



**T • E • A • C • H**  
Technology Experiential Awareness Collaborative Holistic

**SCHOOL OF EDUCATION**

COLLEGE OF EDUCATION & HUMAN SERVICES - FERRIS STATE UNIVERSITY

**INTERNATIONAL EDUCATION  
SCIENCE DEGREE**

**STUDY**

**FOR**

**PROGRAM REVIEW**

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

2002-2003

---

---

# MEMORANDUM

---

**DATE:** November 19, 2003

**TO:** Academic Senate

**FROM:** Academic Program Review Council

**RE:** Recommendations for:  
**Bachelor of Science Degree in Teacher Education –  
Secondary/Vocational Education**

**CC:** Karen Norman, Leonard Johnson, Michelle Johnston, Laurie Chesley, Thomas Oldfield,

## **RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:**

**We recommend that this program be continued**

### **DESCRIPTION OF PROGRAM:**

#### **CATALOG DESCRIPTION:**

Our Secondary Education Program prepares academic or career and technical education students for secondary certification allowing the candidate to teach in their major and minor fields for grades 7-12. The coursework includes general education, an academic or career and technical major and minor, and the professional sequence.

- The general education course segment requires that all secondary education majors complete a minimum of 43 credit hours in six areas of general education.
- The academic or career and technical major and minor course segments provide the education student with the academic knowledge and competence or vocational skill to teach in the approved study areas.
- In the final course segment, the professional sequence, education students take courses that focus on methods of instructional planning and delivery.

An academic teaching major combined with a teaching minor enables you to obtain Secondary Provisional Certification. This certification will allow you to teach your major and/or minor in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

Teaching Minors: A teaching minor is required with your teaching major for secondary provisional certification. YOU MAY NOT major and minor in the same subject area.

#### ACADEMIC TEACHING MAJORS

BIOLOGY EDUCATION (Minor required)

CHEMISTRY EDUCATION (Minor required)

ENGLISH EDUCATION (Minor required)

MATHEMATICS EDUCATION (Minor required)

SOCIAL STUDIES EDUCATION (Minor required)

There are two certification options for teaching students in your vocational/occupational major in the State of Michigan at the middle/high school (secondary level):

1. Obtain a Temporary Vocational Authorization (TVA) - this option enables you to teach your vocational/occupational major in a reimbursed vocational program in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

2. Obtain both the Temporary Vocational Authorization and the Secondary Provisional Certification - this option enables you to teach both your vocational/occupational major and a teaching minor (vocational or academic) in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

Teaching Minors: A teaching minor is required with your teaching major for secondary provisional certification. YOU MAY NOT major and minor in the same subject area.

#### VOCATIONAL TEACHING MAJORS

\* Majors with an asterisk are offered through other colleges within Ferris State University. All other majors must be obtained through an accredited program at another university.

Clicking on the program link will direct you to the university's online catalog where you can obtain information on the program and course requirements.

#### ALLIED HEALTH EDUCATION MAJORS

Dental Assisting, \* Dental Hygiene, Dental Technology, \* Medical Laboratory Technology, \*Medical Records Technology, \* Nursing, \*, \* Radiologic Technology, \* Respiratory Therapy

#### BUSINESS EDUCATION MAJORS

\*General Business, \*Marketing/DE

#### TECHNICAL EDUCATION MAJORS

\*Automotive Body Repair, \*Automotive Mechanics, \*Automobile Technician, Aircraft Mechanics, Air Transportation, Building and Home Maintenance and Services, \*Collision Repair Technicians, Commercial Painting/Interior Treatment Services, \* Construction Trades, \*Construction/ Building Maintenance, Cosmetology, Diesel Engine Mechanics, Drafting, Drafting & Design Technology, Drafting/Theater Arts & Stagecraft, Electric and Power Transmission Installer, \*Electrical and Electronics Repair, Electro-Mechanical Technology, \*Graphic and Printing Communications, \*Heating, Air Conditioning, and Refrigeration,

\*Heavy Equipment Management, Hydraulics & Pneumatics, Industrial Electronics Tech, Industrial Equipment Maintenance and Repair, Industrial Production Technologies/Technicians, \*Law Enforcement, \*Machine Tool Operation/Machine Shop, \*Manufacturing Technology, Marine Mechanics, Mechanics Cluster, Medium/Heavy Truck Technicians, \*Plastics Technology, \*Printing, Public Safety/Protective Services, \* Radio and Television, Sheet Metal, Small Engine Repair, Transportation Services and Technology, \* Visual Imaging Technology, Watch Repair, Welding, Brazing, & Soldering, Woodworking & Furniture Making.

#### WAGE EARNING HOME ECONOMICS MAJORS

Life Management Education, Child and Adult Care Services, Clothing and Textiles Production and Services, \*Hospitality and Food Services

#### **BACKGROUND INFORMATION OBTAINED FROM REVIEW:**

The Secondary/Vocational Education BS program is housed in the School of Education, a school within the College of Education and Human Services. There are four programs housed in the School of Education.

The undergraduate secondary education programs provide classes for 54 percent of the students in the College of Education and Human Services and 10 percent of all students at Ferris State University. Approximately 600 students are seeking secondary certification. On campus enrollment has remained at approximately 400 between the years 1999-2000 and 2002-2003. Off campus enrollment has risen from 124 to 186 during the same time period. Students receiving degrees in Secondary/vocational education ranged between 49 in 1998/1999 and 64 in 2002/2003.

The addition and growth of elementary education, the addition and growth of the Master's of Education, and the growth in off-campus numbers has had a dramatic effect on all full time faculty who teach in the secondary/vocational programs. All faculty who teach in the secondary/vocational programs have had to assume responsibilities that extend beyond the secondary/vocational programs—advisees in elementary education, graduate programs on and off campus, as well as teaching in Flint, Grand Rapids and Traverse City in both the graduate and undergraduate programs. According to the panel, because of the way that the programs in the School of Education have grown, there is a need for faculty with the background, expertise and training who can teach across all of the programs in this School.

Upon successful completion of the Secondary/Vocational Education BS degree, graduates are recommended to the State of Michigan Department of Education to be certified to teach grades 7-12 in the following majors: Allied Health, Biology, Business, Chemistry, English, Mathematics, Technical, Training in business & Industry, and Wage Earning Home Economics.

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).

In response to the No Child Left Behind Legislation, the School of Education has dropped general science and social studies, and is instituting history, political science, economics, etc. in their stead. It is a massive legislation with no economic support behind it that has affected many of our alumni, as well as our current students. Many vocational education instructors are no longer considered highly qualified and their jobs are at risk. As a consequence there is a high demand for the certification that Ferris State University can provide.

The Standards for Michigan Teachers Survey was sent out to alumni. A total of 156 of these surveys were sent out and there were 78 (50%) responses.

The composite scores and 14 individual comments were included in the report. The same survey was used with teacher candidates. A total of 118 surveys were distributed and there were 85 (72%) responses. The composite scores and 3 individual comments were included in this report.

### **COST INFORMATION:**

According to the 2000-2001 report from institutional research:

#### **Total cost per SCH**

<b>Biology Education BS</b>	<b>\$156.65</b>
<b>Chemistry Education BS</b>	<b>\$147.45</b>
<b>English Education BS</b>	<b>\$139.11</b>
<b>Mathematics Education BS</b>	<b>\$155.98</b>
<b>Technical Education BS</b>	<b>\$179.33</b>
<b>Training in Business and Industry BS</b>	<b>\$154.72</b>
<b>Wage Earning Home Economics Education BS</b>	<b>\$181.71</b>

**Total program cost**

<b>Biology Education BS</b>	<b>\$19,111.42</b>
<b>Chemistry Education BS</b>	<b>\$22,412.59</b>
<b>English Education BS</b>	<b>\$20,031.42</b>
<b>Mathematics Education BS</b>	<b>\$22,461.27</b>
<b>Technical Education BS</b>	<b>\$17,753.25</b>
<b>Training in Business and Industry BS</b>	<b>\$15,317.21</b>
<b>Wage Earning Home Economics Education BS</b>	<b>\$17,989.40</b>

**ASSESSMENT OF THE PROGRAM:**

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

- The graduates are educated and trained in the skills and techniques needed to function productively in their beginning work experiences as well as grow into their future positions. They are ready to address the many-faceted challenges facing teachers in Michigan. This program is directly related to the mission of Ferris State University.
- FSU offers more majors and minors in the area of career and technical vocational education than any other institution in the State and places a strong emphasis on Math and Science education because of its link to the vocational-technical programming.
  - In the past several years, various universities across the State of Michigan have stopped offering vocational certification services and are referring all inquiries to the FSU School of Education.
- Jobs are available for graduates of this program.
  - According to the National Center for Education Statistics' projections for 2007, there will be an 18 percent increase in the number of children entering grades 9-12 public schools in the United States.
  - The Michigan Employment security Agency indicates that the career outlook to 2005 for secondary teachers will be of average growth with approximately 1,940 openings a year in Michigan.
  - The growth rate in jobs for vocational teachers in Michigan is predicted to be faster than average.
  - Some states have few teacher education training programs and come to the State of Michigan to hire Ferris graduates.
- The approximate predicted salary in Michigan for secondary teachers is \$19,224-\$72,540; and for vocational teachers, \$26,054-\$48,170.

**APRC Recommendations concerning:**

**Bachelor of Science Degree in Teacher Education – Secondary/Vocational Education**

11/19/03

- Survey data from the Student Satisfaction Survey, the Standards for Michigan Teachers Survey, and the Student Assessment of Instruction forms suggests that most of the education courses are stimulating, most of their professors are good teachers, the courses that the students took were helpful to them professionally, and the learning environment in most courses was relaxed and supportive.
- Nine of the full time faculty of the School of Education teach courses in the secondary/vocational programs. All of them teach courses for other programs in the School of Education.
  - Each of these nine faculty teaching in this program holds a terminal degrees - EdD or PhD - either in education or a closely-related content area.
  - All of the full time faculty who teach in the secondary/vocational programs have had grades 7-12 teaching experience.
- During the last 5 years:
  - 3 of the full time faculty received a merit award or promotion.
  - 0 of the full time faculty received a sabbatical leave.
  - 8 of the full time faculty have attended a national/regional professional meeting
  - 7 have published an article in a professional journal or have given a presentation/poster session at a national/regional professional meeting.

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

- The No Child Left Behind Legislation has significantly changed the ground rules for teacher preparation and certification.
  - This has significantly increased the number of individuals that require additional instruction and updating of their certification.
  - It is anticipated that this legislation will result in a significant increase in enrollment in this program.
- There is a problem of predicting future enrollment due to continual changes in requirements for teachers at State level.
- This fall there are 7 full-time faculty listed teaching from three to eight credits in the secondary/vocational program and 11 adjuncts teaching from one to nine credits. All full time faculty in this program are teaching overloads.
- Approximately 18 credits (6 classes) of coursework are cancelled or excluded from the schedule every semester because no instructor is available.
- For the fall semester, the enrollment in a significant number of classes that are taught as a part of this curriculum is below 20 students and in some cases, below 10 students.
- According to the reporting system used by the State, the pass rates on the Michigan Test for Teacher Certification in several of the subject areas (Biology, Chemistry, Computer Science, Social Studies) lags behind the state averages.

**APRC Recommendations concerning:**

**Bachelor of Science Degree in Teacher Education – Secondary/Vocational Education**

11/19/03

- The panel reports that each full time faculty has approximately 100-175 advisees, depending on the program. Particularly in view of the No Child Left Behind Legislation, students in this program need close advising.
- The Administrative Program Review appeared to discuss the School of Education, and not limited to the Secondary/Vocational Education Bachelor of Science Degree. 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 and the Secondary/Vocational Education program.
  - Growth in other School of Education programs affects the faculty who teach in the Secondary/Vocational Education program because they are not assigned specifically to this program but also teach courses in these other programs.
  - Classes are cancelled or excluded from the schedule every semester due to a lack of faculty. Serves Non-traditional students
  - 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 University and School of Education need to develop better methods of tracking students and predicting enrollment in the courses in this program.
- The School of Education should reevaluate its relationship with UCEL and its criteria for offering low enrollment classes including off campus offerings, particularly in view of shortage of full time faculty.
- The program faculty should review the results on the Michigan Test for Teacher Certification in the subject areas with the faculty from the subject area departments involved to determine if any steps or curricular changes need to be taken to address this issue.
- The School of Education needs to address the advising problems that result from 100-175 students being assigned to each faculty.

## Questions for Teacher Education – Secondary/Vocational Panel

The bulleted items found under item 5 pages 15-16 of the document **Academic Program Review: A Guide for Participants** are the primary basis of the evaluation of the Teacher Education – Secondary/Vocational Program. The following questions are directly related to these criteria.

The bullet number to which the question refers is cited prior to the question.

- 5 Please list the primary skills, abilities, and knowledge base that you expect that a graduate of your program would possess.**

*The information requested is located in a table titled “Michigan Specific Standards/Rules/Guidelines” on the following web page. It lists the skills, abilities, and knowledge requirements for teacher education programs from the Michigan State Department of Education.*

[http://www.ferris.edu/education/education/prpe/specstdsmatrix\\_21921\\_7.doc](http://www.ferris.edu/education/education/prpe/specstdsmatrix_21921_7.doc)

- 5 For each skill, ability or knowledge base listed in the previous question, identify the major component(s) of your curriculum that are designed to develop that characteristic in your graduate.**

*The web page table listed in the first question above also contains a column titled “Institution’s Response” which identifies where the FSU School of Education addresses the requirements.*

- 12 How many full time tenured and tenure track education faculty currently teach courses required in this program? How many hold PhD degrees? MS or MA degrees? Other (please specify)?**

*This information is found on pages 55-56 of the report.*

*- 9 full-time, tenured or tenure-track faculty*

*- 9 PHD or EDD*

*- This does not count Dr. Katherine Manley or Dr. Liza Ing, who also teach one course each in the secondary teacher education program, but only as a portion of their load.*

- 12 With regard to the professional activities and accomplishments of the full time tenured or tenure track faculty who identified above:
- How many have received a promotion or merit award in the last 5 years?
  - How many have had a publication in a professional journal and/or presented a paper/poster at a professional meeting in the last 5 years?
  - How many have attended a regional or national professional meeting in the last 5 years?
  - How many have received a sabbatical leave during the last five years.

*Tenured or Tenure-track Faculty Vitae are found in Appendix M.*

*- Promotion or Merit: 3*

*-Please see individual vitae for: Anderson, Carey, Hines, Johnson, Kavanaugh, Lashaway-Bokina, Norman, Thomas, Van Sant—Manley, Ing*

*-Please see individual vitae for faculty listed above.*

*-No sabbatical leaves*

**The following questions or requests for information are the result of our discussion concerning specific statements or material within the Teacher Education – Secondary/Vocational Program Review Panel document. The page number containing the material upon which the question is based is cited prior to the question.**

- 6 Please explain what is meant by vocational education and identify which  
16 majors it entails. What is the relationship between vocational education faculty/program and CTE faculty/program? Are students in these majors required to obtain teacher certification equivalent to that of students in the more traditional secondary education programs. What are the criteria to meet certification?

*Vocational education (often called career technical education now) as defined by the State Department of Education is “education of students in a vocational, occupational, wage earning program designed to prepare students for employment.”*

*The vocational teaching majors FSU accepts are listed on the following web page: <http://www.ferris.edu/education/education/vocmaj.htm>*

*The vocational teaching majors are “choices” just as academic teaching majors (e.g. English, Math) are “choices” for our students to complete and later teach in a middle school, high school, or career technical center.*

*The CTE faculty referred to on page 16 of the report addresses a request in the UAP for a tenure-track faculty line to teach in the Master’s of Science of Career Technical Education program of the School of*

*Education.*

*At this time the policy of the FSU School of Education is to require the same for vocational and academic majors to qualify for temporary vocational and provisional secondary certification or for academic majors the provisional secondary certification.*

*The criteria for meeting certification is on the State document in Appendix C.*

*The Michigan Department of Education is currently in the process of examining all vocational education (CTE) requirements for certification. The current process for teacher certification in the vocational fields is the same as in the traditional certification fields (e.g., English; math), with some beginning alternatives (e.g., annual authorization) that students can use temporarily to teach in the ISD Skill Centers (but they must eventually obtain the provisional certification). The CTE faculty, as well as the Secondary Certification faculty combine, in this instance, to teach secondary teacher certification to all certification students (e.g., vocational and traditional).*

- 13 The Administrative Program Review indicates that there were 11 tenure track FTEF and almost 13 supplemental FTEF in the fall of 2002. What impact does this high percentage of supplemental faculty have on the quality of the courses offered? What are the responsibilities of the supplemental teaching faculty and what courses are they teaching? What procedures are followed to monitor the quality of instruction by supplemental faculty?**

*The Overload/Supplemental FTEF identified on page 13 includes full-time faculty teaching overloads in secondary, elementary and graduate programs in the FSU School of Education as well as any adjuncts hired during the fall semesters.*

*Impact of the quality of the courses. None; student evaluation results are similar. It creates a situation where oversight becomes a greater challenge. Basic course content is mandated by State requirements.*

*Supplemental faculty are hired to teach courses.*

*See pages 55-56 in the report for designated “Adjunct Faculty” and the courses they teach.*

*SAI’s are required; Director of the School of Education classroom observation.*

*Because of careful screening processes and continual follow-up to the Supplemental Faculties SAIs (and some observations), the impact of the quality of courses taught by supplemental faculty have resulted in highly similar evaluations as compared to the fulltime SOE faculty. It is only fair to say, however, that more fulltime faculty are needed, as the overall enrollment in the SOE for the 2003-2004 academic year is just a tad below 1400 students. The FSU administration has provided improvement in the number of faculty positions, but not in keeping with the rate of growth. More faculty are needed, and immediately so, as the enrollment growth has exceeded the faculty growth rate. It is also only fair to note that while the evaluations of our supplemental faculty are of high quality, supplemental faculty, by virtue of their definition, cannot produce curriculum, new programs, or assist in student advising, program oversight, and program stability.*

*Currently, our biggest challenge in terms of supplemental faculty is in our off-campus centers, as the faculty contract allows for a 100 percent adjunct rate off-campus. This provides a huge challenge for us in terms of quality, as well as oversight. We attempt to offset this dilemma by scheduling our fulltime SOE faculty to teach some courses at the off-site centers. Off-campus quality will also be seriously impaired if the SOE/FSU must adhere to the possible FSU mandate from the interim VP that will require that all fulltime faculty are to teach on-campus, while only adjuncts teach off-campus.*

*It is worth noting that the SOE faculty have recently take on the task to re-investigate our adjunct screening processes so as to ensure quality.*

**13 How many education courses offered off campus and average number of students in classes**

*For this Fall '03 semester, the off-campus sites are providing the following number of courses:*

*Grand Rapids: 14 (including two cross-listed (400/500 level) courses; 6 undergraduate; 8 graduate).*

*Flint/Mott: 11 (3 undergraduate; 8 graduate)*

*Traverse (including Petosky; Ludington; Gaylord): 12 (3 undergraduate; 9 graduate).*

*Of these, 8 courses are taught by the SOE fulltime faculty.*

*Average number of students: 16*



- 13 The Administrative Program Review indicates a Capacity of 1600 students. How was that figure determined? Do you anticipate that level of growth? What resources and how many faculty members would you need to service that number of students?**

*The SOE currently is just shy of 1400 students. When 1600 was estimated as the maximum number of students we could accommodate, it was suggested as an approximation taking into account available resources in addition to the projected growth both in student and faculty numbers. That number was determined assuming that the SOE would have, at minimum, 16 fulltime, tenure-track faculty. In actuality, we have reached maximum, with high stress levels, in both the faculty and staff support services, at 1400 students. Excluding off-campus incentives, our overall budget has remained the same since our numbers were in the 600s. (Note: Were it not for the off-campus incentive funding, the SOE would not be able to provide the cost of travel to meet its supervision needs/ requirements – in short, it would be in fiscal crisis).*

*At least two fulltime support staff are needed at the current capacity (1 Clerk II; 1 fulltime – ½ Cert. Officer- ½ Field Placement Officer), while 1 faculty replacement (CTE), 1 Educational Technology, and 1 Special Needs faculty are still needed, at minimum, to maintain our current programming needs. This would help to alleviate the number of adjuncts currently relied upon.*

*We anticipate that the current growth rate will slow in its rate, yet continue to provide a steady overall growth pattern, based on current rates throughout the state, in similar programs.*

- 14 Why was there no information given on the starting salary of graduates in the Administrative Program Review?**

*The current starting salary for teachers varies with the locale (e.g., rural; suburban; urban). On the average, however, certified teachers begin anywhere from \$28,000 to \$36,000, depending on that locale (e.g., UP – lower; Detroit – higher). This excludes Charter School information, which is generally lower in the pay scale.*

**16 Please describe the CTE advisory council.**

*The CTE Advisory Council is a group (similar to the TEAC group) put together to advise specifically about the Master's of Science in Career Technical Education graduate program offered in the FSU School of Education.*

**17 Please clarify what is meant by a minimum of 500 internships. What is the relationship between an internship and student teaching?**

*The 500 internships included all of the programs offered in the School of Education. In the original statement, however, internships was used in its generic form (a typical occurrence across the state), meaning 500 internships/field-based placements (e.g., pre-service teacher placements).*

*Student teaching is exclusively consigned to those seeking vocational, provisional secondary or elementary teacher certification.*

**19 You indicate that Ferris State University is proud to maintain high standards for teacher preparation yet the admission requirements are the University minimum? What is your attrition rate? Would this be reduced by higher admission standards?**

*The School of Education currently follows the open enrollment philosophy of FSU; every student admitted to the education programs is held to the same standards upon completion. Upon review of the checksheets in Appendix G, you will see a 2.75 GPA is required in the professional education course sequence and a 2.5 GPA cumulative is required before starting student teaching. The GPA requirement for teaching majors and minors is determined and recommended to the School of Education by the individual FSU departments. (e.g. Math 2.75 GPA, Business 2.5) In response to the No Child Left Behind legislation, the School of Education is reviewing policies for admittance to education programs.*

*The implementation of higher entry/exit standards has been too recent to enable us to judge effect on the attrition rate. We can only speculate as to the resulting effect of higher admissions standards. We have observed that students taking certification programs can take anywhere from 4 years to 8 years to complete.*

**Questions for Teacher Education – Secondary/Vocational Panel**

*The SOE faculty is currently revising entry-level requirements within the teacher certification offerings. The MDE has required of all teacher certification programs that all students pass the Basic Skills Test prior to admission into the formal teacher certification program. This revision is currently at the SOECC for consideration, and has already passed through the EDUCC committee (undergraduate). Our admission requirements will be increased by level (e.g., Level I – 2.25; Level II – 2.5; Level III – 2.75). The state has given its nod of informal approval, indicating that we will meet state requirements through this change.*

- 20 Please describe the basic skills test required for certification. Is there a difference in the basic skills test for individuals in secondary vs. vocational education? Is there a difference in the pass rate on this exam between vocational and traditional majors? At what point in the program is this exam taken? Is passing of this test a requirement for admission into a secondary/vocational major? When do students take the pedagogy test in their subject area?**

*The answers to the above questions are found on pages 23, 24, 24a of the report beginning with line 14.*

*The Basic Skills tests are exactly as it is named: Basic Skills (e.g., computational abilities; writing abilities; reading abilities). There is no distinction between teacher certification in regard to the vocational or the traditional tracts, and all must pass this Basic Skills Tests in order to meet certification requirements and to gain provisional certification.*

*The Basic Skills Test is given four times per year (our students generally take the exam in Mt. Pleasant), costs \$50, and can be repeated, as necessary (to date – although there may be a limit imposed as to the number of attempts). The students must score a minimum of 220 in each area.*

