta-Osceola Career Center, Big Rapids, Michigan (August, 1992 to October, 1992)
SUBSTITUTE TEACHER: Office Occupations

Chippewa Hills High School, Remus, Michigan (May - June, 1992)
SUBSTITUTE TEACHER: English, Physical Education, Algebra, Computers, and U.S. History

WORK EXPERIENCE

Michigan Works, Big Rapids, Michigan (October, 1994 to November, 1995)
YOUTH COORDINATOR: Responsible for the operation of the JTPA Youth Program in Mecosta and Osceola counties. Worked with "at risk" youth ages 14 to 21 by placing them in public and private worksites for work experience and permanent job placement.

Circle of Health Partnership, Mt. Pleasant, Michigan (January, 1994 to October, 1994)
WORKPLACE PREVENTION PLANNER: Worked with Isabella and Midland County businesses in the prevention of substance abuse at the worksite. Responsible for \$50,000 budget; identifying the needs of businesses in this bi-county, grant funded initiative; developing a program to reach businesses; organizing focus groups and resource teams, conducting trainings at the worksite.

HONORS AND ACTIVITIES

Advisory Council, Michigan Skills USA (VICA) (2001 to June 2002)
Member, Barryton Lions Club (1993 to present)
President Barryton Lions Club (1996 to 1998)
Student Representative, Teacher Preparation Council, Central Michigan University (1990 to 1991)

REFERENCES

Lawrence D. Lloyd, Superintendent
Clinton County RESA
4179 S. US 27
St. Johns, MI 48879
(517) 224-6831

Chuck Mungall, Principal
Fulton High School
8060 Ely Highway
Middleton, MI 48856
(989) 236-7232

Dave Cox, Principal
Mecosta-Osceola Career Center
15830 190th Avenue
Big Rapids, MI 49307
(231) 796-5805

Laura Thebo, Employment Specialist
Mecosta-Osceola Career Center
15830 190th Avenue
Big Rapids, MI 49307
(231) 769-5805 (W)
(231) 823-9003 (H)

Arlyce Fuller
821 Grant Street
Big Rapids, MI 49307
(231) 796-9254

Sherry Anderson, Principal
Chippewa Hills High School
3226 Arthur Road
Remus, MI 49340
(989) 967-3614 (W)
(231) 972-7679

Debbie Smith
Admissions Advisor
Baker College of Muskegon
1903 Marquette Avenue
Muskegon, MI 49442-3404
(231) 777-5200

Mike Hetzman, Unit Supervisor
Community Mental Health
500 S. 3rd Avenue, Suite 300
Big Rapids, MI 49307
(231) 796-3553