*The MTTC test is a test of subject-matter competency, and is taken at the end of the student's program, while the BST is taken at the beginning. CTE/Voc-tech students must also take the MTTC, as they are also required to take an academic minor in conjunction with their Voc-Tech major, but the tests remain the same, and basically test academic and/or basic skill knowledge.*

**20 State requires how many education vs. discipline credits**

*According to State Rule 390.1127, “a major of not less than 30 semester hours and a minor of 20 semester hours” required in a discipline; Rule 390.1123 states “20 semester hours in theoretical and practical knowledge.”*

**13 The number of seniors listed in the Administrative Program Review appears to significantly exceed the number of degrees listed on in the table on page 21. Please comment on this. Isn't an Administrative Program Review supposed to review a program?**

*The number of seniors on page 13 is for all School of Education programs; on page 21, the number is only secondary, undergraduate for which this report is written.*

*The School of Education is a multi-faceted unit, offering degrees and programs in many areas. The Administrative Program Review considers all the areas jointly.*

**21 Please discuss the implications of the No child left behind legislation for the secondary/vocational education BS program. Please tell us as it relates to Secondary-Vocational Education.**

*The FSU School of Education faculty and staff must be sure our graduates meet the “highly qualified” requirements of the NCLB legislation. See pages 21-22 beginning with line 17 on page 21 and ending with line 5 on page 22.*

*NCLB 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.*

**Questions for Teacher Education – Secondary/Vocational Panel**

*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). This has effected FSU’s offerings in that we have dropped general science and social studies, and are instituting history, political science, economics, etc. in their stead.*

*It is a massive legislation with no economic support behind it that has affected many of our alumni, as well as our current students. The SOE has attended MANY Michigan Department of Education meetings on this subject so as to offer the most insightful and timely solutions possible for our students/alums.*

- 21**     **Please describe the Wage Earning Home Economics Degree. What kind of**  
**43**     **subject area courses are taken for this degree? I still don’t know what**  
           **students courses students would take to earn a degree in this area.**

*Refer to the Professional Sequence checksheet in Appendix G two paragraphs at the top of the page for this requirement.*

*The vocational teaching majors FSU accepts are listed on the following web page: <http://www.ferris.edu/education/education/vocmaj.htm>*

- 24a**     **In some subject areas the pass rates on the MTTC exam is in the range of**  
           **50%.**

- **How do you account for these relatively low pass rates?**

*There are many reasons: students may have taken the subject test before completing their major/minor coursework; they may have accomplished the low end of the GPA requirement for the major/minor coursework; the State test does not align well with our major/minor courses; students may transfer in courses from other colleges that may not serve them well; their major/minor coursework may be some years old by the time they take the tests; the test may have gone through a revision or the major/minor revised. The team can discuss this further at the meeting.*

- **Has this information been shared with the faculty in the subject major? Yes.**

**Questions for Teacher Education – Secondary/Vocational Panel**

- **Is there a difference achievement between on-campus and off campus students?**

*No, there is no difference. The SOE has recently completed a comprehensive data analysis of this. Is it legal for this to be available on the web site?*

<http://www.ferris.edu/education/education/MTTC.xls>

- **Who teaches the subject area courses offered off campus?**

*Students can acquire undergraduate major/minor coursework from community colleges or universities other than FSU. A few of our subject area courses are taught by FSU teachers off campus at various times; this is a decision by other FSU departments.*

- **What steps have been taken to address this problem?**

*Majors and minors are periodically reviewed and revised to better address current and changing State standards for subject areas expertise.*

- **Is there any correlation between the pass rates on the basic skills test and the pass rate on the discipline area exam?**

*Data analysis has not been done on this question. It seems like something that one would like to analyze.*

*The Basic Skills Test is a test of fundamental reading, writing, and computational skills, and has little relation to the subject content test. However, any correlation that is probable would be the student's GPA in their content area as compared to their subject area test scores. National Educational Services holds the data (a national testing service), however, it is unknown if they have run studies on this question.*

- **Will Ferris State University be held accountable by the Michigan Department of Education if the low level of pass rates continues?**

*The FSU School of Education is now engaged in an ongoing Program Review for the State of Michigan Department of Education the primary goal of which is accountability.*

*Yes, FSU will ultimately be held accountable to the pass rates on the MTTC (subject area tests). The federal government wants Michigan to rank its universities by pass rates, a would-be requirement that the State of Michigan is resisting. At present, all institutions have 100 percent pass rates, Please clarify. as the state does not issue certification until the MTTC is successfully completed. Our pass rates are currently in a viable position as compared to the other universities, but all the universities are not looking forward to this moment.*

- 28 Please give us your insight with respect to the student comment about lack of communication between Ferris and students with respect to basic time line information.**

*Not knowing this particular student's situation, it is difficult to comment. However, he/she could have been an off-campus student where advising has been problematic.*

- **Who does the advising of these students?**

*Full-time faculty advise all undergraduate students. Cheryl Thomas advises Traverse City and Flint and Amy Kavanaugh advises Grand Rapids, however, they have been full time for less than two years.*

- **What is the average number of advisees per faculty member?**

*Way too many – approximately 100-175, depending on the program. More fulltime, tenure-track faculty are needed, unless a new system of advising is considered – e.g., a SOE student advising center.*

- 32 Please comment on the student rating of the Foundation Courses.**

*The foundations courses are early in the program and the utility of the content is often not understood until after beginning teaching methods. The relevance of the methods courses is very clear to students.*

- 33** The section on Faculty Perceptions of the Program indicates that Surveys were sent to both tenure track and adjunct faculty. Of the 14 responses received, how many were tenure track faculty?

*Unknown, the team did not separate; responses were anonymous.*

- 52** Please describe the job market for secondary teachers in the State of Michigan.

*See page 37, lines 10-18. Is 1,940 a lot of openings? How many graduates are produced.*

- 52** The table on this page reports 100% placement of students answering the survey. Do you have information as to whether this employment is a full time teaching job or part time/substitute teaching position?

*The reported teaching positions were full-time, contract since salaries were between \$29,646-30,274. See page 53, line 6. Part time and substitute teachers do not make this money; they generally are hired at an hourly or daily rate of pay.*

- App. G** Please explain why the Check Sheet for Allied Health Education, Technical Education, and Wage Earning Economics Education do not have courses other than general education requirements included. Please show me the two paragraphs in question.

*Please refer back to the Appendix G item and read the first two paragraphs at the top of the checksheet. This question was asked on a previous page in this document.*

- App. G** Please describe the Pre-teaching Associate of Arts Degree. What is its purpose? What are the requirements to move from this program to a secondary teaching degree program?

*The pre-teaching associates degree (elementary or secondary) is not a 2+2 associates. Its purpose is to provide a pre-teaching opportunity for those incoming students who are undeclared or undecided as to whether they want to teach and if yes, whether at the elementary level or secondary level. It allows them to take general education coursework and some education coursework that would help them make a decision about a teaching career and the appropriate program.*



## **CRITERIA SUMMARY FOR: BS DEGREE IN SECONDARY/VOCATIONAL EDUCATION**

### **CATALOG DESCRIPTION:**

Our Secondary Education Program prepares academic or career and technical education students for secondary certification allowing the candidate to teach in their major or minor fields for grades 7-12. The coursework includes general education, an academic or career and technical major and minor, and the professional sequence.

- The general education course segment requires that all secondary education majors complete a minimum of 43 credit hours in six areas of general education.
- The academic or career and technical major and minor course segments provide the education student with the academic knowledge and competence or vocational skill to teach in the approved study areas.
- In the final course segment, the professional sequence, education students take courses that focus on methods of instructional planning and delivery.

An academic teaching major combined with a teaching minor enables you to obtain Secondary Provisional Certification. This certification will allow you to teach your major and/or minor in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

**Teaching Minors:** A teaching minor is required with your teaching major for secondary provisional certification. **YOU MAY NOT** major and minor in the same subject area.

#### **Academic Teaching Majors:**

Biology Education (Minor required)  
Chemistry Education (Minor required)  
English Education (Minor required)  
Mathematics Education (Minor required)  
Social Studies Education (Minor required)

There are two certification options for teaching students in your vocational/occupational major in the State of Michigan at the middle/high school (secondary level):

1. Obtain a Temporary Vocational Authorization (TVA) – this option enables you to teach your vocational/occupational major in a reimbursed vocational program in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.
2. Obtain both the Temporary Vocational Authorization and the Secondary Provisional Certification – this option enables you teach both your vocational/occupational major and a teaching minor (vocational or academic) in the State of Michigan at the secondary level (grades 7-12) in a regular high school or middle school setting or a career technical center.

Teaching Minors: A teaching minor is required with your teaching major for secondary provisional certification. YOU MAY NOT major and minor in the same subject area.

### Vocational Teaching Majors

\*Majors with an asterisk are offered through other colleges within Ferris State University. All other majors must be obtained through an accredited program at another university.

### Allied Health Education Majors

Dental Assisting, \*Dental Hygiene, Dental Technology, Health Optics, Medical Assisting, \*Medical Laboratory Technology, \*Medical Records Technology, \*Nursing, \*Optometric Technology, \*Radiologic Technology, \*Respiratory Therapy

### Business Education Majors

\*General Business, \*Marketing/DE

### Technical Education Majors

\*Automotive Body Repair, \*Automotive Mechanics, \*Automobile Technician, Aircraft Mechanics, Air Transportation, Building and Home Maintenance and Services, \*Collision Repair Technicians, Commercial Painting/Interior Treatment Services, \*Construction Trades, \*Construction/Building Maintenance, Cosmetology, Diesel Engine Mechanics, Drafting, Drafting & Design Technology, Drafting/Theater Arts & Stagecraft, Electric and Power Transmission Installer, \*Electrical and Electronics Repair, Electro-Mechanical Technology, \*Graphic and Printing Communications, \*Heating, Air conditioning, and Refrigeration, \*Heavy Equipment Management, Hydraulics & Pneumatics, Industrial Electronics Tech, Industrial Equipment Maintenance and Repair, Industrial Production Technologies/Technicians, \*Law Enforcement, \*Machine Tool Operation/Machine Shop, \*Manufacturing Technology, Marine Mechanics, Mechanics Cluster, Medium/Heavy Truck Technicians, \*Plastics Technology, \*Printing, Public Safety/Protective Services, \*Radio and Television, Sheet Metal, Small Engine Repair, Transportation Services and Technology, \*Visual Imaging Technology, Watch Repair, Welding, Brazing, & Soldering, Woodworking & Furniture Making

### Wage Earning Home Economics Majors

Life Management Education, Child and Adult Care Services, Clothing and Textiles Production and Services, \*Hospitality and Food Services

### Background Information:

The Secondary/Vocational Education Bachelor of Science Degree program is housed in the School of Education, a school with the College of Education and Human Services. There are four programs housed in the School of Education: Elementary Education, Secondary Education, Masters of Education, Masters of Science in Career and Technical Education. Upon successful completion of the Secondary/Vocational Education Bachelor of Science Degree program, graduates are recommended to the State of Michigan Department of Education to be certified to

teach grades 7-12 in the following majors: Allied Health, Biology, Business, Chemistry, English, Mathematics, Technical, Wage Earning Home Economics.

The curriculum of the Secondary/Vocational Education Bachelor of Science Degree program is determined by the criteria established by the Michigan Department of Education. Every secondary education student must successfully complete four checksheets: General Education, Professional Education Sequence, a teaching Major and a teaching Minor. Vocational/Technical majors may choose to hold only a major if they desire the Temporary Vocational Certificate. 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 (NCLB) 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).

In response to the NCLB legislation, the School of Education has dropped general science and social studies, and is instituting history, political science, economics, etc. in their stead. It is a massive legislation with no economic support behind it that has affected many of our alumni, as well as our current students. As well, many vocational education instructors may not be considered highly qualified and their jobs may be at risk. As a consequence, there is high demand for the certification that Ferris State University can provide.

### **CENTRALITY TO FSU'S MISSION:**

Ferris State University is a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education. The coursework, curricula, and field experiences in the Secondary/Vocational Education Bachelor of Science Degree program is designed to reflect the most up to date research on best teaching and learning practices. The graduates are educated and trained in the skills and techniques needed to function productively in their beginning work experiences as well as grow into their future positions. They are ready to address the many-faceted challenges facing teachers in Michigan.

### **UNIQUENESS AND VISIBILITY OF PROGRAM:**

FSU offers more majors and minors in the area of career and technical vocational education than any other institution in the State and places a strong emphasis on Math and Science education because of its link to the vocational-technical programming. In the past several years various universities across the State of Michigan have stopped offering vocational certification services and are referring all inquiries to the FSU School of Education. This

recognition activity alone makes the Secondary Vocational programs offered at the School of Education unique to Michigan.

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

The undergraduate secondary education programs provide classes for 54 percent of the students in the College of Education and Human Services and 10 percent of all students at Ferris State University. (2002-2003 enrollment numbers) The School of Education at FSU is the largest supplier of vocational-technical teachers in Michigan. The United States needs approximately 200,000 teachers annually to fill positions. Some states have few teacher education training programs and come to the State of Michigan to hire our graduates. The School of Education plays a role in providing essential entry-level employees for schools throughout Michigan and across the Nation.

**DEMAND BY STUDENTS:**

On Campus	Fall '99	Fall '00	Fall '01	Fall '02	Fall '03
Freshmen	89	93	74	80	72
Sophomores	72	65	55	73	72
Juniors	76	82	62	66	71
Seniors	145	161	156	161	155
Special*	12	12	31	29	19

Off Campus	Fall '99	Fall '00	Fall '01	Fall '02	Fall '03
Freshmen	2	8	3	22	18
Sophomores	4	0	0	5	1
Juniors	20	23	26	28	33
Seniors	58	68	63	72	79
Special*	41	69	80	61	32

NOTE: These numbers were compiled from an REGR 5 report for each year in question generated by the Ferris State University Office of Institutional Research and Testing.

\*In a few of the Secondary/Vocational majors, some of the students are designated in the SIS as SPG (Special Graduate), SPU (Special Undergraduate) or GM (Graduate Masters). Most of these students show up under the major name "Certification." Because these students are not degree-seeking, yet are enrolled in the education courses necessary to qualify for certification, they are serviced by our secondary/vocational programs but will not be reflected in the graduate numbers.

Explanation of Discrepancy in Totals on Original Report Documents. The totals reported in the enrollment profile that appears in Appendix k represent the combination of both on and off campus enrollments as reported by the College of Education and Human Services. The enrollment numbers on page 43 have been taken from the Ferris Fact Book, 2002-03 and report enrollment numbers for on and off campus separately.

Because the subtotal for secondary education as reported in appendix k also includes "undeclared" students, the school of education total that combines both on and off campus numbers on page 43 is different. For example, if you subtract the number of "undeclared

students in 2000-01 (58) from the subtotal secondary (639), you'll come up with the same number (639-58=581) that is reported on page 43 as the secondary education total (581).

To further complicate matters, these two reports are generated from the SIS at different times of the year. For instance, the Ferris Fact Book Data is based on the official 7-day count. The report prepared by the College of Education and Human Services is generated from the SIS *after grades have been turned in*. Late adds, course withdrawals and other activity that effects course enrollment data may explain the slight differences in totals you might find after subtracting the "undeclared" students from the subtotal secondary totals in appendix k and comparing it to the school of education on and off campus total found in the table on page 43.

Then there is the occasional simple human data input error that can occur when generating these reports. For instance, the number of Pre-Teaching Secondary majors reported in 2002-03 in the Ferris Fact Book was correct at 34, however, in the College of Education Enrollment Profile in appendix k, the number was incorrectly entered into the report as 24. The discrepancy has since been corrected.

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

	1998-99	1999-00	2000-01	2001-02	2002-03
Number of Graduates (BS)	49	57	72	68	81

NOTE: These numbers were taken from the Ferris State University Fact Book as generated by the Ferris State University Office of Institutional Research and Testing.

### **LABOR MARKET ANALYSIS:**

According to the National Center for Education Statistics' projections for 2007, there will be an 18 percent increase in the number of children entering grades 9-12 public schools in the United States. (U.S. Department of Education, NCES 97-378) From the Michigan Employment Security Agency in Detroit, the career outlook to 2005 for secondary teachers is of average growth with approximately 1,940 openings a year in Michigan. Best opportunities will be in Math, Science and Special Education; vocational teachers, however are predicted to have a faster than average growth in Michigan. (U. S. Department of Labor, Michigan Employment Security Agency, OUTLOOK) Approximate predicted salary in Michigan for secondary teachers is \$19,224-\$72,540; and for vocational teachers, \$26,054-\$48,170. (OUTLOOK)

### **SERVICE TO NON-MAJORS:**

The secondary/vocational education programs do not service non-majors at FSU; no student but a student seeking a degree and certification in teaching takes education courses.

### **QUALITY OF INSTRUCTION:**

The following summary was constructed from the original data survey responses from secondary/vocational students/graduates.

Data gathered in the *Student Satisfaction Survey*, the *Standards for Michigan Teachers Survey*, and the *Student Assessment of Instruction* were analyzed for feedback about the quality

of instruction in the Secondary/Vocational Bachelor of Science degree. Due to the confidential nature of the data generated by the *Student Assessment of Instruction Instrument*, the Director of the School of Education conducted an analysis of that data and provided the general overview of her findings included below.

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

Analysis of the data provided in response to the *Standards for Michigan Teachers Survey* questions show that the 239 respondents representing 5 separate populations (alumni, teacher candidates, cooperating teachers/principals, specialty area faculty, and education faculty), generally agreed that the Teacher Education Program at Ferris State University helps students successfully meet the State of Michigan’s seven entry-level Standards for Michigan Teachers.

Forty-eight of the 239 respondents to the survey also submitted comments on different aspects of the program. Many of the comments made (23/48 or 48%) were in the area of quality of instruction. A significant number of the comments (19/23 or 83%) were highly positive in nature, two were neutral, two were somewhat critical.

Average scores for all faculty in the School of Education (including adjuncts) on items 1-23 on the *Student Assessment of Instruction* range between 4.1 and 4.4 on a 5-point scale (5 = strongly agree). Students are generally pleased about the usefulness of their certification courses and their direct relevance to the teaching field. A review of comments made revealed that they find their professors engaging, current in the field, hands-on, available outside of class, interested, and providing role-modeling as their preferred teaching mode. Students also agree that course content is interesting and well organized. Another general trend reflected by the comments is that faculty are providing more directly applicable material, incorporating hands-on activities, and employing a variety of alternative modes of delivery often requested by students (e.g., web-based, web-enhanced, mixed-delivery, etc.).

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

### **PASS RATES SUBJECT-AREA TESTS:**

FSU students fair better on the MTTC in some subject areas like English, Social Studies, and Business, than others, Biology, Computer Science, and Physics. There are many reasons: students may have taken the subject test before completing their major/minor coursework or taken them after student teaching; they may have accomplished the low end of the GPA

requirement for the major/minor coursework; the State test does not align well with our major/minor courses and/or the curricula may be under revision; students may transfer in courses from other colleges that may not serve them well; their major/minor coursework may be some years old by the time they take the tests; the test may have gone through a revision or the major/minor revised and the alignment is off or “catching up” with the process.

**LIBRARY INFORMATION RESOURCES:**

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

**COST: ACCORDING TO THE 2000-2001 REPORT FROM INSTITUTIONAL RESEARCH:**

**TOTAL COST PER SCH**

Biology Education BS	\$156.65
Chemistry Education BS	\$147.45
English Education BS	\$139.11
Mathematics Education BS	\$155.98
Technical Education BS	\$179.33
Training in Business and Industry BS	\$154.72
Wage Earning Home Economics Education BS	\$181.71

**TOTAL PROGRAM COST**

Biology Education BS	\$19,111.42
Chemistry Education BS	\$22,412.59
English Education BS	\$20,031.42
Mathematics Education BS	\$22,461.27
Technical Education BS	\$17,753.25
Training in Business and Industry BS	\$15,317.21
Wage Earning Home Economics Education BS	\$17,989.40

## **FACULTY:**

- There are 0 current full time faculty members who teach “exclusively” in the BS in Secondary/Vocational Education Program. All of the full-time faculty who teach education courses offered to the students in the Secondary/Vocational Education Program also teach students in the Elementary and/or Master’s programs (as in Anderson, Carey, Hines, Johnson, Kavanaugh, Lashaway-Bokina, Norman, Thomas and Van Sant).
- One example of why the above happens is that several education courses—EDUC206, 251, 303, 301—are taken by both secondary and elementary education students while other courses are required by only secondary/vocational education students—EDUC400, 339, 430, 439. Some of the faculty, Karen Norman for example, also teach at least once per year in one or both of the Master’s degree programs—for Karen that would be EDUC502, 504, 500.
- All of the full time faculty members who teach in the secondary/vocational programs hold terminal degrees—EDD or PHD—either in an education area or a closely-related content area. All of the full time faculty who teach in the secondary/vocational programs have had grades 7-12 teaching experience.
- During the last 5 years:
  - ❖ 3 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.
  - ❖ 7 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:**

In response to your request, please see the attached table “Fall Numbers—2003 Semester” that was produced by the Teacher Education Director, Dr. Chandler. As you can see, there are seven (7) full-time faculty listed teaching from three to eight credits in the secondary/vocational program and eleven (11) adjuncts teaching from one to nine credits. According to Dr. Chandler, approximately (6 classes) 18 credits of coursework are cancelled or excluded from the schedule every semester because no teacher is available.



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES  
PRE – TEACHING - ASSOCIATE OF ARTS DEGREE**

Notes:

1. You must see your advisor each semester before registering for classes.
2. Students who may be transferring to another university should consult with that university regarding the appropriate selection of classes.
3. Students who may be transferring to a Ferris State University Teacher Education or Early Childhood Education program should consult with a Teacher Ed or Early Childhood advisor regarding the appropriate selection of classes.

NAME:

SS#:

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by <b>ONE</b> of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, PSYC, SOCY, SSCI. These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course.				
<b>PROFESSIONAL EDUCATION – 9 Credit Hours Required:</b>				
EDUC	150	Survey of Contemporary American Education <b>OR</b>	3	
EDUC*	303	School, Work, and Society * see advisor	3	
EDUC	251	Life Span Human Growth and Development	3	
EDUC	206	Educational Technology in the Secondary Classroom	3	
	<b>OR</b>			
EDUC	205	Educational Technology in Elementary/Middle School Classrooms		
<b>RELATED REQUIREMENTS - 19 Credit Hours Required: (See advisor before selecting classes)</b>				

## Pass Rates Subject-Area Tests:

The MTTC test for content majors is reported, through Title II (always available for direct access on the SOE website), as 100% pass rate. The reason for this is because this is the current state of Michigan legislation. Please allow me to explain.

All Michigan students who have completed a teacher certification program (in this particular case, secondary level) must apply for and pass the MTTC subject matter test in their major/minor of emphasis before the state MDE (Michigan Department of Education) will certify them. And this is the key point: No university or college in the state of Michigan certifies any teacher. Only the state MDE does as such.

What this means is that the official pass rate of all teacher candidates in the state is reported, again-officially, as 100% pass rate, to date. Although this legislation may change soon, currently, that is the official pass rate: 100%, for all program completers. And, according to the state definition, all program completers are those teacher certification candidates who have successfully completed a university/college teacher certification program, AND have successfully passed the MTTC.

Therefore, to report on the attempted pass rate of our students on the MTTC is a somewhat vague and unknown view. What we can say is provided to you, of the pass rates of those who take the MTTC, but is not the total picture. You may be wondering why, so please allow me to explain: No test pass rate is given if the total number on that quarterly test was under 10. That pretty well leaves out, then, all the chemistry and mathematics students who have taken the test, so we can only know their pass rates IF and WHEN the total number of FSU students taking this subject matter test is over 10, which is a rare day, to date.

In general, however, any pass rate over 90% is considered good. Anything below, we need to begin to take apart so as to question why, with the knowledge that it, within itself, is most likely not a complete picture.

In the next few years, it is predicted this entire picture will change: Students, by legislation, may have to take and pass the MTTC prior to student teaching. While the merit of this enterprise could be debated, the actuality of it will provide us with a more complete look at our students' pass rates, except when the #s are fewer than 10 (there's always a catch in Education, isn't there).

Also in general, our pass rates, from the picture we can obtain at this current point in the legislation, is fairly good, and is provided to the individual departments, quarterly.

TO: Academic Program Review Council  
FROM: Karen Norman, Chair, Program Review Committee  
Secondary/Vocational Education Bachelor's Degree  
DATE: November 11, 2003  
SUBJECT: Final Response

Copy: L. Johnson, S. Chandler, M. Johnston, A. Kavanaugh, D. Wanink, M. Murnik

Attached are the final responses to your latest questions about the Secondary/Vocational Education Bachelor of Science Degree program review report. Although the secondary/vocational programs have not dramatically grown over the last four years, they have remained stable in enrollment numbers and are healthy programs.

The addition and growth of elementary education, the addition and growth of the Master's of Education, and the growth in off-campus numbers has had a dramatic effect on all full time faculty who teach in the secondary/vocational programs. All faculty who teach in the secondary/vocational programs have had to assume up responsibilities that extend beyond the secondary/vocational programs—advisees in elementary education, graduate programs on and off campus, as well as teaching in Flint, Grand Rapids and Traverse City in both the graduate and undergraduate programs.

Furthermore, the School of Education has grown in new faculty and staff. While this growth is both wonderful and necessary, it has not come without its own set of unique challenges. In particular, this growth has also added responsibilities such as mentoring by full time faculty of junior faculty and tenure committee work on behalf of non-tenure faculty.

It is true the School of Education needs more faculty to help meet the increasing demands that come with the growth of all our programs, but not in the form of a dedicated tenure-track line in secondary/vocational programs. Because of the way that our programs have grown, need faculty with the background, expertise and training who can teach across all of our programs. To accomplish this goal, we need and our hopeful that we get your continued support.

Finally, the data we collect and provide our monitoring body, the State Department of Education, is specifically designed for their requirements and in direct response to the standards for entry-level teachers in Michigan. This is a complicated and time-consuming process. Unfortunately, some of the data does not easily translate for the APRC guidelines. We worked diligently in an effort to provide as much of the program specific secondary/vocational information requested by the Council as we could, and apologize for those areas where time, resources and other factors may have limited our ability to comply.

Fall Numbers – 2003 Semester

Course	Section	Faculty	Course Sec (only)	Course Sec/ Elem	Fulltime Faculty	Part-time (adjunct)	Over-load (fulltime faculty)	#s	Credits	Load (grad only)
EDUC 206	001	T. Anderson	X		X			15	3	
EDUC 206	002	T. Anderson	X		X			15	3	
EDUC 251	001	J. Carey		X	X			30	3	
EDUC 251	002	R. Van Sant		X	X			30	3	
EDUC 251	NTA	P. Leary		X		X		16	3	
EDUC 251	AGA	S. Vandenburg		X		X		18	3	
EDUC 301	001	R. Van Sant		X	X			30	3	
EDUC 301	002	R. Van Sant		X	X			32	3	
EDUC 301	003	L. Johnson		X	X			30	3	
EDUC 301	AGA	L. Johnson		X	X			22	3	
EDUC 301	NTA	B. Burmeister		X		X		20	3	
EDUC 301	EFA	Armbruster		X		X		17	3	
EDUC 303	001	J. Carey		X	X			24	3	
EDUC 303	002	J. Carey		X	X			25	3	
EDUC 303	003	P. Leary		X		X		25	3	
EDUC 303	004	B. Burmeister		X		X		25	3	
EDUC 303	NTA	D. Rosen		X		X		17	3	
EDUC 303	EFA	Rivard				X		15	3	
EDUC 339*	211	K. Norman	X		X			27	2	
EDUC 339*	AGA	K. Lewis	X			X		10	2	
EDUC339*	212	Templeton	X			X		15	2	
EDUC 339*	EGA	Wagonlander	X			X		19	2	
EDUC 430	001	K. Norman	X		X		X	7	4	
EDUC 439*	211	K. Norman	X		X			6	2	
EDUC 443	001	L. Johnson	X		X		X	19	3	
EDUC 491 (student teaching)	401	Various	X			X		42 (x .75)	12 (31.50)	
EDUC 499	001	Staff	X					42	2	

The next section provides the Graduate Level Courses within our Secondary Education Certification Program. Please note that, in most cases, the 400 level courses are generally cross-listed with their equivalent 500 level courses. Also, another column is provided so as to illustrate the faculty load that is given for graduate level teaching.

EDUC 501	EFA	Thomas		X	X			8	3	4
EDUC 501	001	VanSant		X	X		X	16	3	4
EDUC 502	401	Norman		X	X			16	1	1.3
EDUC 502	AGA	Lewis		X		X		8	1	1.3
EDUC 502	EFA	Szuminski		X		X		10	1	1.3
EDUC 503	NTA/NLA	Thomas		X	X			14	3	4
EDUC 503	EFA	Rivard		X		X		26	3	4
EDUC 504	001	Norman		X	X			15	4	5.3
EDUC 504	AGA	Lewis		X		X		8	4	5.3
EDUC 504	EFA	Szuminski		X		X		9	4	5.3
EDUC 508	EFA	Turner		X		X		17	3	4
EDUC 518	NTA/NLA	Hines	X		X			14	3	4
EDUC 518	AGA	Templeton	X			X		36	3	4
EDUC 540	MIA	Donovan**		X		X		11	3	4
EDUC 540	MIA	Donovan		X		X		19	3	4
EDUC 540	MIA	Donovan		X		X		18	3	4

\*1<sup>st</sup> time offered – new course

\*\*One year- fulltime temporary faculty

## TABLE OF CONTENTS

<u>PARTS OF THE REPORT</u>	<u>PAGE</u>
<b>PART I Overview of the Program</b>	<b>6</b>
Section 1	
Program Vision, Mission, and Values	6
Conceptual Framework	8
History	11
Impact of the Program on the University, State and Nation	11
Administrative Program Review	13
Program Expectations and MDE Entry-Level Standards	19
Admission Requirements	19
Teacher Certification Requirements	20
Graduate Requirements	20
Degrees Conferred by Program Majors	21
Plans for Improvement	21
Michigan Test for Teachers Certification Results	23
<b>PART II Data Collection Results</b>	
Section 2 Alumni Follow-up Survey	25
Section 3 Candidate Satisfaction Survey	27
Section 4 Supervising (Cooperating) & Principal Follow-Up Survey	29
Section 5 Specialty-Area Faculty Perceptions	30
Section 6 Educational Faculty Perceptions (Online)	31
Section 7 Student Satisfaction Survey	32
Section 8 School of Education Faculty Perceptions (Hard Copy)	33
Section 9 Advisory Committee Perceptions	35
Section 10 Labor Market Analysis	36
Section 11 Evaluation of Facilities and Equipment	37
Section 12 Curriculum Review	38
<b>PART III Enrollment Trends and Program Productivity/Cost</b>	
Section 10 Enrollment Trends over the Past Five Years	42
Section 11 Program Productivity and Cost	44



# FERRIS STATE UNIVERSITY

## MEMORANDUM

TO: Jack Buss, Chair, Academic Program Review Committee  
FROM: Michelle Johnston, Dean, COEHS  
DATE: September 8, 2003  
RE: Secondary/Vocational Education Bachelor of Science Degree: Self-Study for Academic Program Review

I am writing to support the findings and conclusions of the *Self-Study for the Academic Program Review* for the Secondary/Vocational Education Bachelor of Science Degree. The program under review like all the programs within the School of Education is experiencing incredible enrollment growth. This growth is both a strength and a challenge, which the School of Education is meeting through its commitment to excellence.

The Secondary/Vocational Education Bachelor of Science Degree programmatic growth is a reflection of its strengths, which include:

- Offering up-to-date, standards-based curricula;
- Having an almost fully-staffed department of highly qualified professional educators;
- Implementing its courses in Bishop Hall with improved equipment and facilities;
- Working with strong and supportive leadership;
- Responding to State of Michigan and No Child Left Behind requirements in a timely manner;
- Supporting the work of the faculty with quality staff members; and
- Accessing "deep knowledge" in subject-area content disciplines through the other colleges at Ferris State University.

Managing the growth, particularly off-campus, and serving its clientele are among the challenges of the School of Education. Specifically, to adequately serve the clientele, the program needs additional highly qualified adjunct faculty members to deliver a consistent quality and lower advisor-advisee ratios. Further, the School of Education, which has improved relationships with other colleges, must continue to maintain those relationships and develop new substantive teaching majors and minors.

The School of Education must follow specific regulations and rules through the Michigan Department of Education and No Child Left Behind. These regulations and rules include additional data collection regarding students in the program and the program graduates. Additionally, the program must closely monitor its graduates through their beginning years in the profession to determine program effectiveness. Lastly, the program has to find ways to involve the subject-area faculty in the field experiences of their students and to reward the K-12 teachers for their participation in the Secondary/Vocational Teacher Education program.

In the future, the program wants to:

- Continue to meet its program approval requirements;
- Improve its responsiveness to its constituents through technology; and
- Expand its resources.

I concur with these goals for the future.

Again, I am writing to you to support the self-study for the Academic Program Review.

# **ACADEMIC PROGRAM REVIEW**

## **TEACHER EDUCATION SECONDARY/VOCATIONAL EDUCATION PROGRAMS 2003 PROGRAM REVIEW PANEL MEMO**

**TO:** FSU Academic Program Review Council

**FROM:** Karen Norman, Co-Chair

**DATE:** November 14, 2002

**SUBJECT:** Panel Members

Here is the list of faculty and staff who have agreed to serve on the Teacher Education Secondary/Vocational Education Programs 2003 Program Review Panel:

Karen L. Norman, Co-Chair and Faculty Representative  
Leonard Johnson, Co-Chair and Faculty Representative  
Susanne Chandler, Director of Teacher Education  
Amy Kavanaugh, Off-campus Faculty Representative  
Dan Wanink, Drafting Tool Design Special Interest & Outside the  
College Faculty Representative  
Mary Murnik, Biology Special Interest & Outside the College  
Faculty Representative

## ACADEMIC PROGRAM REVIEW

TO: Jack Buss, APRC Chair

FROM: Karen Norman, Professor  
Teacher Education Secondary Education Program Review Co-Chair

DATE: November 13, 2002

SUBJECT: Proposed Budget for the Teacher Education Secondary Education Program Review (Account/Object Code 235100-3025)

Copy: Leonard Johnson, Suzanne Chandler, Amy Kavanaugh, Dan Wanink, Mary Murnik

Below is an estimated budget to fulfill the requirements of the FSU program review for the secondary education programs in the School of Education. Most of our surveys are online.

Telephone Expenses		50.00
Employer Survey Post Cards (approximately 100)		26.25
Printing 100 X .0325	3.25	
Postage 100 X .23	23.00	
TEAC Advisory Board Copy and Mailing		20.00
Current Student Survey Post Cards		131.25
Printing 500 X .0325	16.25	
Postage 500 X .23	115.00	
Graduate Survey Post Cards		23.13
Printing 50 X .0325	1.63	
Postage 50 X .23	11.50	
Document Copying		
20 sets dividers		60.00
20 documents @ 200 pages each		140.00
Binding for 20		20.00
Student Support		
40 hours at \$6.25		250.00



1 PART I

2  
3 Section 1: Overview of the Program

4 The School of Education is one department of the College of Education and Human  
5 Services within Ferris State University. It is authorized by the State of Michigan Department  
6 of Education to administer secondary and elementary education certification programs.

7 Upon successful completion of the Secondary/Vocational Education Bachelor of Science  
8 Degree, graduates are recommended to the State of Michigan Department of Education to be  
9 certified to teach grades 7-12 in specific teachable majors and minors. The School of  
10 Education offers Ferris State University students the following majors and minors within the  
11 Bachelor of Science Degree for Secondary/Vocational Education:

12 Majors: Allied Health, Biology, Business, Chemistry, English, Mathematics,  
13 Social Studies (Note: Social Studies no longer available fall semester, 2003),  
14 Technical, Training in Business & Industry (non-certification), Wage Earning  
15 Home Economics

16 Minors: Accounting, Biology, Business, Chemistry, English, General Science  
17 (Note: General Science no longer available fall semester, 2003), Marketing,  
18 Mathematics, Physical Education/Coaching, Physics, Social Studies, (Note:  
19 Social Studies no longer available fall semester, 2003), Spanish, Speech  
20 Communication

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

27 **The School of Education Vision.** The School of Education will provide quality,  
28 innovative educational programs, which will maximize each student's full potential in today's  
29 changing technological society. Each student will be prepared to meet the demands of a  
30 professional career in either an educational or business and industry environment and the  
31 challenge of life-long learning in an information-driven world. Faculty in the School of

1 Education program have a shared vision of what the program should be and can become and  
2 practice the program's core beliefs.

3 **School of Education Mission.** The Mission of the School of Education is to provide  
4 high quality instruction in the preparation of quality teachers, administrators, and other  
5 educators in a variety of school and non-school settings using the most current research  
6 knowledge, technologies, and continuous improvement management philosophies in an  
7 innovative and stimulating environment.

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

11 About Program Content:

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

26 About the Teaching and Learning Environment:

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

1 About Faculty and Staff:

- 2 • Faculty and staff must continually update their skills to remain current in their  
3 respective practice.  
4 • Faculty routinely utilizes teams; collaborative learning practices and strives for  
5 continuous improvement the teaching/learning process.  
6 • Faculty and staff must work as a team, exhibit a passion for their job, share an  
7 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 cognitive development, 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 framework:

- 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, and the National Board of Professional Teaching Standards (NBPTS), the School of Education supports the following 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 relationships across all community aspects (e.g., schools and universities, businesses and public and private agencies).

### Holistic

Holistic education in the School of Education is based on the works of Pestalozzi, Thoreau, Emerson, Montessori, Steiner. The purpose of education is to provide real-world experiences so that students can connect to and make meaning of new knowledges. 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  
2       **History.** Ferris State University has been involved in the preparation of teachers  
3 since its creation over 100 years ago. Over the years, as its mission and programs have  
4 evolved, the name of the professional education unit has changed from the Center for  
5 Occupational Education to the School of Education. The School of Education enrolls over  
6 1,300 students in its professional programs; over 48 percent represent students seeking  
7 secondary certification. At this time, the School of Education is authorized to offer, through  
8 the University Center for Extended Learning, FSU Grand Rapids and Main Campus,  
9 secondary certification programs in Big Rapids, Traverse City, Grand Rapids, and Flint.

10  
11       **Impact of the Program on the University, State, and Nation.** The undergraduate,  
12 secondary education professional programs not only provide a consistent number of students  
13 and credit hours (37-47 credits in the professional sequence per student) for the School of  
14 Education, but these same students complete approximately 40 credits in General Education,

1 and about 36 in a subject-area major and 25 credits in a minor. These credits are taken in the  
2 other Colleges at FSU or transferred in from community/other colleges.

3  
4 FSU is one of the 32 colleges and universities in Michigan offering teacher education  
5 programs, however, we do not all offer the same teaching majors and minors which makes  
6 FSU as individual as the other 32. Of note are the vocational-career-technical majors unique  
7 to Ferris and included in the secondary education certification-possible majors. Currently  
8 there are approximately 8 (including FSU) colleges or universities offering vocational  
9 certification in the State of Michigan.

10  
11 The United States will on average hire 200,000 teachers every year. The School of  
12 Education plays a role in filling these positions by consistently offering secondary and  
13 elementary certification programs at the undergraduate as well as the graduate level of study,  
14 routinely offering courses at various locations and in a variety of formats, and by maintaining  
15 an open door for incoming students.

16  
17

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

**Purposes of Administrative Program Review:**

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

**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 total*	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	--	--	--	--	--

\*Use official count (7-day)

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

**Capacity**

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

What factors limit program capacity? Faculty and resources



**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.

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					

**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)

[\*\* 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 a few more are anticipated. 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 4<sup>th</sup> 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.

1 **2002 Administrative Program Review Continued**

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

4  
5 Faculty. An Educational Technology faculty will be needed soon, as well as a 3<sup>rd</sup>  
6 CTE faculty. In the meantime, the administration has supported our need for an Educational  
7 Technology faculty by allowing us to hire an Educational Technology faculty on a fulltime,  
8 semester-by-semester basis. We have asked for the CTE faculty line in the UAP.

9  
10 Staff. The SOE as well as FSU has a great need to continue the PR/PE staff member  
11 (currently, Janel Depew) so that the now continuing PR/PE review cycle can be met. We  
12 have asked for this continuation in our UAP.

13  
14 Students. Since we have added increased programming to meet our students' needs,  
15 we are currently in revision of our entry/exit standards/requirements so as to provide higher-  
16 level offerings.

17  
18 3. Future goals:

- 19  
20
  - Implement and stabilize the MOTT partnership (ongoing)
  - Advertise the Reading and the Special Needs endorsement offerings for off-  
21 campus (beginning F'03)
  - Institutionalize the PR/PE staff position (2004)
  - Hire a tenure-track continuing Educational Technology position (2004)

22  
23  
24  
25  
26 4. Other Recommendations:

- 27  
28
  - Provide budget allocation per assessed growth – otherwise, budget doesn't follow  
29 need
  - Improve information systems
  - Attach faculty-lines to specific growth/increase

30  
31  
32  
33 5. Does the program have an advisory committee?

- 34  
35
  - For Teacher Education: Yes (TEAC – Teacher Education Advisory Council)
  - For CTE: Yes (CTE Advisory Council)

36  
37  
38 a) If yes, when did it last meet?

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

40 b) Not applicable

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

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

43  
44 Yes (for both). Approximately 6 for each (e.g., school teachers; principals;  
45 directors of ISD Centers).  
46

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47

## 2002 Administrative Program Review Continued

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

All the programs in the SOE have as such.

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

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

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

Minimum would be 500, with some type of internship.

6. Does the program offer courses through the web?

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

All the Philanthropy Education courses (in GR):

EDUC 516: Issues in Education

EDUC 518: Diversity in the Classroom & Workplace

EDUC 660: Action Research

EDUC 620: Advanced Integrated Curriculum Design & Evaluation

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

Most of the MSCTE courses are currently web-assisted.

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

7. What is unique about this program?

1) Group-taught courses in the Elementary Education program

2) vocational authorization

3) the CTE program, overall

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

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

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

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

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

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

some noteworthy reputation.

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

- Increase/recapture the CTE audience/focus

- Publicize the programs more

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

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



1 Yes – per state teacher certification standards

2  
3 b) If not, how do you plan to address discrepancies?

4  
5 c) Do you keep all course syllabi on file in a central location?

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

7  
8 Review Form completed by: Susanne Chandler, Ph.D. – Director – School of Education  
9 January 11, 2003

10  
11 **End of Administrative Program Review**

12  
13  
14 **Program Expectations and MDE Entry-Level Standards.** Ferris State University  
15 is proud to maintain high standards for teacher preparation. An overview of expectations of  
16 students entering and exiting the School of Education secondary education programs is  
17 detailed below. In addition, refer to Appendix A, the Michigan Department of Education  
18 ([www.michigan.gov/mde](http://www.michigan.gov/mde)) Entry-Level Standards for Michigan Teachers and Related  
19 Proficiencies, which is one document used to determine Education course content, sequence  
20 of content and General Education requirements/choices.

21  
22 **Admission Requirements.** High school students and transfer students with 29 credit  
23 hours or less must possess a high school grade point average of 2.25 (on a 4.0 scale) or an  
24 ACT composite score of 15. Transfer students with 30 credit hours or more must possess a  
25 2.0 cumulative GPA. Students transferring into the program with completed majors or minors  
26 must have the appropriate GPA as established by each Ferris State University department  
27 managing specific teaching majors and minors. The student must successfully pass the  
28 Michigan Basic Skills Test prior to registering for any professional education sequence  
29 course. This policy is estimated to begin Winter semester, 2004.

30 At the beginning of every fall, winter and summer semester all students who have  
31 declared themselves as education majors are sent the School of Education welcome letter  
32 outlining both degree and certification requirements, including felony, fraud and conviction  
33 rules. Then, two semesters prior to the student teaching semester, students obtain an  
34 application packet--includes the *Felony Conviction Form*--which must be signed and  
35 submitted along with their Application for Student Teaching. A copy of the application  
36 packet has been provided to the Chair of APRC. (See Appendix B, Letter and Form) Ferris

1 State University is not required to do criminal background checks on teacher candidates,  
2 however, the State Department of Education routinely runs FBI database checks on  
3 individuals applying for certification in the State.

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

10 Successfully acquiring an academic teaching major combined with a teaching minor,  
11 successfully completing general education requirements, and successfully completing the  
12 professional education sequence with a minimum of 2.75 GPA enables graduates to obtain  
13 the State of Michigan Secondary Provisional Certification. This certification will allow the  
14 graduate to teach in the major and/or minor at the secondary grades 7-12 and is the first  
15 certificate issued a new graduate (refer to Appendix C, Michigan Teaching Certificates).

16 There are two initial certification options available for students successfully  
17 completing a vocational major. Temporary Vocational Authorization is the first certificate  
18 issued a new graduate who has successful completed a vocational major (e.g. Business) and  
19 does not complete a teaching minor. This option enables the graduate to teach in that  
20 vocational major in a reimbursed vocational program in Michigan at the secondary grades 7-  
21 12 in a regular high school, middle school, or career technical center. The second certificate  
22 available to the vocational major is the Secondary Provisional Certificate if the student also  
23 completes a teaching minor (refer to Appendix C, Michigan Teaching Certificates).

24 **Graduation Requirements.** Graduates must complete all of the School of  
25 Education's general education, teaching major, teaching minor, and the professional  
26 education sequence requirements as specified on the checksheet for each major and minor  
27 course of study. The professional education sequence requirements include a semester of  
28 directed student teaching and a professional seminar.





1 to shift from all “group” majors and minors such as General Science and Social Studies to  
2 more specialized programs of study in individual areas such as Economics, Political Science,  
3 Geography and History. It may also result in the elimination of minors altogether—forcing  
4 Schools of Education into major curriculum realignment. The following notices appearing  
5 on the School of Education website explain the situation in more detail:

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

7  
8 **Effective immediately.**

9 In order for pre-service teachers to comply with the definition of "highly qualified"  
10 teachers prompted by the No Child Left Behind (NCLB) act, all students who are  
11 currently enrolled in a secondary Social Studies teaching major or minor will be advised  
12 to shift to an individual discipline (history, government, geography, political science,  
13 etc.). All affected students are urged to see their advisors in order to proactively and  
14 positively handle this shift in legislation as it pertains to their individual circumstances.  
15 There is nothing in NCLB that renders social studies secondary endorsements "null and  
16 void". Secondary social studies teachers will continue to be employable in middle schools  
17 and high schools (particularly rural schools) where they are teaching classes called  
18 "Social Studies". However, if new teachers want to teach classes titled economics,  
19 geography, history, or political science, they would need to complete an approved  
20 preparation program and pass the MTTC exams in that subject to be recommended for  
21 an endorsement on their teaching certificate.  
22

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

24  
25 **Effective immediately.**

26 In order for pre-service teachers to comply with the definition of "highly qualified"  
27 teachers prompted by the No Child Left Behind (NCLB) act, all students who are  
28 currently enrolled in a General Science teaching minor will be advised to shift to an  
29 individual discipline (biology, chemistry, physics) or defer until the new Integrated  
30 Sciences major is completed and approved. All affected students are urged to see their  
31 advisors in order to proactively and positively handle this shift in legislation as it pertains  
32 to their individual circumstances.  
33

34 New students may not be accepted into general science programs after the fall semester  
35 of the 2003-2004 academic year (Michigan Department of Education).  
36

37 Other changes have been recently made to the secondary education curriculum: (1)  
38 EDUC308, “Teaching Strategies for Special Education and Diverse Populations” was added  
39 to the Professional Sequence beginning Winter semester, 2004 as a requirement from the  
40 State Department of Education; (2) successfully passing the Michigan Basic Skills Test prior  
41 to registering for any EDUC or ERLA courses will take effect Winter semester, 2004; also a

1 response to the State; (3) realignment of the EDUC330 and EDUC430 (4 credits each) course  
2 content into EDUC339 (2 credits), EDUC430 (4 credits) and EDUC439 (2 credits) to address  
3 the need for more field-based experiences in the methods courses [field experience went  
4 from 75 hours to 95 hours through this change]; (4) more online services for education  
5 students has been incorporated into the School of Education website (e.g. applications for  
6 various field experiences, course syllabi, etc.); (5) education faculty teach FSUS100 courses;  
7 (6) in response to the State Department of Education, the School will address in 2003 a  
8 required First Aid component either as a course or as a certificate from the Red Cross CPR  
9 community program. As a response to the increase in student population, several off-campus  
10 advisors and faculty members have been added as well as new tenure-track faculty on  
11 campus. The average advisee load is approximately 85-110 students; this includes graduate  
12 students and students in all other programs offered through the School of Education.

13  
14 **Michigan Test for Teachers Certification Results.** Section 1531 of Public Act 451  
15 (1976), as amended by Public Act 267 (1986) and Public Act 282 (1992), and Public Act 289  
16 (1995), mandates a testing program as part of the Michigan Department of Education's  
17 teacher certification requirements. The purpose of the tests is to ensure that each certified  
18 teacher has the necessary basic skills and content knowledge to serve in Michigan public  
19 schools. The examinations of the Michigan Test for Teacher Certification (MTTC) program  
20 are the only tests that satisfy the testing requirements for teacher certification in Michigan at  
21 this time. In accordance with Public Act 96 (1995), a person who uses or attempts to use a  
22 certificate or other credential that he or she knows is fraudulently obtained, altered, or forged  
23 for the purposes of obtaining a Michigan teaching certificate is guilty of a misdemeanor  
24 punishable by imprisonment or a fine.

25  
26 All candidates for teacher certification in Michigan must pass a test in basic skills  
27 (reading, mathematics, and writing). Together, the reading and mathematics subtests  
28 comprise approximately 85 multiple-choice test questions. The writing subtest consists of a  
29 writing sample. Currently candidates must pass the Basic Skills test before enrolling in tier  
30 two professional education courses; Winter semester, 2004, changed to "prior to registering

1 for any professional sequence courses.” Candidates must pass each of the subtests and are  
2 allowed to retest.

3  
4 In addition, all candidates seeking secondary-level teaching certificates must pass the  
5 corresponding subject-area test for each academic content area (major and minor) in which  
6 they are to be certified. With the exception of Spanish, each subject-area test consists of  
7 approximately 100 multiple choice test items. These tests must be successfully passed before  
8 the School of Education can recommend students to the State. The candidates must pass  
9 each content area test and are allowed to retest.

10  
11 The tests are criterion referenced and objective based. Criterion-referenced multiple  
12 choice tests are designed to measure a candidate’s knowledge or skills in relation to an  
13 established standard of performance (criterion) rather than in relation to the performance of  
14 other candidates. The tests are designed to help identify those candidates who have the level  
15 of knowledge required to perform satisfactorily in their field of specialization.

16  
17 The result of the Ferris students on the MTTC for 1999, 2000, 2001, 2002 (most-  
18 recently compiled data) are found on the following chart.

19  
20  
21  
22  
23  
24  
25  
26  
27

### MTTC Pass Rates

	1999				2000			
	Institutional			Statewide	Institutional			Statewide
	Number of Examinees	Number Passing	Percent Passing	Percent Passing	Number of Examinees	Number Passing	Percent Passing	Percent Passing
<b>Basic Skills</b>								
Reading Sub-area					274	257	94%	95%
Mathematics Sub-area					293	252	86%	88%
Writing Sub-area					296	258	87%	92%
<b>Subject Areas</b>								
Accounting	-	-	-	-	1	1	100%	100%
Art Education	-	-	-	-	1	1	100%	83%
Biology	23	10	43%	58%	26	13	50%	56%
Business	40	29	73%	81%	18	18	100%	75%
Chemistry	7	4	57%	63%	15	11	73%	70%
Computer Science	13	6	46%	71%	5	4	80%	74%
Early Childhood	5	4	80%	92%	-	-	-	-
Elementary Education	5	4	80%	88%	8	7	88%	89%
English	23	21	91%	93%	31	30	97%	94%
History	-	-	-	-	3	2	67%	62%
Home Economics	1	1	100%	86%	1	1	100%	83%
Language Arts	2	2	100%	95%	2	2	100%	95%
Marketing (D.E.)	1	1	100%	80%	5	5	100%	78%
Mathematics	21	19	90%	68%	15	11	73%	72%
Physical Education	5	4	80%	85%	12	9	75%	84%
Physics	1	1	100%	95%	4	1	25%	57%
Reading	2	1	50%	78%	1	1	100%	62%
Science	10	9	90%	87%	11	10	91%	88%
Social Studies	20	16	80%	85%	28	22	79%	84%
Spanish	4	2	50%	80%	5	4	80%	75%
Speech	5	5	100.00%	80%	6	5	83%	83%

	2001				2002			
	Institutional			Statewide	Institutional			Statewide
	Number of Examinees	Number Passing	Percent Passing	Percent Passing	Number of Examinees	Number Passing	Percent Passing	Percent Passing
<b>Basic Skills</b>								
Reading Sub-area								
Mathematics Sub-area								
Writing Sub-area								
<b>Subject Areas</b>								
Accounting	2	2	100%	100%	2	2	100%	100%
Art Education	-	-	-	-	3	3	100%	84%
Biology	29	16	55%	63%	32	18	56%	74%
Business	20	19	95%	74%	33	32	97%	63%
Chemistry	11	6	55%	67%	6	12	50%	65%
Computer Science	14	7	50%	65%	19	11	58%	74%
Early Childhood	2	1	50%	90%	1	1	100%	91%
Elementary Education	8	7	88%	88%	12	12	100%	88%
English	38	36	95%	94%	40	32	80%	89%
History	1	1	100%	63%	-	-	-	-
Home Economics	1	1	100%	85%	-	-	-	-
Language Arts	1	1	100%	92%	1	1	100%	92%
Marketing (D.E.)	2	2	100%	59%	3	3	100%	83%
Mathematics	24	18	75%	76%	18	13	72%	79%
Physical Education	13	10	77%	85%	10	5	50%	84%
Physics	2	1	50%	53%	3	2	67%	56%
Reading	1	1	100%	83%	-	-	-	-
Science	12	12	100%	85%	15	15	100%	93%
Social Studies	41	31	76%	82%	54	34	63%	93%
Spanish	4	2	50%	80%	0	1	0%	79%
Speech	2	2	100.00%	79%	7	5	71.00%	88%

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 J, 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. Every semester since the Fall, 2002, all students enrolled in the capstone course EDUC 499, Professional Seminar, have been asked to complete the assessment on-line. Additionally, hard copies of the survey were sent to all program graduates, mentor teachers, principals, university supervisors, and all full- and part-time faculty involved in our Teacher Education Program. Tables 1 – 5 below represent a compilation of data collected at the end of the winter semester, 2002 and the fall semester, 2002.

**Table 1: Alumni Perception of Teacher Preparation Program.** The 78 alumni (78 responses/156 surveys; 50% return 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	Alumni
1. The teacher candidate has an understanding and appreciation of the liberal arts:	4.28
2. The teacher candidate has a commitment to student learning and achievement:	4.32
3. The teacher candidate has a knowledge of subject matter and pedagogy:	4.39
4. The teacher candidate has the ability to manage and monitor student learning:	4.22
5. The teacher candidate has the ability to systematically organize teaching practices and learn from experiences:	4.40
6. The teacher candidate has the commitment and willingness to participate in learning communities:	4.12
7. The teacher candidate has an ability to use information technology to enhance learning and to enhance personal and professional productivity:	4.31
Overall Perception	4.29

1    Comments:

2    *"Since I am a retired teacher, technology as we know it today was not part of our education.*  
3    *What I know about telecommunications, Internet, etc., have been learned on an "as*  
4    *needed" basis."*

5    *"I have always felt that I received an excellent education at Ferris and that it helped me be a*  
6    *successful educator."*

7    *I feel that I am adequately prepared to teach and I believe that I make a positive impact on*  
8    *my students. The training I received at Ferris has been very helpful to me, almost, on a daily*  
9    *basis. I assume that the training I received is still available today for future teachers."*

10    *"I was immediately accepted into the special education program for my master's degree at*  
11    *Madonna University. They credited my knowledge with having been received from my*  
12    *education at Ferris State University. I now have my M.I.T. learning disabilities and teach 8th*  
13    *grade special education in Rochester School District. I combined the vocational and*  
14    *technical skills in business I learned at Ferris to create a Careers class for special ed middle*  
15    *school. I used additional material learned from Madonna in special education. I would not*  
16    *have been qualified with only my Ferris training to impact all children for I could only teach*  
17    *secondary business. Therefore, I think it's vital that serious teachers immediately continue*  
18    *with their master's degree. It is impossible to learn all we must learn in today's world from a*  
19    *BA degree. But Ferris prepared me and instilled in me my basic philosophy of teaching and*  
20    *learning so I would be able to continue with my education. I continue to acquire education in*  
21    *the form of I.C.U.'s and inservices in technology and special education."*

22    *"Completing my 32nd year of teaching. Have a master's plus. Got a great foundation from*  
23    *FSC. Am continually updating myself on subject content. I USE technology, but do think we*  
24    *are wasting way too much money on something that does not work well when parents do not*  
25    *get involved actively...learning by TV and babysitting by computer do not help promote*  
26    *active learning by our students. What works best is when the student realizes that the best*  
27    *way to succeed is to find what is needed to achieve...and then just do it. I think much more*  
28    *emphasis needs to be placed on guidance, career planning, and job skills. Many parents do*  
29    *not have a clue about this. Thanks! Keep up the good work. Sam Denn 1970 Wauseon, OH"*

30    *"I have been able to place over 20% of my students in co-op programs with local employers*  
31    *that group 50% has continued in the trade and in most cases with the employer that they had*  
32    *been working for during their co-op experience."*

33    *"As a current superintendent who graduated in 1982 from Ferris with a degree in science*  
34    *education I do not believe that the College of Education helped me in any way. I appreciate*  
35    *the science department for what they taught me, but everything I have learned about*  
36    *teaching/education came from being on the job or through my M.A. in Educational*  
37    *Leadership from Western Michigan University. I found that when I graduated, the placement*  
38    *office did nothing to help me obtain any of my positions. I taught 5 yrs. in Kent City, MI; 5*  
39    *yrs. in Portland Oregon; 3 years in Ravenna, MI.; 3 yrs as a high school assistant principal*

1 at Central Montcalm High School, Stanton, MI; 3 yrs. as the K-12 Principal at Ellsworth  
2 Community School, Ellsworth, MI; and have been the superintendent at Ellsworth for 1 year.  
3 It has always been a matter of who you know and accomplishments to date, rather than  
4 where I received my BS, that landed me the positions. In fact, I have even had it questioned  
5 ""Why Ferris? Teachers come from CMU...""

6 "I graduated in 1974. This survey is for more recent graduates."

7 "I am currently working on my masters in the art of teaching. I feel Ferris's program helped  
8 prepare me for the teaching profession. I am a third year teacher. Ferris needs to update  
9 some of its math classes and utilize graphing calculators and other technology more. Also,  
10 more discipline and different strategies to make learning relevant to all students should be  
11 provided in the undergraduate classes in the education program."

12 "Masters in Occupational Education, Southern Illinois Univ. Currently operating on of four  
13 Automotive Youth Educational Systems (AYES) Programs in Illinois that models the concepts  
14 described above. Utilizing Engaged Learning Techniques required by Illinois Learning  
15 Standards. Thank-you Richard E. Stevens Jr."

16 "I believe I was well prepared by Ferris in most areas."

17 "Most of the skills were acquired on my own accord, not through any classes taken with  
18 Ferris."

19 "I have found that I have had to use everything I learned at college within the classroom - no  
20 class, even one of the basic education classes, has turned out to be irrelevant. The teaching  
21 profession is constantly challenging, persistently baffling, and inexpressibly rewarding. I  
22 have achieved only because my experiences at Ferris have forced me to learn to manage my  
23 time more strictly, inspired me to excel, and equipped me for success. The majority of the  
24 students in my classroom received a B or better this marking period. One student, in  
25 particular, achieved far more this marking period than he has in his entire secondary career.  
26 Again, I would like to stress that the positive impact that my work in the Education Program  
27 through Ferris State University is the reason I have been able to reach this level of  
28 achievement."

29

30

31

32 **Table 2: Candidate Perception of Teacher Preparation Program.** The 85 teacher  
33 candidates (85 responses/118 surveys; 72% response rate) who responded to the Standards  
34 for Michigan Teachers Survey agreed that they had successfully met each of the State's  
35 seven entry-level Standards for Michigan Teachers.

Standard	Teacher Candidate
1. The teacher candidate has an understanding and appreciation of the liberal arts:	4.13
2. The teacher candidate has a commitment to student learning and achievement:	4.22
3. The teacher candidate has a knowledge of subject matter and pedagogy:	4.22
4. The teacher candidate has the ability to manage and monitor student learning:	4.02
5. The teacher candidate has the ability to systematically organize teaching practices and learn from experiences:	4.12
6. The teacher candidate has the commitment and willingness to participate in learning communities:	3.69
7. The teacher candidate has an ability to use information technology to enhance learning and to enhance personal and professional productivity:	3.81
Overall Perception	4.03

2 *"I think that there should be a ""Teaching Grammar"" class for all English Education*  
3 *students. I haven't had a grammar class since 8th grade and have had to get my supervising*  
4 *teacher to re-teach grammar to me (parts of speech) so I could teach it to the students. A*  
5 *math teacher candidate would not be sent out into the world if he/she didn't know his/her*  
6 *multiplication tables, how can an English teacher explain why a student's grammatically*  
7 *incorrect sentence is wrong when he/she can't tell the student what is wrong with it?"*

8 *"We do way too much busy work and not enough prep is given to practical matters such as*  
9 *discipline and classroom management. In addition, the tuition fees for student teacher are*  
10 *way too high, and place a great financial burden on students. Other states fees for student*  
11 *teaching are in the \$300 to 500 range - much more attainable for the average student than*  
12 *the \$2000 that Ferris charges. The students I attended classes with were older and had full-*  
13 *time positions. For them to give up four months salary and then to have to pay \$2000 meant*  
14 *an actual cost of approximately \$8000 to \$10000 for student teaching. This is absurd! In*  
15 *addition, there is a very definite lack of communication between Ferris and students in*  
16 *reference to what is required (i.e. basic skills tests, timeline factors, references, etc.) Many*  
17 *students complained that they knew nothing about various requirements until the last minute.*  
18 *Why can't Ferris develop a time-line that would show students exactly what they need, when*  
19 *they need to have it completed and what the costs of those requirements should be? When I*  
20 *went to the orientation meeting for student teachers, one student had no idea until that day*  
21 *that she needed to take tests in her subject areas in order to teach (which are available on a*  
22 *limited schedule only) and another had just found out.*

23 *"The lower level Educational courses are trash, but my post-basic skills courses have proven*  
24 *extremely valuable, particularly Educ 330."*



**Table 3: 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 teaching practices and learn from experiences:	4.35	3.97
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

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

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

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

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

*"My student teacher seems knowledgeable, self assured and willing to continue learning, she relates well to students and adults, she seems well prepared to use technology and to handle*

1 *the subject matter. I feel it is important to expose education students to the classroom early*  
 2 *in their college career, they sometimes have an unrealistic view of what teaching is like and*  
 3 *need to get in the classroom early to see if it is truly what they want to do."*

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

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

11 **Table 4: Specialty Area Faculty Perception of Teacher Preparation Program.**

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

16 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

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

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

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

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

16 **Table 5: Educational Faculty Perception of Teacher Preparation Program.** The  
 17 28 full- and part-time education faculty members (28 responses/28 surveys; 100% response  
 18 rate) who responded to the Standards for Michigan Teachers Survey agreed that teacher  
 19 candidates enrolled in the Ferris State University Teacher Education Program had  
 20 successfully met each of the State's seven entry-level Standards for Michigan Teachers.

21  
 22 Strongly Agree = 5 Agree = 4 Neutral = 3 Disagree = 2 Strongly Disagree = 1

Standard	Education Faculty
1. The teacher candidate has an understanding and appreciation of the liberal arts:	3.78
2. The teacher candidate has a commitment to student learning and achievement:	3.88
3. The teacher candidate has a knowledge of subject matter and pedagogy:	3.98
4. The teacher candidate has the ability to manage and monitor student learning:	3.76
5. The teacher candidate has the ability to systematically organize teaching practices and learn from experiences:	4.01
6. The teacher candidate has the commitment and willingness to participate in learning communities:	3.67
7. The teacher candidate has an ability to use information technology to enhance learning and to enhance personal and professional productivity:	4.25
Overall Perception	3.90

23 *"The emphasis on technologies and methodologies seems to be overriding subject matter,*  
 24 *critical thinking, respect for diversity, and humanity. In general (there are exceptions), our*

1 *students don't understand what's wrong with a glitzy, well-prepared but insubstantive*  
2 *Powerpoint presentation . . . "*

3 **Student Satisfaction Survey.** We surveyed 184 secondary education majors  
4 enrolled in upper-division education courses (specifically: EDUC 330, 430, 443 & 491) on  
5 the Big Rapids, Flint, Traverse City and Grand Rapids campuses during the winter semester,  
6 2003. More than half (96/184 or 52%) of the surveys distributed were returned.

7  
8 **Course Usefulness.** Students were asked to indicate how useful they thought each  
9 course in the secondary education professional sequence was to them on a scale from 1 – 4  
10 (1=not useful at all, 2=somewhat not useful, 3=somewhat useful and 4=very useful). The  
11 averages for the 96 responses are shown in the table below:

COURSE USEFULNESS	Average
Foundations Courses	
EDUC 206 Educational Technology in the Classroom	2.88
EDUC 251 Human Growth and Development	2.99
EDUC 301 Principles of Teaching and Learning	3.07
EDUC 303 School Work and Society	3.01
Average	2.99
Methods Courses	
EDUC 330 Instructional Planning and Delivery	3.56
EDUC 430 Instructional Delivery and Evaluation	3.54
EDUC 443 Teaching Reading in the Secondary Content Area	3.16
Average	3.42

13  
14 **Summary of Findings.** Of the seven courses required in the secondary professional  
15 education sequence, those responding to the survey generally indicated they believed the  
16 methods courses (3.42/4.00) were more useful to them than the foundations courses  
17 (2.99/4.00).

18  
19 A disaggregating of the data by major revealed that:

- 20  
21 a. two Allied Health majors reported EDUC 206 as being not useful to them at all  
22 (1.0/4.0).  
23 b. five Math majors indicated that EDUC 303 was “somewhat not useful” (2.0/4.0).

- 1 c. three Wage Earning Home Economics Education majors found EDUC 330 to be  
 2 less useful than did those students from other majors (2.84/4.0 as compared to  
 3 3.67/4.0 for all other majors combined).  
 4 d. six Technology majors believed that EDUC 443 was less useful than did those  
 5 students from other majors (2.67/4.0 as opposed to 3.23 for all other majors  
 6 combined).

7  
 8 **General Topics.** On a scale from 1 – 5 (1=strongly disagree, 2=disagree, 3= no  
 9 opinion, 4=agree and 5=strongly agree), students were also asked their opinion on a variety  
 10 of general topics.

11

GENERAL STATEMENTS	Average
Most of my classes in the education program were stimulating.	3.97
Most of my professors at FSU were good teachers.	4.17
Most of my professors were available outside of class to help students.	4.06
The office staff at Ferris was helpful.	3.99
The courses I took in my education program were helpful to me professionally.	4.16
Once I earn my degree, I will be seeking a teaching position.	4.76
The learning environment in most of the courses was relaxed and supportive.	4.29

12  
 13 **Summary of Findings.** Nearly 100 percent of students responding to the survey plan to  
 14 seek a teaching position once they have earn their degrees and generally agreed that:

- 15 a. classes in the education program are stimulating,  
 16 b. their professors are good teachers and generally available outside of class to help  
 17 them,  
 18 c. the office staff is helpful, and  
 19 d. the learning environment in most of the courses was relaxed and supportive.

20  
 21  
 22 **Faculty Perceptions of the Program.** (hard copy survey) In the fall semester, we  
 23 mailed surveys to 25 faculty members teaching for the School of Education (11 full-time,  
 24 tenure track faculty and 14 adjunct faculty). After receiving 6 responses to the initial mailing,  
 25 we sent the surveys out again, requesting that those who had not yet completed the survey to  
 26 be sure to respond by May 5, 2003. That second mailing yielded an additional 8 surveys,  
 27 resulting in an overall response rate of 56 percent (14/25).

28 **Summary of Findings.** Of the 56 percent of the School of Education faculty members  
 29 (tenure-track and adjunct) responding to the survey:

- 30  
 31 1. 71% agreed that the secondary education program provides leadership to area  
 32 public schools.

- 1 2. 57% indicated that the secondary program is unique in the State of Michigan.
- 2 3. 57% agreed that the secondary program effectively serves area teachers.
- 3 4. 72% believed there is a demand for graduates of the secondary program.
- 4 5. 64% agreed that the full-time, tenure-track faculty in the program are current with
- 5 the needs of the public schools.
- 6 6. 72% agreed that the adjunct faculty members who teach in the program are
- 7 current with the needs of the public schools.
- 8 7. 36% thought that the number of full-time tenure-track faculty in the program is
- 9 sufficient to permit optimum program effectiveness while 28% disagreed. 36%
- 10 indicated that they had no basis to judge.
- 11 8. 71% agreed that the secondary education program receives an adequate share of
- 12 the School of Education resources.
- 13 9. 78% reported they believed that secondary education majors have a positive
- 14 overall opinion about the program.
- 15 10. 29% agreed there is a need for more full-time faculty in the secondary education
- 16 program while 36% disagreed. 21% reported no basis to judge.
- 17 11. 43% agreed that more students should be recruited into the secondary education
- 18 program. 36% disagreed and 21% reported no basis to judge.
- 19 12. 71% agreed that the majors and minors offered in the secondary education
- 20 program are adequate to meet the needs of the public schools.
- 21 13. 86% agreed that the administrative support for the secondary education program
- 22 within the School of Education is adequate.
- 23 14. 86% agreed that the administrative support for the secondary education program
- 24 within the College of Education and Human Services is adequate.
- 25

School of Education Faculty Survey Results  
Perceptions of the Secondary Education Program (n = 14)

		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	No Basis to Judge
1	The secondary education program provides leadership to area public schools.	7%	64%	7%	14%	7%
2	The secondary education program is unique in the State of Michigan.	0	57%	21%	7%	14%
3	The secondary education program effectively serves area teachers.	43%	14%	21%	7%	14%
4	There is a demand for graduates of the secondary education program.	43%	29%	21%	0	7%
5	The full-time, tenure-track faculty in the program are current with the needs of the public schools.	21%	43%	14%	7%	14%

6	The adjunct faculty members who teach in the program are current with the needs of the public schools.	29%	43%	7%	0	29%
7	The number of full-time tenure track faculty in the program is sufficient to permit optimum program effectiveness.	14%	21%	14%	14%	36%
8	The secondary education program receives an adequate share of the School of Education resources.	21%	50%	0	0	29%
9	The overall opinion secondary education majors have about the program is positive.	7%	71%	7%	0	14%
10	There is a need for more full-time faculty in the secondary education program.	29%	7%	36%	0	21%
11	More students should be recruited into the secondary education program.	7%	36%	21%	7%	21%
12	The majors and minors offered in the secondary education program are adequate adequate to meet the needs of the public schools.	14%	57%	14%	7%	7%
13	The administrative support for the secondary education program within the School of Education is adequate.	29%	57%	7%	0	7%
14	The administrative support for the secondary education program within the College of Education and Human Services is adequate.	29%	57%	7%	0	7%

1  
2 **Comments:**  
3

- 4 1. On 2, I attended CMU and can only compare it to CMU's. Cannot compare it to  
5 others.  
6 2. I think they need to spend some time in local classrooms and see reality.  
7 3. Karen, being an adjunct faculty, I am too far removed from the daily stresses and  
8 strains to have opinions about some of these topics. I do think it would be wise to  
9 re-introduce adjuncts to each other and full timers annually. You could share  
10 program/school goals, needs, etc.  
11 4. In all the questions that I answered 3-agree on – improvement could be made to  
12 make the program outstanding. More full-time, up-to-date, faculty  
13  
14

15 **Advisory Committee Perceptions.** Both the Secondary and Vocational programs in  
16 the School of Education have active Advisory Committees comprised of teachers,

1 administrators, graduates and faculty members. The perceptions of all members of CTE  
2 Advisory Board and the Teacher Education Advisory Council (TEAC) are reflected in the  
3 survey data reported under the Graduate Follow-up Survey and the Principal's and  
4 Supervising Teacher's Follow-up Survey. Additional evidence of their ongoing support and  
5 positive perceptions of the respective programs can be inferred from the materials included in  
6 the appendix (see Appendix L).

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

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

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

30  
31 In the 1999 report, "The Making of a Teacher," Emily Feistritzer, estimates indicate  
32 that the United States will need to hire 2.2 million additional teachers in the next decade.



1 This 2.2 million refers to the number of teachers who might be needed to fill projected school  
2 district vacancies—often filled by teachers coming back into the job market, moving around  
3 from district to district, and changing jobs from private schools to public schools. (National  
4 Center for Education Information, [www.ncei.com](http://www.ncei.com)) “New teacher” can refer to new to the  
5 nation, new to a particular state, new to a school district, new to a school building, or new  
6 teacher graduate or brand new to teaching. In reality the nation has been consistently hiring  
7 at the rate of approximately 200,000 new teachers each year for decades and this rate should  
8 continue. (NCEI)

9  
10 From the Michigan Employment Security Agency in Detroit, the career outlook to  
11 2005 for secondary teachers is of average growth with approximately 1,940 openings a year  
12 in Michigan. Best opportunities will be in Math, Science and Special Education; vocational  
13 teachers, however are predicted to have a faster than average growth in Michigan. (U. S.  
14 Department of Labor, Michigan Employment Security Agency, OUTLOOK)

15  
16 Approximate predicted salary in Michigan for secondary teachers is \$19,224-  
17 \$72,540; for special education teachers, \$29,928-\$62,148; and for vocational teachers,  
18 \$26,054-\$48,170. (OUTLOOK)

19  
20 The U. S. Department of Labor, Bureau of Labor Statistics reported median annual  
21 earnings of all levels of school teaches in the United States ranged from \$37,610 to \$42,080  
22 in 2000. (Occupational Outlook Handbook)

23  
24 **Evaluation of Facilities and Equipment.** The School of Education shares Bishop  
25 Hall with the School of Criminal Justice, Michigan Police Corp, ROTC, Tot’s Place Child  
26 Care Center, the College of Education and Human Services administrative offices and  
27 several other University service areas. On the second floor there are six classrooms: BH205  
28 Child Development and Education Classroom Laboratory, BH209, 213, 215, and 219 Lecture  
29 Classrooms, and BH223 Computer Laboratory. Obviously, these six classrooms do not come  
30 close to meeting the needs of classroom space for the two largest and growing departments--  
31 Criminal Justice and Teacher Education of the College of Education and Human Services.  
32 Teacher Education Professors teach in Business, Pharmacy, Pennock Hall, Star, IRC, etc. as

1 well as in Bishop Hall. See Facilities and Equipment, Education faculty Assigned Classroom  
2 Buildings Table in Part IV of this report for trends in room usage.

3  
4 In 2002, the fourth floor of Bishop Hall was vacated by the President and his staff and  
5 all School of Education faculty and staff were relocated to that floor from the sixth and fifth  
6 floors. Through this move, the School added to its facilities a dedicated conference room,  
7 work room, coffee room and various storage areas. Every full-time, tenure-track faculty  
8 member has an individual office, storage and file cabinets, computer and printer. Computer  
9 keyboards, screens and software were updated in 2003. Adjuncts and/or one-year temporary  
10 faculty, when possible, are given office space and of course are able to use public domain  
11 rooms available in the School.

12  
13 As can be seen in Appendix E, facilities and equipment in Bishop Hall have been  
14 upgraded with new furniture, equipment, white boards, paint and carpet during the last two  
15 academic years. Armchairs have been replaced with tables and chairs in BH209 and 213.  
16 Some furniture—BH205, 215, 219—needs to be assessed for future replacement. BH205,  
17 the classroom laboratory, holds old drafting tables and plastic chairs and BH215 and 219  
18 contain older armchairs.

19  
20 Classes offered at the off-campus locations—Flint, Traverse City, and FSU-Grand  
21 Rapids—are held in adequately equipped classrooms including computers, projection  
22 devices, and Internet access. Faculty traveling to these locations do not have office or work  
23 space immediately available. However, with a request to staff at the off-campus sites, faculty  
24 needs are met with little difficulty.

25  
26 **Curriculum Review.** The School of Education maintains three curriculum  
27 committees—EDUCC (Undergraduate Curriculum Committee), GCC (Graduate Curriculum  
28 Committee), and SOECC (School of Education Curriculum Committee). The faculty  
29 volunteer for the subcommittees (EDUCC & GCC) each academic year; if more than five  
30 sign up for a subcommittee, the whole body votes by plurality for members. All faculty sit  
31 on the SOECC (see Appendix I, Guidelines). All curriculum issues addressed by the  
32 subcommittees must be brought to the SOECC for information or final action. These

1 committees are the vehicles for curriculum review, information sharing and proposals for  
2 change.

3  
4 Every secondary education student must successfully complete four checksheets:  
5 General Education, Professional Education Sequence, a teaching Major and a teaching  
6 Minor. Vocational/Technical majors may choose to hold only a major if they desire the  
7 Temporary Vocational Certificate. A student must hold an additional minor to receive the  
8 Provisional Certificate in the State of Michigan.

9  
10 The General Education requirements, the subject-matter majors and minors, and the  
11 Professional Education Sequence of courses are directly related to the Michigan Department  
12 of Education's Entry-Level Standards for Michigan Teachers and Related Proficiencies (see  
13 Appendix A). The subject-matter majors and minors are linked to the Michigan Department  
14 of Education's Test Objectives (see Appendix F, English Test Objectives). Listed below are  
15 the course descriptions for the Professional Sequence (see Appendix H for sample syllabi for  
16 EDUC 301, 339, 430, 439, & 443).

### 17 Professional Education Sequence of Courses

18

#### **EDUC 251**

##### **Life Span Human Growth & Dev**

A study of the biological, cognitive, social, and affective domains of human growth and development from the prenatal period through death, particularly as they apply to teaching and learning. Students are required to observe human behavior at different stages of development in a variety of cultural (field) settings. Required for state teacher certification.

#### **EDUC 206**

##### **Ed Tech in Sec Classrooms**

Use and application of educational technology and microcomputers as instructional tools in classroom and laboratory environments. Design and development of materials for use in educational, training, and/or human services programs. Topics include basic applications of media and computer software; operation of conventional media and PC hardware. The major emphasis on applications will be based upon underlying concepts and principles of a systems approach to instructional design.

#### **EDUC 301**

##### **Principles of Teaching & Learning**

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self-concept, and classroom management strategies. Students are required to do field experiences in appropriate classroom settings.

## **EDUC 303**

### **School, Work & Society**

Structure, function, and purposes of schools, in society and how they are affected by various philosophies of education. Topics include financing education, traditional and contemporary philosophical views of education, the role of the school in society, the legal aspects of education, teachers' professional groups, and American education and the future. Course work includes laboratory experiences in schools, (30 clock hours).

**Requires: Admission to teacher certification program**

## **EDUC 308**

### **Teach Strategies for SPED & Diverse Pop**

This course is designed to provide pre-service teachers an introduction to teaching strategies and other aspects of exceptional and diverse learners. Content will include a brief historical perspective of the field of special education including legislation and litigation, causes of disabilities, academic and social characteristics, basis assessment and intervention procedures and teaching strategies. Discussions will include special education services/programming, the role of the family and community. Course content includes issues regarding the gifted child and diverse populations.

**Requires: EDUC 251 and junior status**

## **EDUC 339**

### **Instructional Planning and Practice**

Emphasis is placed on exploring a variety of teaching styles and strategies through a 45-hour field experience. Analysis of instructional design theory and practice will be the FSU classroom focus.

**Requires: EDUC 301 and junior status**

## **EDUC 400**

### **Foundations in Career & Tech Education**

Designed to afford students the opportunity to analyze vocational educational foundations knowledge and to apply it to a critical study of current educational practices and policies. Topics studied will include the following: philosophy and demographics of vocational students, labor market data, future of career technical education, state and federal laws and regulations pertaining to cooperative education and administration of cooperative educational programs.

**Requires: Junior Status**

## **EDUC 430**

### **Instructional Delivery & Evaluation**

Theory with applied practice in planning instruction, classroom delivery techniques, and evaluating student performance. Opportunity is provided with a major field advisor to transfer methods and planning in the major with increased emphasis on implementing integrated lessons. Coursework includes experience in an educational setting and emphasis on multi-cultural classrooms.

**Requires: Educ 339, Basic Skills Test pass**

## **EDUC 439**

### **Instructional Theory into Practice**

Emphasis is placed on applying and refining theory into the practice of teaching through a 45-hour field experience. In the FSU classroom focus will be placed upon refining delivery techniques, evaluation and assessment, and lesson plans.

**Requires: EDUC 339, EDUC 430 & senior status, Basic Skills Test pass**

1 Curriculum in the secondary education programs is reviewed frequently as the School  
2 of Education receives direction from the State Department of Education of mandated changes  
3 and receives news of legislation coming to the Schools. Input for changes also comes to the  
4 School by way of faculty, students, university supervisors, staff, and field placement mentor  
5 teachers. In 2001-2002, the technology course, EDUC340 was adjusted to a lower level  
6 EDUC206 course in response to student in class and SAI comments. In 2002-2003, the  
7 methods courses, EDUC330 and 430, were readjusted in response to the addition of  
8 elementary education students and in response to a need for more field-based experiences.

9  
10  
11

PART III

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

**Enrollment Trends Over the Past Five Years.** The Secondary/Vocational

Education Bachelor of Science 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 undergraduate, degree seeking whom either arrive as first year students or transfer from community or other colleges and universities. A small number who hold other bachelor degrees, choose to seek certification undergraduate (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.

The on- and off-campus numbers have remained stable over the last five years with slight increases or decreases as we offered new programs (e.g., 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 (see the next page for the School of Education Enrollment by Program and Appendix K for the COEHS Enrollment Profile).

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

1  
2  
3

		1998-99	1999/00	2000/01	2001/02	2002/03
	<b>ON-CAMPUS</b>					
1	Allied Health Education	7	6	3	4	7
2	Biology Education	48	52	46	43	38
3	Business Education	36	29	41	38	32
4	Certification	24	12	13	31	31
5	Chemistry Education	9	9	11	13	16
6	English Education	102	129	150	125	125
7	Mathematics Education	65	58	59	50	61
8	Pre-Teaching Secondary	48	70	53	35	34
9	Social Studies Education	0	0	0	0	25
10	Technical Education	13	22	31	30	33
11	Training-Business & Industry	2	2	2	1	2
12	Wage Earning Home Economics	2	3	4	6	4
13	Secondary Education Total (on)	<b>356</b>	<b>392</b>	<b>413</b>	<b>376</b>	<b>408</b>
14	All SOE Programs, on campus	435	530	638	726	854
15	% Secondary to all SOE, on campus	81.8%	74%	64.7%	51.8%	47.8%
	<b>OFF-CAMPUS</b>					
16	Allied Health Education	4	4	6	2	5
17	Biology Education	7	6	4	2	5
18	Business Education	12	12	13	11	17
19	Certification	36	42	71	82	66
20	Chemistry Education	2	3	3	3	1
21	English Education	22	24	33	40	35
22	Mathematics Education	15	11	13	8	8
23	Social Studies	0	0	0	0	2
24	Technical Education	18	19	19	18	44
25	Wage Earning Home Economics	4	3	6	5	3
26	Secondary Education Total (off)	<b>120</b>	<b>124</b>	<b>168</b>	<b>171</b>	<b>186</b>
27	All SOE Programs--off campus	171	179	207	222	267
28	% Secondary to all SOE, off campus	70.2%	69.3%	81.2%	77%	69.7%
29	<b>Secondary Education Total</b>	<b>476</b>	<b>516</b>	<b>581</b>	<b>547</b>	<b>594</b>
30	<b>SCHOOL OF EDUCATION TOTAL (on and off campus)</b>	<b>606</b>	<b>709</b>	<b>845</b>	<b>948</b>	<b>1,121</b>
31	% Secondary to all SOE on and off	78.5%	72.8%	68.8%	57.7%	53%
32	COEHS TOTAL	1,432	1,575	1,689	1,847	2,068
33	University Total--Headcount	9,651	9,668	9,847	10,930	11,074
34	% School of Education to COEHS	42.3%	45%	50%	51.3%	54.2%
35	% Secondary Education to University Total	.06%	.07%	.09%	.09%	.10%

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22

PART III

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

**Enrollment Trends Over the Past Five Years.** The Secondary/Vocational

Education Bachelor of Science 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 undergraduate, degree seeking whom either arrive as first year students or transfer from community or other colleges and universities. A small number who hold other bachelor degrees, choose to seek certification undergraduate (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.

The on- and off-campus numbers have remained stable over the last five years with slight increases or decreases as we offered new programs (e.g., 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 (see the next page for the School of Education Enrollment by Program and Appendix K for the COEHS Enrollment Profile).



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

		1998-99	1999/00	2000/01	2001/02	2002/03
	<b>ON-CAMPUS</b>					
1	Allied Health Education	7	6	3	4	7
2	Biology Education	48	52	46	43	38
3	Business Education	36	29	41	38	32
4	Certification	24	12	13	31	31
5	Chemistry Education	9	9	11	13	16
6	English Education	102	129	150	125	125
7	Mathematics Education	65	58	59	50	61
8	Pre-Teaching Secondary	48	70	53	35	34
9	Social Studies Education	0	0	0	0	25
10	Technical Education	13	22	31	30	33
11	Training-Business & Industry	2	2	2	1	2
12	Wage Earning Home Economics	2	3	4	6	4
13	Secondary Education Total (on)	<b>356</b>	<b>392</b>	<b>413</b>	<b>376</b>	<b>408</b>
14	All SOE Programs, on campus	435	530	638	726	854
15	% Secondary to all SOE, on campus	81.8%	74%	64.7%	51.8%	47.8%
	<b>OFF-CAMPUS</b>					
16	Allied Health Education	4	4	6	2	5
17	Biology Education	7	6	4	2	5
18	Business Education	12	12	13	11	17
19	Certification	36	42	71	82	66
20	Chemistry Education	2	3	3	3	1
21	English Education	22	24	33	40	35
22	Mathematics Education	15	11	13	8	8
23	Social Studies	0	0	0	0	2
24	Technical Education	18	19	19	18	44
25	Wage Earning Home Economics	4	3	6	5	3
26	Secondary Education Total (off)	<b>120</b>	<b>124</b>	<b>168</b>	<b>171</b>	<b>186</b>
27	All SOE Programs--off campus	171	179	207	222	267
28	% Secondary to all SOE, off campus	70.2%	69.3%	81.2%	77%	69.7%
29	Secondary Education Total	<b>476</b>	<b>516</b>	<b>581</b>	<b>547</b>	<b>594</b>
30	<b>SCHOOL OF EDUCATION TOTAL (on and off campus)</b>	<b>606</b>	<b>709</b>	<b>845</b>	<b>948</b>	<b>1,121</b>
31	% Secondary to all SOE on and off	78.5%	72.8%	68.8%	57.7%	53%
32	COEHS TOTAL	1,432	1,575	1,689	1,847	2,068
33	University Total--Headcount	9,651	9,668	9,847	10,930	11,074
34	% School of Education to COEHS	42.3%	45%	50%	51.3%	54.2%
35	% Secondary Education to University Total	.06%	.07%	.09%	.09%	.10%

1  
2  
3 **Program Productivity and Cost.\* Fall, 1997 – Winter, 2002.** The Ferris State

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

6  
7 Explanation of Terms  
8

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

12  
13 Full-Time Equated Faculty (FTEF) – A faculty member working full-time for fall and  
14 winter semester (fall semester 1 FTEF + winter semester 1 FTEF = Average F + W 1 FTEF).  
15 Overloads and part-time faculty produce a fraction of an FTEF. No sabbatical or 100%  
16 release-time FTEF are included in this report.

17  
18 SCH/FTEF – A measure of productivity. This gives the average number of student  
19 credit hours generated per full-time equated faculty member.

20  
21 During the Fall and Winter semesters of the 2001-02 school year, Ferris State  
22 University employed 583.23 full-time equated teaching faculty (faculty producing credit  
23 hours). A total of 260,521.00 student credit hours were produced, for an average of 446.69  
24 student credit hours per FTEF. The following charts provide data for the College of  
25 Education and Human Services.

26  
27  
28 Student Credit Hours (SCH for the COEHS)  
29

	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

30  
31

1 Full Time Equated Faculty (FTEF for the COEHS)  
2

	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

3  
4 SCH/FTEF (COEHS)  
5

	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

6  
7 Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF for the  
8 School of Education.  
9

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

10  
11 SCH, FTEF & SCH/FTEF for the SOE, COEHS and FSU for 2001-02 School Year  
12

	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

13  
14 During the Fall and Winter semesters of the 2001-02 school year, the School of  
15 Education employed 18.91 full-time equated teaching faculty (faculty producing credit  
16 hours). A total of 7,414.00 student credit hours were produced, for an average of 392.13  
17 student credit hours per FTEF.

18  
19 A comparison of these figures to those generated by the College of Education and  
20 Human Services reveals that the School of Education employs 44.2 percent of the full-time  
21 equated teaching faculty, producing 40.8 percent of the total student credit hours produced.  
22  
23

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

4           \*The language and statistics for this report were taken directly from the Ferris State University Productivity  
5 Report for Fall, 1997 to Winter, 2002 published by the Ferris State University Office of Institutional Research and Testing.  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15

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 emerging 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 undergraduate 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.

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 are 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. In addition, a number of courses are required in General Education provided by the College of Arts and Sciences.

**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 offers courses designed to accommodate its student body in flexible formats at multiple locations. Field Experiences and Student Teaching placements are designed for maximum

1 exposure for our students in 10 surrounding schools districts near Big Rapids and districts  
2 near Flint, Grand Rapids and Traverse City. These contract locations are convenient to our  
3 students, our faculty and staff and provide students with a broad array of offerings.

4  
5 At the undergraduate level, 32 colleges and universities are authorized to offer  
6 teacher education programs, however, FSU offers more majors and minors in the area of  
7 career and technical vocational education and places a strong emphasis on Math and Science  
8 education because of its link to the vocational-technical programming. In the past several  
9 years several universities have stopped offering vocational certification services and are  
10 sending inquiries to the FSU School of Education (see Appendix D, Vocational  
11 Authorization History). Due to the increase in inquiries about obtaining provisional,  
12 professional or vocational certification and the increase in enrollment, the School of  
13 Education maintains two staff members dedicated to certification—Kelly Thompson and  
14 John Nickisson. These staff members as well as the full-time Director, Susanne Chandler,  
15 spend a great deal of time attending meetings, building professional relationships with other  
16 staff at other colleges, and partnering with the State of Michigan Department of Education to  
17 insure visibility and that FSU is meeting legislated requirements. These staff members were  
18 hired since the last APRC report from this department.

19  
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

33

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. Maria Cantenero 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 and Sally Sauer are out  
37 representatives this 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 undergraduate secondary education programs provide classes for  
11 54 percent of the students in the College of Education and Human Services and 10 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  
28 **Demand for Students.** Enrollment in the School of Education has nearly doubled  
29 over the past 5 years (90 percent increase since fall, 1998). While this dramatic increase has  
30 been due largely to the addition of the Elementary Education program, growth in the  
31 Secondary Education program has remained steady (25 percent increase since fall, 1998).  
32 Data collected indicate that we currently have the faculty, facilities and administrative



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

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

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

17 Analysis of the data provided in response to the *Standards for Michigan Teachers*  
18 *Survey* questions (see Tables 1 – 5) show that the 239 respondents representing 5 separate  
19 populations (alumni, teacher candidates, cooperating teachers/principals, specialty area  
20 faculty, and education faculty), generally agreed that the Teacher Education Program at  
21 Ferris State University helps students successfully meet the State of Michigan’s seven entry-  
22 level Standards for Michigan Teachers.

23 Forty-eight of the 239 respondents to the survey also submitted comments on  
24 different aspects of the program. Many of the comments made (23/48 or 48%) were in the  
25 area of quality of instruction. A significant number of the comments (19/23 or 83%) were  
26 highly positive in nature, two were neutral, two were somewhat critical. A representative  
27 sample of the comments appears following Tables 1 – 5 of this document. All of the  
28 comments submitted may be viewed on the School of Education website,  
29 <http://www.ferris.edu/education/education/prpe/surveydata.htm>  
30

31 Average scores for all faculty in the School of Education (including adjuncts) on  
32 items 1-23 on the *Student Assessment of Instruction* range between 4.1 and 4.4 on a 5-point

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

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

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

23  
 24 **Placement Rate and Average Salary of Graduates.**

25  
 26 2000/2001 Graduate Follow-Up Survey Summary

Major	# of Grads	% Response	# Responses	Placement Rate	Ave Salary
Allied Health	1	0%	0	N/A/V	\$29,646
Biology	13	77%	10	100%	\$29,646
Business	5	60%	3	100%	\$29,646
Chemistry	4	50%	2	100%	\$29,646
English	29	69%	20	100%	\$29,646
Mathematics	6	50%	3	100%	\$29,646
Technical Ed.	14	64%	9	100%	\$30,274
Total	72	65%	47	100%	

1 **Summary of Placement Rate and Average Salary of Graduates:**

2  
3 The Ferris State University Office of Institutional Research and Testing compiled the  
4 data shown above. Of the 47 graduates of the Teacher Education Program responding to the  
5 survey, 100 percent secured teaching positions in their respective fields, earning a beginning  
6 salary between \$29,646 and \$30, 274. While the demand for positions was not reported in  
7 the survey, we can infer from the statistics that the job outlook for our graduates is good.

8 The placement rate of the School of Education graduates responding to our 2000-  
9 2001 inquiry after graduation was 100 percent; 97 percent for the College of Education and  
10 Human Services overall.

11  
12 **Service to Non-Majors.** The secondary education programs do not service non-  
13 majors at FSU.

14  
15 **Facilities and Equipment.** Facilities and equipment available for the secondary  
16 undergraduate education programs has recently been updated. Although professors who  
17 teach these classes, as indicated in the table below, often teach in other buildings on campus,  
18 this by itself does not indicate a deficiency in the adequacy of facilities or equipment.

19 Often students will comment that traveling across campus (e.g., from Starr to Bishop)  
20 is difficult in ten minutes, but possible. Faculty comment about the inconvenience this  
21 creates when it comes to advising students, due mainly to the loss of immediate access to  
22 student records. They report that while this is problematic, it is manageable.

23  
24 **Classes in the Secondary Professional Education Sequence**  
25 **Assigned Classroom Buildings**  
26

	Fall '00	Winter 01	Fall '01	Winter '02	Fall '02	Winter '03
EDUC 251	BIS (4)	BIS (2)	STR, BUS, BIS (2)	STR (2)	STR (2), BIS	PEN, STR
EDUC 301	BIS (2), PEN	BIS, BUS	BIS (3)	BIS (2), PEN	BIS, PEN, BUS	BIS (2)
EDUC 303	BIS (4)	BIS (2)	STR (3), PEN	BIS, STR, PEN	STR (3), PEN	STR (2), PEN
EDUC 330	PHR	BIS	BIS, BUS	BIS, FLT	BIS, PEN	BIS (2)
EDUC 430	BIS	BIS (2)	BIS	BIS	BIS	BIS
EDUC 443	BIS	PEN	BIS	PEN	PEN	PEN

27  
28 Between Fall semester, 2000 and Winter semester, 2003 nearly half (35/77 or 45.5%)  
29 of all classes in the Professional Education Sequence were held in buildings other than

1 Bishop Hall (BUS, FLT, PEN, PHR & STR). This can be construed as convenient to  
 2 students taking classes in other buildings positioned on the main section of campus.  
 3 Furthermore, Education has more visibility when classes are offered on the main section of  
 4 the Big Rapids campus.

5  
 6 **Library Information Resources.** The unit currently has a sufficient collection of  
 7 media, materials, and access to the electronic holdings to support the secondary education  
 8 program. Courses throughout the program require students to have access to the materials in  
 9 FLITE. Students enrolled at the off-campus sites often use libraries at other universities,  
 10 come to FLITE as their schedule permits, or access materials electronically.

11  
 12 **Cost.** During the fall and winter semester of the 2001-02 school year, Ferris State  
 13 University employed 583.23 full-time equated teaching faculty (faculty producing credit  
 14 hours). A total of 260,521.00 student credit hours were produced, for an average of 446.69  
 15 student credit hours produced per FTEF.

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

20  
 21 Average Degree Program Costs Per Student Credit Hour 2000-2001\*  
 22

	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

23  
 24 *\*The Program Cost information presented here is from the 2000-2001 Degree Program Costs published by the*  
 25 *Ferris State University Office of Institutional Research and Testing.*  
 26

27  
 28 **Faculty: Profiles, Professional and Scholarly Activities.** In the following table,  
 29 undergraduate secondary education instructional faculty are listed. Note: Dr. Edward Cory is

1 currently on medical leave of absence and is not expected to return; Dr. Amy Kavanaugh is  
 2 on family care leave and will return winter semester, 2004 (see Appendix M, Faculty Vitae).

3

Date: April 1, 2003

4

Courses	Faculty Member	Title	Highest Degree
EDUC 206	<b>Catherine Amboy</b>	Adjunct Faculty	M.A. Education
EDUC 206	<b>Dr. Thomas Anderson</b>	Professor	Ph.D. Administration & Higher Education
EDUC 391 EDUC 491 EDUC 499	<b>Karen Baar</b>	Field Placement Coordinator	M.S. Career & Technical Education
<b>EDUC 301</b> EDUC303	<b>William Burmeister</b>	Adjunct Faculty	Education Certification, English & Psychology (30 hours) M.S.W.
EDUC 251 EDUC 303	<b>Dr. James Carey</b>	Professor	Ph.D. American History
EDUC 400	<b>Dr. Edward Cory</b>	Professor	Ph.D. Vocational Industrial Education
EDUC 206 EDUC 301	<b>Dr. Judy Donovan</b>	1-year full-time temporary	Ed.D. Distance Learning and Instructional Technology
EDUC 491 EDUC 499	<b>Arlyce Fuller</b>	University Supervisor for Student Teaching	M.S. Educational Administration
EDUC443	<b>Dr. Virginia Hines</b>	Associate Professor	Ed. D. Curriculum & Instruction
EDUC 301 EDUC 430 EDUC 443	<b>Dr. Leonard Johnson</b>	Professor	Ph. D. Cultural Foundations of Education
EDUC 303 EDUC 330 EDUC 430	<b>Toby Kahn-Loftus</b>	Adjunct Faculty	M.S. Education Administration and Leadership

5

EDUC 310 EDUC 330 EDUC 443	<b>Dr. Amy Kavanaugh</b>	Assistant Professor	Ed.D. Educational Leadership
----------------------------------	--------------------------	---------------------	------------------------------

EDUC 206 EDUC 301 EDUC 443	<b>Dr. Ruth Kurlandsky</b>	Adjunct Faculty	Ph.D. College and University Administration
EDUC 443	<b>Dr. Nancy Lashaway-Bokina</b>	Associate Professor	Ph.D. Special Education, Gifted and Talented Education
EDUC 301	<b>Katherine Downes Lewis</b>	Adjunct Faculty	M.S. Educational Leadership
EDUC 251	<b>John Nickisson</b>	Adjunct Faculty	M.A. Psychology
<b>EDUC 301</b> EDUC 339 EDUC 400 <b>EDUC 430</b> EDUC 439 <b>EDUC 491</b>	<b>Dr. Karen Norman</b>	Professor	Ed. D. Curriculum & Instruction
EDUC 491 EDUC 493 EDUC 499	<b>John Olson</b>	University Supervisor for Student Teaching Adjunct Faculty	M.A. Distributive Education
EDUC 491 EDUC 499	<b>Joan Ring</b>	University Supervisor for Student Teaching Adjunct Faculty	M.A. English/Curriculum
EDUC 400	<b>Frederic Stanley Jr.</b>	Adjunct Faculty	M.A. Education Administration
EDUC 430 EDUC 491	<b>Nancy Stephan</b>	University Supervisor for Student Teaching Adjunct Faculty	M.A. General Education Administration
EDUC 430	<b>Cheryl Thomas</b>	Assistant Professor	Ed. D. Curriculum & Instruction
EDUC 499	<b>Dr. Brian Wood</b>	University Supervisor for Student Teaching	Ph. D. Teaching and Educational Policy
EDUC251 EDUC303	<b>Dr. Frederick Van Sant</b>	Associate Professor	Ph. D. Educational Leadership

1  
2  
3  
4  
5  
6

**Administration Effectiveness.** A comprehensive review of the data collected for this self-study as compared to the study completed in 1996 revealed five indicators of administrative effectiveness—enrollment, faculty, curriculum development, equipment/facilities, and administrative support.

1           Enrollment. According to the APRC report submitted in the fall of 1996, enrollment  
2 in the secondary/vocational education program in the School of Education has grown by 23  
3 percent (from 332 in 1996 to 408 in 2002).

4           Faculty. According to the APRC report submitted in the fall of 1996, the School of  
5 Education employed 5 ½ full-time, tenure-track faculty members. Currently, the School of  
6 Education employs 14 full-time, tenure-track faculty members for a 155 percent increase.

7           Curriculum Development. Since the fall of 1996, the numerous programs have been  
8 added in the School of Education including but not limited to: English Education, Social  
9 Studies Education, Elementary Education, Speech Communication Minor, Art Education, a  
10 second Master's degree program with Certification and Subject Area Options, a Philanthropy  
11 Option in the M.Ed., Language Arts Minor, Elementary and Secondary Endorsement Options  
12 in the M.Ed., etc.

13           Equipment/Facilities. Since the fall of 1996, all faculty and administrative offices in  
14 the School of Education were relocated from the 5<sup>th</sup> and 6<sup>th</sup> floors of Bishop Hall to the 4<sup>th</sup>  
15 floor, every faculty member has up-to-date equipment in their offices, the classrooms in  
16 Bishop Hall have been completely renovated including state-of-the-art instructional  
17 technology, new tables, chairs and carpeting. In addition, several laptop computers and  
18 projection equipment has been added to the SOE and is available to faculty and staff.

19           Administrative Support. In the fall of 1996 administrative support in the School of  
20 Education was limited to one half-time coordinator, a half-time Director of Field Placements,  
21 and one and one half secretaries. Today, the School of Education has a full-time Director, a  
22 full-time certification officer, one full-time vocational authorization/Title II coordinator, a  
23 full-time Secretary III, a part-time clerical, a full-time administrative assistant, and a full-  
24 time Coordinator of Field Experiences and Student Teaching. To summarize, administrative  
25 support in the School of Education has grown by 180 percent (from 2.5 positions in 1996 to  
26 6.5 positions in 2003).

27  
28

1  
2  
3 **Program Productivity and Cost.\* Fall, 1997 – Winter, 2002.** The Ferris State

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

6  
7 Explanation of Terms  
8

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

12  
13 Full-Time Equated Faculty (FTEF) – A faculty member working full-time for fall and  
14 winter semester (fall semester 1 FTEF + winter semester 1 FTEF = Average F + W 1 FTEF).  
15 Overloads and part-time faculty produce a fraction of an FTEF. No sabbatical or 100%  
16 release-time FTEF are included in this report.

17  
18 SCH/FTEF – A measure of productivity. This gives the average number of student  
19 credit hours generated per full-time equated faculty member.

20  
21 During the Fall and Winter semesters of the 2001-02 school year, Ferris State  
22 University employed 583.23 full-time equated teaching faculty (faculty producing credit  
23 hours). A total of 260,521.00 student credit hours were produced, for an average of 446.69  
24 student credit hours per FTEF. The following charts provide data for the College of  
25 Education and Human Services.

26  
27  
28 Student Credit Hours (SCH for the COEHS)  
29

	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

30  
31



1

Full Time Equated Faculty (FTEF for the COEHS)

2

	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

3

SCH/FTEF (COEHS)

4

5

	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

6

7

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

8

9

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

10

11

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

12

	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

13

14

15

16

17

18

19

20

21

22

23

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.

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

4           \*The language and statistics for this report were taken directly from the Ferris State University Productivity  
5 Report for Fall, 1997 to Winter, 2002 published by the Ferris State University Office of Institutional Research and Testing.  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15

**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:

<b>0</b>	(pre-preparation)	No awareness or exposure	<b>3</b>	(proficient)	Consistent, appropriate application, solid performance
<b>1</b>	(awareness)	The ability to describe, not yet applied	<b>4</b>	(advanced)	Super performance, consistently applied at all appropriate times
<b>2</b>	(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.	<b>An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):</b>		
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"> <li>• culture</li> <li>• race</li> <li>• gender</li> <li>• religion</li> <li>• ethnicity</li> <li>• heritage</li> <li>• environment</li> </ul> <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"> <li>• students</li> <li>• parents</li> <li>• administrators</li> <li>• other individuals and groups</li> </ul> <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	<p>Models an attitude of individual responsibility in a free society.</p> <p>Encourages individuals to exercise rights and assume responsibilities reflective of a free society.</p> <p>Designs instruction that encourages individual responsibility.</p>
1.k.	An understanding of the similarities within our culture and their importance to the fabric of American society.	3	<p>Maintains a professional and respectful approach to similarities in:</p> <ul style="list-style-type: none"> <li>• culture</li> <li>• race</li> <li>• gender</li> <li>• religion</li> <li>• ethnicity</li> <li>• heritage</li> <li>• environment</li> </ul> <p>Instruction emphasizes the importance of shared heritage to the fabric of American society.</p>
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"> <li>• culture</li> <li>• race</li> <li>• social diversity</li> <li>• home environment</li> <li>• other differences</li> </ul> <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.	<b>Knowledge of subject matter and pedagogy, including the understanding and ability to:</b>		
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	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: <ul style="list-style-type: none"> <li>• Membership in professional organizations</li> <li>• Reading professional journals</li> </ul> Attendance at professional activities (conferences, workshops, inservices, etc.)
4.	<b>The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:</b>		

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.	<b>The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:</b>		
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"> <li>• attendance at conferences, seminars, workshops</li> <li>• use of professional literature</li> <li>• membership in professional organization(s)</li> <li>• use of local, state, national standards</li> </ul>
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"> <li>• allocating time appropriately</li> <li>• modifying lessons to meet student needs</li> <li>• using resources effectively</li> </ul>

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	<p>Demonstrates an awareness of the interdependence between the school and community.</p>
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.	<b>Commitment and willingness to participate in learning communities, including the understanding and ability to:</b>		
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"> <li>• professional</li> <li>• local</li> <li>• state</li> <li>• national</li> <li>• international</li> </ul>

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>

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

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

\_\_\_\_\_ PHONE # \_\_\_\_\_  
City State Zip

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 TEACHER CERTIFICATES

TYPE	DATE OF ISSUANCE	LENGTH OF VALIDITY	INITIAL ISSUANCE REQUIREMENTS	REINSTATEMENT/RENEWAL REQUIREMENTS
<b>REGULAR:</b> 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"> <li>• an approved master's or higher degree from an approved teacher education institution, or</li> <li>• completion of six semester hours of satisfactory college credit through an approved teacher education institution (since the lapse of the certificate), or</li> <li>• one year sponsorship through an employing Michigan school district.</li> </ul>
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
<b>VOCATIONAL</b> 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**	<p>Three years of teaching experience within the validity of the certificate after the issuance of either the provisional or temporary vocational authorization.</p> <p>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.</p>	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.

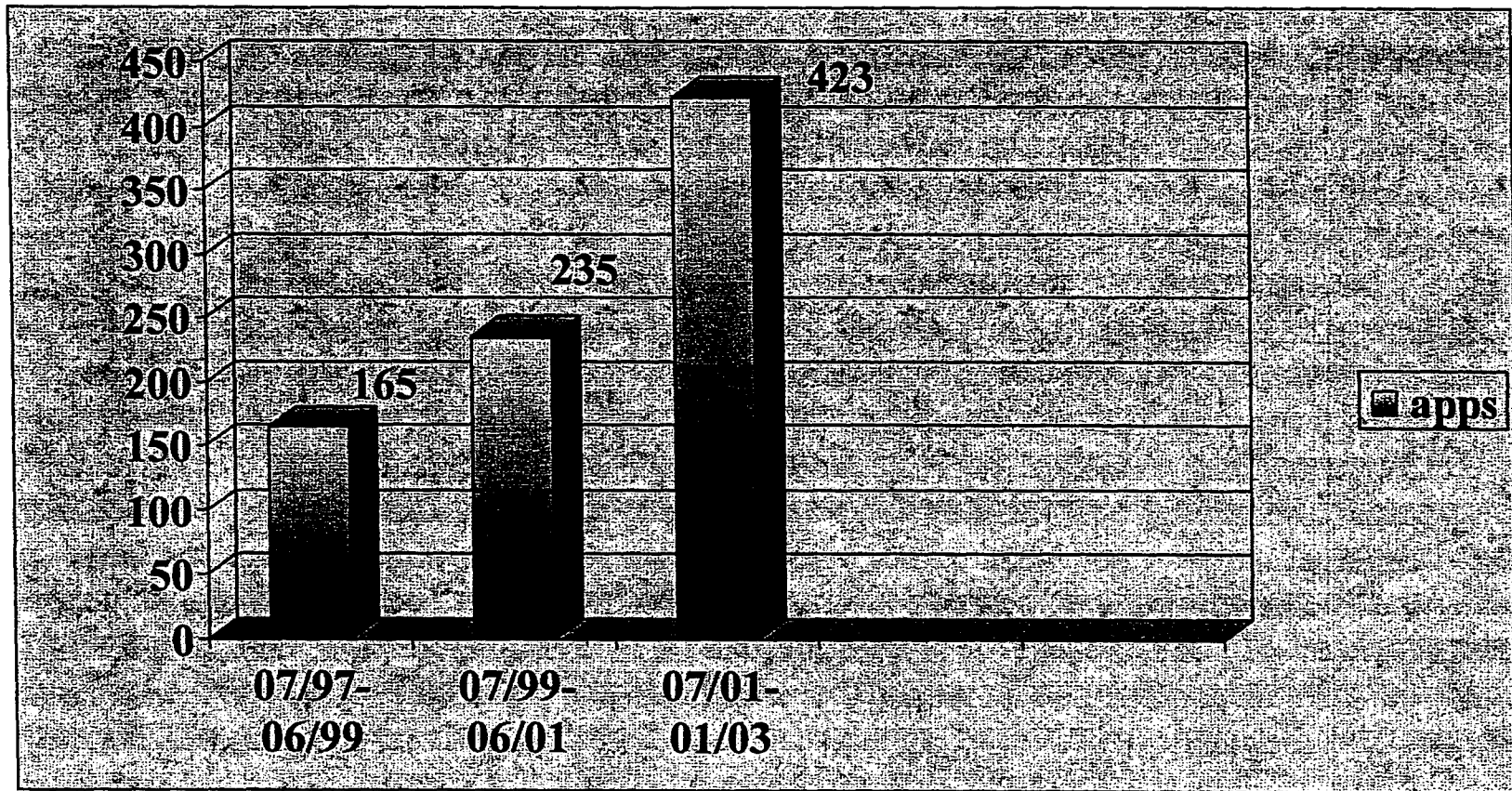
\*\* All certificates expire on June 30 of the appropriate year.





*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)



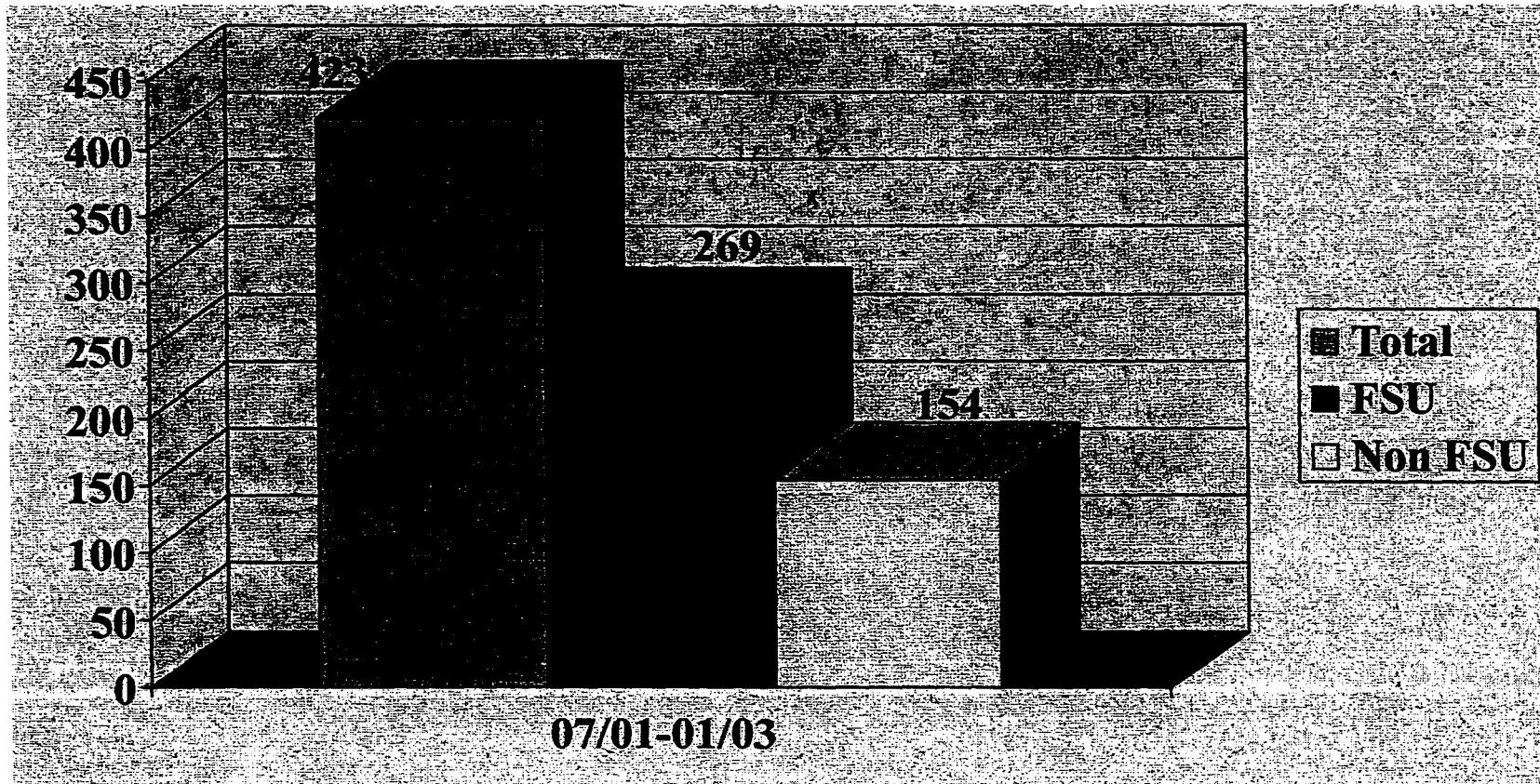


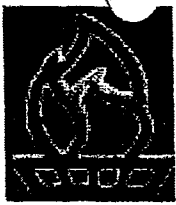
# *College of Education and Human Services*

## *Vocational Authorization*

### *Applicant Breakdown*

#### *FSU Students/Alumni & Non FSU Students*





# *College of Education and Human Services*

## *FY 2003 VPAA*

### *Equipment Allocation of \$ 71,859*

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

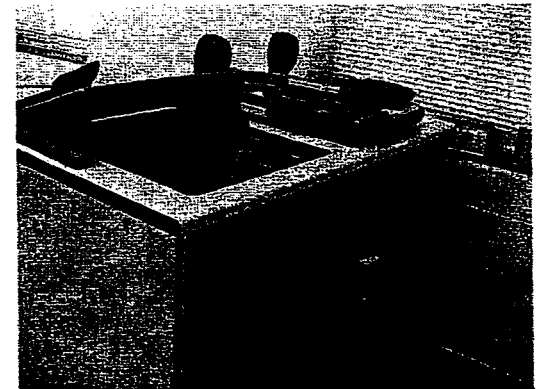
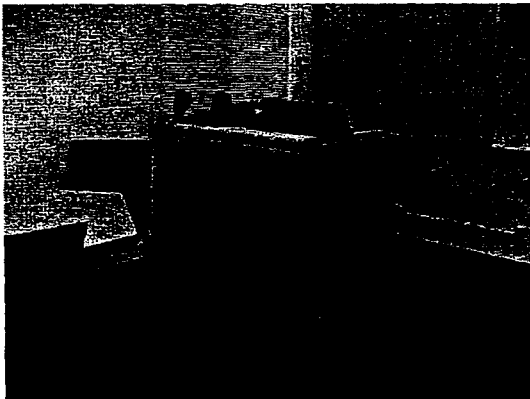


*College of Education and Human Services*

# *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).**

# 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.

Copyright © 2000 by National Evaluation Systems, Inc. (NES®)

"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™

This document may not be reproduced for commercial use but may be copied for educational purposes.

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.

**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.

Copyright © 2000 by National Evaluation Systems, Inc. (NES®)

This document may not be reproduced for commercial use but may be copied for educational purposes.

Effective After September 1, 2001

**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.

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES  
SECONDARY EDUCATION  
PROFESSIONAL SEQUENCE**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

Admission to the **Allied Health Education** curriculum requires the completion of an accredited associate degree in an approved Allied Health specialty. Individuals who are certified, licensed, or registered to practice in an approved Allied Health area will be granted up to 40 semester hours of credit toward the Allied Health education major requirement. Licensure, certification, or registry, where applicable, is a requirement for graduation with the B.S. degree in Allied Health Education.

Admission to the **Technical or Wage Earning Home Economics Education** curriculum requires the completion of one of the following:

1. An A.A.S. Degree with at least 40 semester hours in the occupational major and a minimum grade point average of 2.50 in the major courses OR
2. Occupational competence documented by the Michigan Occupational Competency Assessment Center (MOCAC)

REQUIRED		PROFESSIONAL EDUCATION COURSES (40-44 Credit Hours Required)	S.H.	GRADE
<b>NOTE: Prior to enrolling in any Level I, Level II or Level III course, all students in teacher education programs must pass all sections of the state-mandated Basic Skills Test.</b>				
<b>Level I Courses</b>				
EDUC	251	Life Span Human Growth & Development	3	
EDUC	206	Educational Technology in the Secondary Classroom	3	
EDUC	301	Principles of Teaching & Learning	3	
EDUC	303	School, Work, and Society	3	
EDUC	308	Teaching Strategies for Special Education and Diverse Populations (prerequisite: EDUC 251)	3	
EDUC	339	Instructional Planning and Practice	2	
<i>The next two courses are required for vocational majors only (Allied Health, Business, Technical, Wage Earning Home Economics)</i>				
CAHS	497	Allied Health Special Studies (Independent Study) (Variable 1-6 hrs) [Allied Health Education students only]	1 - 6	
EDUC	400	Foundations in Career and Technical Education	3	
<b>Level II Courses</b>				
EDUC	430	Instructional Delivery & Evaluation	4	
EDUC	439	Instructional Theory into Practice	2	
EDUC	443	Teaching Reading/Secondary Areas	3	
<b>Level III Courses</b>				
EDUC	491	Secondary Directed Teaching	12	
EDUC	499	Professional Seminar	2	
		<b>TOTAL</b>	40-	
<b>FIELD EXPERIENCE REQUIREMENT: (for vocational majors only: Allied Health, Business, Technical, Wage Earning Home Economics) Two years of wage earning occupational work experience (within the last five (5) years) required. One-year experience plus one semester of EDUC 391 is acceptable. EDUC 391 credit will be granted for approved occupational experience (8 credits maximum).</b>				
EDUC	391	Cooperative Work Internship (4 - 8 S.H.)	8	
<b>NOTE: STUDENTS MUST OBTAIN THE APPROPRIATE GPA FOR THEIR MAJOR/MINOR AS ESTABLISHED BY EACH DEPARTMENT. A 2.75 GPA IS REQUIRED IN THE PROFESSIONAL EDUCATION COURSE SEQUENCE. A 2.50 CUMULATIVE GPA IS ALSO REQUIRED BEFORE STUDENT TEACHING.</b>				

Students are strongly encouraged to meet with their advisor to discuss the appropriate sequence of courses for their program and any conflicts with other courses.  
7/15/03

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**ACCOUNTING TEACHING MINOR FOR SECONDARY EDUCATION**  
**21 Semester Hours**

This minor is available to students majoring in business or marketing education only.

If a course is required in both your major and your minor, it can only be counted in your major. You must therefore choose a replacement from the recommended electives that are listed below to fulfill the 21 semester hour minor requirement.

REQUIRED		COURSE TITLE	S.H.	GRADE
ACCT	201	Principles of Accounting 1	3	
ACCT	202	Principles of Accounting 2	3	
ACCT	310	Intermediate Accounting 1	3	
ACCT	321	Cost Accounting 1	3	
ACCT	350	Federal Income Tax 1	3	
BUSN	241	Applied Office Systems	3	
		TOTAL	18	
<b>RECOMMENDED ELECTIVES - 3 HOURS REQUIRED</b>				
ACCT	312	Intermediate Accounting 2	3	
ACCT	322	Cost Accounting 2	3	
ACCT	410	Advanced Financial Accounting 1	3	
FINC	280	Fundamentals of Banking	3	
MGMT	373	Human Resource Management	3	
MGMT	375	Collective Bargaining	3	
BUSN	123	Keyboarding II and Desktop Publishing	3	
BUSN	209	Business Presentations	3	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

08/28/02

Advisor: Jim Lindsey, 231-591-2449

Graduation Clearance Approval \_\_\_\_\_

Signature

Date

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL EDUCATION REQUIREMENTS - BACHELOR OF SCIENCE DEGREE  
ALLIED HEALTH EDUCATION**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by <b>ONE</b> of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL EDUCATION REQUIREMENTS - BIOLOGY EDUCATION  
BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121)	3	
		Program Specific Requirement		
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC.				
PHYS	130	Concepts in Physics	4	
OR		(If you select PHYS 211, you must complete PHYS 212 also.)		
PHYS	211	Introductory Physics 1	4	
PHYS	212	Introductory Physics 2	4	
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOGY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**BIOLOGY TEACHING MAJOR - SECONDARY**  
**41-42 Semester Hours**

You can **NOT** have a Biology teaching minor with this teaching major.

REQUIRED		COURSE TITLE	S.H.	GRADE
BIOL	121	General Biology 1	4	
BIOL	122	General Biology 2	4	
BIOL	205	Human Anatomy and Physiology	5	
BIOL	218	Microbial Ecology	3	
BIOL	341	Natural History of Invertebrates	3	
BIOL	342	Vertebrate Natural History	3	
BIOL	351	Field Botany	3	
BIOL	353	Plant Physiology	4	
BIOL	375	Principles of Genetics	3	
BIOL	442	Ecology	3	
TOTAL			35	
<b>RELATED REQUIREMENT - 3 HOURS REQUIRED</b>				
CHEM	124	Introduction to Organic and Biochemistry	3	
<b>RECOMMENDED ELECTIVES - 3-4 HOURS REQUIRED</b>				
BIOL	340	Evolution	3	
BIOL	344	Entomology	3	
BIOL	347	Environmental Conservation	3	
BIOL	349	Medical Parasitology	3	
BIOL	370	Developmental Biology	4	
BIOL	373	Cell Biology	3	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

09/01

Graduation Clearance  
Approval \_\_\_\_\_

Signature

Date





**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION & HUMAN SERVICES**  
**GENERAL EDUCATION REQUIREMENTS - BUSINESS EDUCATION**  
**BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	325	Advanced Business Writing	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
ECON	221	Principles of Economics 1	3	
ECON	222	Principles of Economics 2		
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**GENERAL BUSINESS TEACHING MAJOR FOR SECONDARY EDUCATION**

**39 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
ACCT	201	Principles of Accounting 1	3	
ACCT	202	Principles of Accounting 2	3	
BLAW	221	Elementary Business Law	3	
MATH	122	Mathematical Analysis for Business	3	
MGMT	301	Applied Management	3	
MKTG	321	Principles of Marketing	3	
ISYS	300	Microcomputer Hardware Systems	3	
BUSN	123	Keyboarding II and Desktop Publishing	3	
BUSN	209	Business Presentations	3	
ISYS	305	Software Systems	3	
STQM	260	Introduction to Statistics	3	
TOTAL			33	
<b>RECOMMENDED ELECTIVES - 6 HOURS REQUIRED</b>				
ACCT	205	Managerial Accounting	3	
ADVG	222	Principles of Advertising	3	
FINC	312	Financial Markets & Institutions	3	
ISYS	202	Principles of Information System	3	
ISYS	303	Systems Analysis Methods	3	
MGMT	302	Organizational Behavior	3	
MGMT	373	Human Resource Management	3	
MKTG	322	Consumer Behavior	3	
ISYS	285	Integrated Microcomputer Applications	3	
BUSN	241	Applied Office Systems	3	
BUSN	352	Human Factors in Office Automation	3	
BUSN	409	Multi Media Presentations	3	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

10/00

Graduation Clearance Approval

Signature

Date

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL BUSINESS TEACHING MINOR  
24 Semester Hours (for students with Business majors only).**

You can **NOT** have a General Business teaching major with this teaching minor.

If a course is required in both your major and your minor, it can only be counted in your major. You **MUST** take a minimum of one course from four of the five areas listed below to fulfill the 24 hour minor requirement.

REQUIRED		COURSE TITLE	S.H.	GRADE
<b>ACCOUNTING</b>				
ACCT	205	Managerial Accounting	3	
ACCT	310	Intermediate Accounting 1	3	
*ACCT	321	Cost Accounting 1	3	
FINC	312	Financial Markets and Institutions	3	
<b>INFORMATION SYSTEMS</b>				
ISYS	202	Principles of Information System	3	
ISYS	303	Systems Analysis Methods	3	
<b>MANAGEMENT</b>				
BLAW	321	Contracts and Sales	3	
*MGMT	302	Organizational Behavior	3	
MGMT	373	Human Resource Management	3	
<b>MARKETING</b>				
ADVG	222	Principles of Advertising	3	
MKTG	231	Professional Selling	3	
MKTG	321	Principles of Marketing	3	
MKTG	322	Consumer Behavior	3	
RETG	229	Visual Merchandising	3	
RETG	337	Principles of Retailing	3	
<b>OFFICE SYSTEMS</b>				
OSYS	122	Keyboarding 2	3	
OSYS	130	Business Mathematics	3	
OSYS	150	Principles of Records Management	3	
OSYS	209	Business Presentations	3	
OSYS	240	Voice Transcription	3	
OSYS	241	Applied Office Systems	3	
OSYS	252	Principles of Office Automation	3	
OSYS	310	Business Report Writing	3	
OSYS	340	Information Processing Practicum	3	
OSYS	352	Human Factors in Office Automation	3	
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR</b>				

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**GENERAL BUSINESS TEACHING MINOR FOR SECONDARY EDUCATION**

**24 Semester Hours (for Non-Business Education students).**

REQUIRED		COURSE TITLE	S.H.	GRADE
ACCT	201	Principles of Accounting 1	3	
ACCT	202	Principles of Accounting 2	3	
BLAW	221	Elementary Business Law	3	
MGMT	301	Applied Management	3	
MKTG	321	Principles of Marketing	3	
BUSN	123	Keyboarding II and Desktop Publishing	3	
		TOTAL	18	
<b>RECOMMENDED ELECTIVES - 6 HOURS REQUIRED</b>				
ISYS	300	Microcomputer Hardware Systems	3	
ISYS	305	Software Systems	3	
ISYS	285	Integrated Microcomputer Applications	3	
BUSN	352	Human Factors in Office Automation	3	
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR</b>				

10/01 jed  
 Graduation Clearance Approval

Signature

Date

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL EDUCATION REQUIREMENTS - CHEMISTRY EDUCATION  
BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 3. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY**  
 College of Education and Human Services  
**CHEMISTRY TEACHING MAJOR – SECONDARY**  
 48 Semester Hours

You can **NOT** have a Chemistry teaching minor with this teaching major.

REQUIRED		COURSE TITLE	S.H.	GRADE
CHEM	121	General Chemistry 1	5	
CHEM	122	General Chemistry 2	5	
CHEM	221	Organic Chemistry 1	5	
CHEM	222	Organic Chemistry 2	5	
CHEM	231	Quantitative Analysis	4	
CHEM	317	Instrumental Analysis	3	
CHEM	351	Introduction to Physical Chemistry	4	
CHEM	364	Biochemistry	4	
		TOTAL	35	
<b>RELATED REQUIREMENTS - 13 HOURS REQUIRED</b>				
MATH	220	Analytical Geometry and Calculus 1	5	
PHYS	211	Introductory Physics 1	4	
PHYS	212	Introductory Physics 2	4	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

09/01

Graduation Clearance Approval

Signature

Date



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL EDUCATION REQUIREMENTS – ENGLISH EDUCATION  
BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS# \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course) ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher.</b> This requirement can be completed by <b>ONE</b> of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement. 3. The following are recommended: HIST 301 Racism in the Modern World, LITR 202 Black Literature, LITR 203 Introduction to African Literature, LITR 204 Native American Literature				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. The following are recommended: SOCY 230 Gender Roles in Society, SOCY 340 Minority Groups in America, and JRNL 251 Understanding Mass Media 5. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES  
ENGLISH TEACHING MAJOR – SECONDARY 39 - 40 Credits**

Name \_\_\_\_\_

SS# \_\_\_\_\_

		COURSE TITLE	S.H.	GRADE
<b>REQUIRED CORE – 18 credits</b>				
LITR	311	American Literature I	3	
LITR	312	American Literature II	3	
LITR	351 or 323	English Literature I or Shakespeare	3	
LITR	352	English Literature II	3	
LITR	415	Literature in Secondary Schools	3	
ENGL	415	Theory/Prac	3-4	
<b>English Language Studies – 6 credits (Select two of the following)</b>				
ENGL	301	Linguistics	3	
ENGL	382	History and Str	3	
ENGL	413	Literacy	3	
ENGL	380	History of Rhetoric and Style	3	
<b>Practical Writing – 3 credits (Select one of the following)</b>				
ENGL	311	Technical Writing	3	
ENGL	222	Introduction to Creative Writing	3	
ENGL	323	Proposal Writing	3	
ENGL	325	Business Writing	3	
<b>Diverse Perspectives – 3 credits (Select one of the following)</b>				
LITR	170	Women in Contemporary Culture	3	
LITR	202	Black Literature	3	
LITR	203	African Literature	3	
LITR	204	Native American Literature	3	
LITR	241	World Short Fiction	3	
LITR	300-06	World Literature	3	
LITR	327	Adolescent Literature	3	
LITR	380	World Folk Literature	3	
<b>Electives – 9 credits (Select three courses from the following in any desired combination)</b>				
		Any ENGL 300 or above		
		Any LITR 170 or above (Pre-requisite for LITR 311, 312, 323, 351, & 352 is LITR 250)		
		Any JRNL		
<b>NOTE: (1) GPA of 3.0 must be obtained in all required courses, (2) a minimum of C in any individual course (or transfer equivalent) within the major, and (3) a minimum of B in ENGL 150 and ENGL 250 (general education requirements or their transfer equivalents). A 2.75 GPA is required in the Professional Sequence.</b>				

11/02 jed Advisor: Roxanne Cullen, 231-591-3988

Graduation Clearance Approval \_\_\_\_\_

Signature

Date

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**ENGLISH TEACHING MINOR FOR SECONDARY EDUCATION**  
**25 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
LITR	311	American Literature I	3	
LITR	312	American Literature II	3	
LITR	351 or 323	English Literature I or Shakespeare	3	
LITR	352	English Literature II	3	
ENGL	301	Linguistics	3	
ENGL	415	Composition Theory	4	
<b>Diverse Perspectives – 3 credits (Select one of the following)</b>				
LITR	170	Women in Contemporary Culture	3	
LITR	202	Black Literature	3	
LITR	203	African Literature	3	
LITR	204	Native American Literature	3	
LITR	241	World Short Fiction	3	
LITR	300-05	Global Literature	3	
LITR	327	Adolescent Literature	3	
LITR	380	World Folk Literature	3	
<b>Electives – 3 credits</b>				
		200+ level of ENGL or LITR (Pre-requisite for LITR 311, 312, 323, 351, & 352 is LITR 250)	3	
<b>NOTE: (1) GPA of 3.0 must be obtained in all required courses; (2) a minimum of C in any individual course (or transfer equivalent) within the minor, and (3) a minimum of B in ENGL 150 and ENGL 250 (general education requirements or their transfer equivalents). A 2.75 GPA is required in the Professional Sequence.</b>				

06/02 jed Advisor: Roxanne Cullen, 231-591-3988

Graduation Clearance Approval

Signature

Date

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**GENERAL SCIENCE TEACHING MINOR FOR SECONDARY EDUCATION**

If a course is required in both your major and your minor, it can only be counted in your major. Contact your advisor if you need to select a substitute course.

25-27 Semester Hours

10/00

REQUIRED		COURSE TITLE	S.H.	GRADE
<b>EARTH SCIENCE: 12 HOURS REQUIRED (Select at least 4 courses in 2 of the following areas)</b>				
ASTR	120	The Stellar Svstem (Must also enroll in ASTR 121 Stellar Svstem Lab.	4	
ASTR	130	The Solar Svstem (Must also enroll in ASTR 131 Solar Svstem Lab.	4	
ASTR	140	The Sun	3	
ASTR	230	Introductory Astrophysics	3	
BIOL	347	Environmental Conservation	3	
GEOG	111	Geography of the Physical Environment	4	
GEOG	121	Weather and Climate	3	
GEOL	121	Physical Geology	4	
GEOL	122	Historical Geology	3	
GEOL	321	Hydrogeology	4	
<p><b>Complete ONE of the following options according to the rules below:</b>            1. MATH MAJORS: Select either Option 1 or Option 2. 3. CHEMISTRY MAJORS: Complete Option 2.            2. BIOLOGY MAJORS: Select either Option 3A or 3B. 4. OTHER MAJORS: Select any option.</p>				
<b>OPTION 1: Chemistry - 13 Hours Required</b>				
CHEM	121	General Chemistrv 1	5	
CHEM	122	General Chemistrv 2	5	
CHEM	124	Introduction to Organic & Biochemistrv OR	3	
CHEM	214	Fundamentals of Organic Chemistrv	4	
<b>OPTION 2: Biology - 15 Hours Required</b>				
BIOL	109	Basic Human Anatomy & Physiology	4	
BIOL	121	General Biology 1	4	
BIOL	122	General Biology 2	4	
BIOL	218	Microbial Ecology	3	
<b>OPTION 3A: Physics - 13 Hours Required</b>				
PHYS	241	General Physics 1	5	
PHYS	242	General Physics 2	5	
PHYS	260	Statics OR	3	
PHYS	261	Dvnamics OR	3	
PHYS	311	Introduction to Modern Physics	3	
<b>OPTION 3B: Physics - 14 Hours Required</b>				
PHYS	211	Introductory Physics 1	4	
PHYS	212	Introductory Physics 2	4	
Plus 2 other courses selected from Option 1 or Option 2 or PHYS 311 to bring the total number of hours to 14.				
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR</b>				

# FERRIS STATE UNIVERSITY

College of Education and Human Services

## MARKETING/DISTRIBUTIVE EDUCATION TEACHING MAJOR - 39 Semester Hours

You can **NOT** have a Marketing/Distributive Education teaching minor with this teaching major.

REQUIRED		COURSE TITLE	S.H.	GRADE
ACCT	201	Principles of Accounting I	3	
ADVG	222	Principles of Advertising	3	
BLAW	221	Elementary Business Law	3	
MATH	122	Mathematical Analysis for Business	3	
MKTG	231	Professional Selling	3	
MKTG	321	Principles of Marketing	3	
ENGL	325	Advanced Business Writing	3	
RETG	229	Visual Merchandising	3	
RETG	337	Principles of Retailing	3	
RETG	339	Retail Merchandising	3	
STQM	260	Introduction to Statistics	3	
TOTAL			33	
<b>RECOMMENDED ELECTIVES - 6 HOURS REQUIRED</b>				
ADVG	485	Retail Promotion	3	
MKTG	322	Consumer Behavior	3	
MKTG	341	Credits and Collections	3	
MKTG	365	Transportation	3	
MKTG	472	Physical Distribution Management	3	
MKTG	473	Marketing Cases and Problems	3	
RETG	226	Fashion Division Merchandising	3	
RETG	232	Home Division Merchandising	3	
RETG	438	Retail Management	3	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR</b>				

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**

**MARKETING/DISTRIBUTIVE EDUCATION TEACHING MINOR - 21 Semester Hours**

This minor is only available to students with a major in business education.

You can **NOT** have a Marketing/Distributive Education teaching major with this teaching minor.

If a course is required in both your major and your minor, it can only be counted in your major. Contact your advisor if you need to select a substitute course.

REQUIRED		COURSE TITLE	S.H.	GRADE
ADVG	222	Principles of Advertising	3	
MKTG	231	Professional Selling	3	
MKTG	321	Principles of Marketing	3	
MKTG	322	Consumer Behavior	3	
RETG	229	Visual Merchandising	3	
RETG	337	Principles of Retailing	3	
RETG	339	Retail Merchandising	3	
<b>OR</b>				
RETG	438	Retail Management	3	
		<b>TOTAL</b>	21	
<b>RECOMMENDED ELECTIVES - 0 HOURS REQUIRED</b>				
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

08/28/02  
 Advisor: Jim Lindsey, 231-591-2449

**FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION**

**GENERAL EDUCATION REQUIREMENTS - MATHEMATICS EDUCATION**  
**BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 10 Credit Hours Required:</b>				
PHYS	241	General Physics 1	5	
PHYS	242	General Physics 2	5	
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC) SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**MATHEMATICS TEACHING MAJOR - 37 Semester Hours**

You can **NOT** have a Mathematics teaching minor with this teaching major.

REQUIRED		COURSE TITLE	S.H.	GRADE
CPSC OR CPSC	150	Programming in Basic	3	
	244	Scientific Programming with Fortran	3	
MATH	220	Analytical Geometry and Calculus 1	5	
MATH	230	Analytical Geometry and Calculus 2	5	
MATH	314	Probability	3	
MATH	320	Analytical Geometry and Calculus 3	3	
MATH	322	Linear Algebra	3	
MATH	324	Fundamental Concepts in Mathematics	3	
MATH	325	College Geometry	3	
		TOTAL	28	
<b>RECOMMENDED ELECTIVES - 9 HOURS REQUIRED</b>				
CPSC	150	Programming in Basic	3	
CPSC	200	Object Oriented Programming (C++)	4	
CPSC	244	Scientific Programming with Fortran	3	
CPSC	326	Computer Graphics	3	
CPSC OR MATH	328	Discrete Structures	3	
	328	Discrete Structures	3	
MATH	330	Differential Equations	3	
MATH	340	Numerical Analysis	3	
MATH	380	Applied Analysis	3	
MATH	414	Mathematical Statistics 1	3	
MATH	420	Introduction to Abstract Algebra	3	
MATH	430	Advanced Calculus	3	
<b>NOTE: A 2.75 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				





**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**PHYSICAL EDUCATION/COACHING TEACHING MINOR FOR SECONDARY EDUCATION**  
**26-30 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
PHED	112	Fitness and Wellness	2	
PHED	304	PACE	2	
PHED	338	Biomechanics	3	
PHED	426	Contemporary Issues in Sport	3	
PHED	430	Principles of Sports Medicine	3	
PHED	436	Psychology of Fitness/Sport	3	
PHED	485	Practicum	1-4	
HLTH	125	First Aid Responding to Emergencies	2	
TOTAL			19-22	

**RECOMMENDED ELECTIVES 5- 6 HOURS REQUIRED-must choose at least one teaching and coaching course.**

PHED	113	Strength Training	1	
PHED	225	Officiating Basketball	2	
PHED	226	Officiating Football	2	
PHED	227	Officiating Softball/Baseball	2	
PHED	321	Teaching and Coaching Football	3	
PHED	322	Teaching and Coaching Basketball	3	
PHED	323	Teaching and Coaching Baseball	3	
PHED	324	Teaching and Coaching Track/Field	3	
PHED	326	Teaching and Coaching Volleyball	3	
PHED	327	Teaching and Coaching Selected Sports	3	
PHED	328	Teaching and Coaching Individual Sports	3	

Students may choose to emphasize Sports Medicine and or Health and Wellness/First Aid as well as coaching by taking classes other than from the recommended electives list.

**PHYSICAL EDUCATION ACTIVITIES - 2 HOURS REQUIRED**

PHED			1	
PHED			1	

**STRONGLY RECOMMENDED**

HLTH	124	Health and Wellness	3	
------	-----	---------------------	---	--

**NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY  
COMPLETION OF THIS MINOR, AND PROFESSIONAL EDUCATION COURSE SEQUENCE.  
A 2.25 CUMULATIVE GPA IS ALSO REQUIRED BEFORE DIRECTED AND INTERNSHIP TEACHING.**

10/00 Advisor: Allyn Miller, 231-591-2676

Graduation Clearance Approval \_\_\_\_\_

Signature

Date

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**PHYSICS TEACHING MINOR FOR SECONDARY EDUCATION**  
**24 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
PHYS	241	General Physics 1	5	
PHYS	242	General Physics 2	5	
PHYS	311	Modern Physics	3	
PHYS	450	Science Laboratory Concepts in Physics/Physical Science	3	
PHYS	460	Physics Seminar	1-3	
		TOTAL		
<b>ELECTIVE COURSES - 7 HOURS (MINIMUM)</b>				
PHYS	260	Statics	3	
PHYS	261	Dynamics	3	
CHEM	311	Polymer Analysis	3	
ASTR	120	Stellar System	4	
ASTR	130	Solar System	4	
ASTR	140	The Sun	3	
ASTR	230	Astrophysics	3	
<b>NOTE: A 2.50 GPA IS REQUIRED IN THE MAJOR/MINOR.</b>				

10/00

Graduation Clearance Approval

\_\_\_\_\_  
Signature Date

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN SERVICES  
PRE - TEACHING - ASSOCIATE OF ARTS DEGREE**

**Notes:**

1. You must see your advisor each semester before registering for classes.
2. Students who may be transferring to another university should consult with that university regarding the appropriate selection of classes.
3. Students who may be transferring to a Ferris State University Teacher Education or Early Childhood Education program should consult with a Teacher Ed or Early Childhood advisor regarding the appropriate selection of classes.

NAME:

SS#:

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121)	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, PSYC, SOCY, SSCL. These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course.				
<b>PROFESSIONAL EDUCATION - 9 Credit Hours Required:</b>				
EDUC	150	Survey of Contemporary American Education OR	3	
EDUC*	303	School, Work, and Society * see advisor	3	
EDUC	251	Life Span Human Growth and Development	3	
EDUC	206	Educational Technology in the Secondary Classroom	3	
		<b>OR</b>		
EDUC	205	Educational Technology in Elementary/Middle School Classrooms		
<b>RELATED REQUIREMENTS - 19 Credit Hours Required: (See advisor before selecting classes)</b>				

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**GENERAL EDUCATION REQUIREMENTS – SOCIAL STUDIES EDUCATION  
BACHELOR OF SCIENCE DEGREE - SECONDARY**

NAME: \_\_\_\_\_ SS# \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor.)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: Two courses from the following subject areas (one must be a lab course) ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.</b>				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher. This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.</b>				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required: Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement. 3. The following are recommended: HIST 301 Racism in the Modern World, LITR 202 Black Literature, LITR 203 Introduction to African Literature, LITR 204 Native American Literature</b>				
<b>SOCIAL AWARENESS - 9 Credit Hours Required: Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher. 4. The following are recommended: SOCY 230 Gender Roles in Society, SOCY 340 Minority Groups in America</b>				
<b>GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.</b>				

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN SERVICES**

**SECONDARY EDUCATION CERTIFICATION**

**SOCIAL STUDIES TEACHING MAJOR  
39 SEMESTER HOURS**

REQUIRED		COURSE TITLE	SEM. HOURS	GRADE
GEOG	112	Cultural Geography	3	
OR				
ANTH	122	Cultural Anthropology		
ECON	221	Principles of Economics 1	3	
ECON	222	Principles of Economics 2	3	
GEOG	100	Geography of World Regions	3	
GEOG	201	Geography of the United States and Canada	3	
GEOG	202	Geography of Latin Am., Africa, and Asia	3	
OR				
GEOG	424	Current Global Problems		
HIST	121	United States History to 1877	3	
HIST	122	United States History - 1877 - Present	3	
HIST	230	Michigan History	3	
OR				
PLSC	311	American State & Local Government		
HIST	341	US Foreign Policy 20 <sup>th</sup> C.	3	
OR				
PLSC	323	International Organization		
OR				
PLSC	341	International Politics		
PLSC	121	American Government 1: People and Politics	3	
PLSC	122	American Government 2: Policy Making	3	
SSCI	425	Issues in Public Policy	3	
<b>TOTAL</b>			<b>39</b>	

**NOTE: A 2.50 GPA IS REQUIRED FOR A SATISFACTORY COMPLETION OF THIS MAJOR**



**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**SPANISH TEACHING MINOR FOR SECONDARY EDUCATION**  
**23 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
SPAN	201	Intermediate Spanish 1 (offered F)	4	
SPAN	202	Intermediate Spanish 2 (offered W)	4	
SPAN	301	Advanced Spanish 1 (offered F)	4	
SPAN	302	Advanced Spanish 2 (offered W)	4	
SPAN	425	Spanish Language Pedagogy (offered W)	4	
		TOTAL	20	
<b>REQUIRED ELECTIVES - 3 HOURS REQUIRED (choose one) *</b>				
SPAN	331	Contemporary Culture and Society of Spain (offered W)	3	
SPAN	332	Contemporary Culture and Society of Mexico (offered W)	3	
SPAN	333	Contemporary Culture and Society of Hispanic America (offered W)	3	
* Each of these three courses is taught in English and offered on a rotating basis every three years.				
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR</b>				

10/00

Graduation Clearance Approval

\_\_\_\_\_

Signature

Date

**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**SPEECH COMMUNICATION TEACHING MINOR FOR SECONDARY EDUCATION**  
**20-21 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
COMM	105	Interpersonal Communications	3	
COMM	121	Fundamentals of Public Speaking	3	
COMM	231	Interpretive Reading	3	
COMM	251	Argumentation and Debate	3	
THTR	215	Introduction to Theatre	3	
TVPR	110	Video Communications	3	
		TOTAL	18	
<b>THEATRE SKILLS APPLICATION - Choose 2-3 credits from the following courses:</b>				
THTR	219	Stage Craft	3	
THTR	222	Acting	3	
THTR	223	Directing	3	
THTR	225	Stage Make-Up	1	
THTR	235	Puppetry	2	
THTR	250	Lighting For the Stage and Television	2	
THTR	255	Children's Theatre	3	
THTR	224	Theatre Practicum	1	
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR</b>				

11/01 jed

Graduation Clearance Approval \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_



**FERRIS STATE UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**SPEECH COMMUNICATION TEACHING MINOR FOR SECONDARY EDUCATION**  
**20-21 Semester Hours**

REQUIRED		COURSE TITLE	S.H.	GRADE
COMM	200	Foundations of Interpersonal Communication	3	
COMM	201	Public Presentation Practice	3	
THTR	255	Educational Theatre	3	
COMM	251	Argumentation and Debate (Comm 121 or Comm 201)	3	
COMM	352	Directing Speech Communication Activities (COMM 251 or THTR 255)	3	
TVPR	110	Video Communications	3	
		TOTAL	18	
<b>THEATRE SKILLS APPLICATION - Choose 2-3 credits from the following courses:</b>				
THTR	219	Beginning Technical Theatre	3	
THTR	222	Acting	3	
THTR	224	Theatre Practicum "may be repeated for up to 4 credits"	1	
THTR	423	Directing (THTR 222 or THTR 255 or THTR 319)	3	
<b>NOTE: A 2.50 GPA IS REQUIRED FOR SATISFACTORY COMPLETION OF THIS MINOR.</b>				

Advisor: Dr. Sandy Alspach, 231-591-2779

Graduation Clearance Approval \_\_\_\_\_  
Signature Date

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION

GENERAL EDUCATION REQUIREMENTS - BACHELOR OF SCIENCE DEGREE

TECHNICAL EDUCATION

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 2. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**FERRIS STATE UNIVERSITY**  
**College of Education and Human Services**  
**GENERAL EDUCATION REQUIREMENTS - BACHELOR OF SCIENCE DEGREE**

**WAGE EARNING HOME ECONOMICS EDUCATION**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		COMMUNICATION COMPETENCE - 12 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1 (Must obtain a minimum of B grade for English teaching major/minor)	3	
ENGL	250	English 2 (Must obtain a minimum of B grade for English teaching major/minor)	3	
COMM		Inter. Comm. (COMM 105) or Fund. of Public Speaking (COMM 121) Program Specific Requirement	3	
ENGL	321	Advanced Composition	3	
<b>SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required:</b> Two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS.				
<b>QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher:</b> This requirement can be completed by ONE of the following options: 1. Pass MATH 115 or higher.    2. Pass course proficiency exam in MATH 115 or higher. 3. ACT Math subtest score of 24 or higher.				
<b>CULTURAL ENRICHMENT - 9 Credit Hours Required:</b> Three courses from the following subject areas: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTR. These courses must include: 1. At least one course at the 200 level or higher. 3. No more than 5 credit hours in music activities courses or theater activities courses may be used to complete this requirement.				
<b>SOCIAL AWARENESS - 9 Credit Hours Required:</b> Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG 111 or 121) PLSC, (exclude PSYC), SOCY, SSCI (except SSCI 100). These courses must include: 1. Courses in at least two different subject areas. 2. One Social Awareness Foundations Course. 3. One course dealing with issues of race/ethnicity and/or gender. 4. One course at the 300 level or higher.				
<b>GLOBAL CONSCIOUSNESS:</b> Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				

**Ferris State University**  
**School of Education**  
**Fall Semester 2003 Course Syllabus**

**Course Title:** EDUC 301-003 Principles of Teaching and Learning

**Credits:** 3 Semester Credits

**Prerequisites:** None

**Days/Time:** TR: 8:00 – 9:15 AM

**Location:** BIS 209

**Instructor:** Leonard Johnson, Professor of Education  
Ph.D. Cultural Foundations of Education, Kent State University

**Office:** 412 Bishop Hall

**Office Hours:** MW 3:00 – 4:20 PM, TR 9:20 – 11:00 AM, and other times by appointment.

**Phone:** (231) 591-2134

**E-mail:** johnsole@ferris.edu

**Textbook:** Slavin, R. E. (2003). Educational Psychology: Theory and Practice. (7<sup>th</sup> edition).  
Needham Heights, MA: Allyn and Bacon

**COURSE DESCRIPTION**

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self-concept, and classroom management strategies. Students are required to do field experiences in appropriate classroom settings.

**COURSE OBJECTIVES**

1. Assuming that pupil behavior affects learning, the student will indicate a knowledge of methods utilized in identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils. In addition, students will indicate an awareness of cognitive, intellectual, verbal, affective, moral, and psychomotor characteristics that pupils bring to learning.
2. Drawing from the principles and theories of learning, students will demonstrate the ability to create instructional tasks as integration's of learning and teaching that target cognitive, affective, and psychomotor outcomes.
3. Concerning the affective domain, students will also demonstrate the awareness of group guidance activities (such as decision making and problem solving, group process, interpersonal relations, self-concept, and verbal and nonverbal communication).
4. Students will reflect knowledge of the importance of integrating the career-related world-of-work concept suitable to both age and subject levels for grades K – 12.
5. Students will indicate an awareness of methods and materials utilized to measure, evaluate, and report pupil progress. Knowledge of skills related to the development, administration, scoring, interpretation, and validation of both teacher-made and standardized tests will also be demonstrated.
6. Effective classroom management, discipline, and organization promote teaching efficiency and effectiveness and are unique to both the individual content area and to the age-grade level. Students will demonstrate an awareness of how current research and practice is utilized to bring this about.

7. Students will demonstrate an awareness of different strategies that have been suggested to promote and evaluate cooperation between school personnel, families, and communities.
8. Students will demonstrate an understanding of the unique needs of middle school children, and the impact that cooperative learning activities has on all age levels.

### **COURSE REQUIREMENTS**

1. **Attendance/Participation/Professionalism.** It is my expectation that you will demonstrate the kind of professionalism that will later make you a credit to the profession of teaching. Therefore, I expect the following:
  - a) You will be prepared and actively participate in every class, including the final exam. In the event an emergency makes it necessary to miss class, it is your responsibility to see me concerning the missed session. If a school-sponsored event necessitates an absence, you will need to talk to me *in advance* to avoid losing attendance points. You can earn up to 3 points per class for arriving on time, participating during class, and staying until dismissal. (Maximum of 90 points for "attendance" and an additional 60 points for "participation/professionalism).
  - b) No tobacco.
  - c) Treat guests and classmates with respect and courtesy. Comments should be constructive in nature, both in and out of class.
2. **Exams.** Four exams (essay format, 100 points each) and one comprehensive final exam (essay format, 100 points) will be given. Students absent on the day an exam is given will receive a "0" for that exam. At the end of the semester the lowest exam grade will be dropped.
3. **Paper.** There will be one formal writing assignment in this course. All students are expected to complete a 5-8 page paper (200 points) reviewing current literature and presenting a comprehensive plan for classroom/behavior management. Students will be expected to share their plans with the class.
4. **Article Reviews.** Three, one-two page article reviews (25 points each), and one directed, reflective writing activity will be assigned during the course of the semester. The instructor will hand out the reflective writing assignment at least one-week prior to the due date. The three articles to be reviewed are included in this packet. The due dates for these assignments are included in the course outline.
5. **Small Group Presentations.** Students will be expected to actively participate in two small group activities illustrating various approaches to cooperative learning and mastery learning techniques. The activities will culminate with each group presenting a theory of human development and a theory of motivation to the class (50 points each).
6. **Quizzes.** Four quizzes will be given this semester. They may contain objective, short answer or essay items. Students absent on the day a quiz is given or who arrive in class after a quiz has been completed will not be allowed to make up the missed quiz. (Quizzes may be anywhere from 5 – 25 points each).

**NOTE: Assignments not turned in on time will lose 5% of their value for each day they are late.**

Fall 2003  
L. Johnson

**EDUC 301**  
**Principles of Teaching and Learning**

**Tentative Course Schedule\*:**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
8/26	Introduction, course overview	
8/28	<b>A Foundation for Teaching</b> “Bad and Better Research”	Ch. 1
9/2	<b>Theories of Development</b>	Ch. 2
9/4	<b>Behavioral Theories of Development</b>	Ch. 5
9/9	Classroom Uses of Reinforcement	
9/11	<b>Exam #1</b>	Chs. 1, 2 & 5
9/16	<b>Cognitive Theories of Learning (Donald Duck)</b>	Ch. 6
9/18	Information Processing Models (Mnemonics activity) (Herminghaus #14)	Ch. 7
9/23	Constructivism (Herminghaus #15) Squerkles – Discovery Learning Activity	Ch. 8
9/25	Cooperative Learning Activity (Pasta) “Rediscovering Discovery Learning”	Ch. 8, review due
9/30	Cooperative Learning Lecture & test review	
10/2	<b>Exam #2</b>	Chs. 6, 7, 8 & article
10/7	Accommodating Instruction to Individual Needs Mastery Learning	Ch. 9
10/9	Motivating Students to Learn	Pre-Quiz
10/14	Small Group Presentations	Ch. 10
10/16	Small Group Presentations, cont.	Post-Quiz
10/21	Effective Learning Environment	Ch. 11
10/23	Focus on School Discipline	
10/28	Theories of Behavior Management “How to Create Discipline Problems”	review due

10/30	<b>Exam #3</b>	Chs. 9, 10, 11 & article
11/4	The Exceptional Learner	Ch. 12
11/6	Fostering Social Integration	
11/11	Diversity	
11/13	Avoiding Gender Bias in Teaching "Blowing up the Tracks"	review due
11/18	Social Styles Inventory	<b>Papers Due</b>
11/20	<b>Exam #4</b>	Chs. 12, 4 & article
11/25	Share Behavior Management Plans	journal due
12/2	Share Behavior Management Plans	
12/4	Review for Final Exam	
12/8 – 12/12	<b>Final Exam Week</b>	

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

### **COURSE EVALUATION**

Attendance	90 points
Participation/Professionalism	60 points
Exams (4 x 100)	400 points
Paper	200 points
Journal Assignments (4 x 25)	100 points
Small Group Activity/Presentation (2 x 50)	100 points
Quizzes	50 points
<u>Final Exam</u>	<u>100 points</u>
<b>TOTAL</b>	<b>1,100 points*</b>

\*Lowest test grade will be dropped.

### **GRADING SCALE**

950 – 1,000 points = A	730 - 764 points = C
900 - 949 points = A-	700 - 729 points = C-
865 - 899 points = B+	665 - 699 points = D+
830 – 864 points = B	630 - 664 points = D
800 – 829 points = B-	600 - 629 points = D-
765 - 799 points = C+	Below 599 points = F

**Ferris State University**  
**School of Education**  
**Fall Semester 2003 Course Syllabus**

**Course Title:** EDUC 301-AGA Principles of Teaching and Learning

**Credits:** 3 Semester Credits

**Prerequisites:** None

**Days/Time:** W 7:00 – 9:50 PM

**Location:** 171 ATC

**Instructor:** Leonard Johnson, Professor of Education  
Ph.D. Cultural Foundations of Education, Kent State University

**Office:** 412 Bishop Hall

**Office Hours:** MW 3:00 – 4:20 PM, TR 9:20 – 11:00 AM, and other times by appointment.

**Phone:** (231) 591-2134

**E-mail:** johnsole@ferris.edu

**Textbook:** Slavin, R. E. (2003). Educational Psychology: Theory and Practice. (7<sup>th</sup> edition).  
Needham Heights, MA: Allyn and Bacon

### **COURSE DESCRIPTION**

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self-concept, and classroom management strategies. Students are required to do field experiences in appropriate classroom settings.

### **COURSE OBJECTIVES**

1. Assuming that pupil behavior affects learning, the student will indicate a knowledge of methods utilized in identifying and evaluating the social, emotional, psychological, and physical behaviors of pupils. In addition, students will indicate an awareness of cognitive, intellectual, verbal, affective, moral, and psychomotor characteristics that pupils bring to learning.
2. Drawing from the principles and theories of learning, students will demonstrate the ability to create instructional tasks as integration's of learning and teaching that target cognitive, affective, and psychomotor outcomes.
3. Concerning the affective domain, students will also demonstrate the awareness of group guidance activities (such as decision making and problem solving, group process, interpersonal relations, self-concept, and verbal and nonverbal communication).
4. Students will reflect knowledge of the importance of integrating the career-related world-of-work concept suitable to both age and subject levels for grades K – 12.
5. Students will indicate an awareness of methods and materials utilized to measure, evaluate, and report pupil progress. Knowledge of skills related to the development, administration, scoring, interpretation, and validation of both teacher-made and standardized tests will also be demonstrated.
6. Effective classroom management, discipline, and organization promote teaching efficiency and effectiveness and are unique to both the individual content area and to the age-grade level. Students will demonstrate an awareness of how current research and practice is utilized to bring this about.



7. Students will demonstrate an awareness of different strategies that have been suggested to promote and evaluate cooperation between school personnel, families, and communities.
8. Students will demonstrate an understanding of the unique needs of middle school children, and the impact that cooperative learning activities has on all age levels.

## **COURSE REQUIREMENTS**

1. Attendance/Participation/Professionalism. It is my expectation that you will demonstrate the kind of professionalism that will later make you a credit to the profession of teaching. Therefore, I expect the following:
  - a) You will be prepared and actively participate in every class, including the final exam. In the event an emergency makes it necessary to miss class, it is your responsibility to see me concerning the missed session. If a school-sponsored event necessitates an absence, you will need to talk to me *in advance* to avoid losing attendance points. You can earn up to 6 points per class for arriving on time, participating during class, and staying until dismissal. (Maximum of 90 points for "attendance" and an additional 60 points for "participation/professionalism).
  - b) No tobacco.
  - c) Treat guests and classmates with respect and courtesy. Comments should be constructive in nature, both in and out of class.
2. Exams. Four exams (essay format, 100 points each) and one comprehensive final exam (essay format, 100 points) will be given. Students absent on the day an exam is given will receive a "0" for that exam. At the end of the semester the lowest exam grade will be dropped.
3. Paper. There will be one formal writing assignment in this course. All students are expected to complete a 5-8 page paper (200 points) reviewing current literature and presenting a comprehensive plan for classroom/behavior management. Students will be expected to share their plans with the class.
4. Article Reviews. Three, one-two page article reviews (25 points each), and one directed, reflective writing activity will be assigned during the course of the semester. The instructor will hand out the reflective writing assignment at least one-week prior to the due date. The three articles to be reviewed are included in this packet. The due dates for these assignments are included in the course outline.
5. Small Group Presentations. Students will be expected to actively participate in two small group activities illustrating various approaches to cooperative learning and mastery learning techniques. The activities will culminate with each group presenting a theory of human development and a theory of motivation to the class (50 points each).
6. Quizzes. Four quizzes will be given this semester. They may contain objective, short answer or essay items. Students absent on the day a quiz is given or who arrive in class after a quiz has been completed will not be allowed to make up the missed quiz. (Quizzes may be anywhere from 5 – 25 points each).

**NOTE: Assignments not turned in on time will lose 5% of their value for each day they are late.**

Fall 2003  
L. Johnson

**EDUC 301**  
**Principles of Teaching and Learning**

**Tentative Course Schedule\*:**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
8/27	Introduction, course overview <b>A Foundation for Teaching</b> "Bad and Better Research"	
9/3	<b>Theories of Development</b> <b>Behavioral Theories of Development</b>	Ch. 1 & Ch. 2 Ch. 5
9/10	Classroom Uses of Reinforcement <b>Exam #1</b>	Chs. 1, 2 & 5
9/17	<b>Cognitive Theories of Learning (Donald Duck)</b> Information Processing Models (Mnemonics activity) (Herminghaus #14)	Ch. 6 & Ch. 7
9/24	Constructivism (Herminghaus #15) Squerkles – Discovery Learning Activity Cooperative Learning Activity (Pasta) "Rediscovering Discovery Learning"	Ch. 8, review due
10/1	Cooperative Learning Lecture & test review <b>Exam #2</b>	Chs. 6, 7, 8 & article
10/8	Accommodating Instruction to Individual Needs Mastery Learning Motivating Students to Learn	Ch. 9 Pre-Quiz
10/15	Small Group Presentations	Ch. 10 Post-Quiz
10/22	Effective Learning Environment Focus on School Discipline	Ch. 11
10/29	Theories of Behavior Management "How to Create Discipline Problems" <b>Exam #3</b>	review due Chs. 9, 10, 11 & article
11/5	The Exceptional Learner Fostering Social Integration	Ch. 12
11/12	Diversity Avoiding Gender Bias in Teaching "Blowing up the Tracks"	review due

11/19	<b>Social Styles Inventory Exam #4</b>	<b>Chs. 12, 4 &amp; article</b>
11/26	<b>Out of Class Assignment</b>	
12/3	<b>Share Behavior Management Plans Review for Final Exam</b>	<b>Journal Due Paper Due</b>
12/10	<b>Final Exam</b>	

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

### **COURSE EVALUATION**

Attendance	90 points
Participation/Professionalism	60 points
Exams (4 x 100)	400 points
Paper	200 points
Journal Assignments (4 x 25)	100 points
Small Group Activity/Presentation (2 x 50)	100 points
Quizzes	50 points
<u>Final Exam</u>	<u>100 points</u>
<b>TOTAL</b>	<b>1,100 points*</b>

\*Lowest test grade will be dropped.

### **GRADING SCALE**

950 – 1,000 points = A	730 - 764 points = C
900 - 949 points = A-	700 - 729 points = C-
865 - 899 points = B+	665 - 699 points = D+
830 – 864 points = B	630 - 664 points = D
800 – 829 points = B-	600 - 629 points = D-
765 - 799 points = C+	Below 599 points = F

**Ferris State University**

**COURSE SYLLABUS**

**INSTRUCTIONAL PLANNING AND PRACTICE (EDUC339)**

INSTRUCTOR: Dr. Karen L. Norman

**COURSE DESCRIPTION**

In this course the emphasis is placed on exploring a variety of teaching styles and strategies through a 45-hour field experience. Analysis of instructional design theory and practice will be the FSU classroom focus.

CREDITS: 2 semester credits (1+3)

PREREQUISITES: Junior Standing

**TEXTBOOKS, MATERIALS & E-MAIL ACCESS:**

Text: Secondary School Teaching: A Guide to Methods and Resources. 2<sup>nd</sup> Ed. Kellough, R. D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9

Supplement:

1. Michigan Curriculum Framework, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages]
2. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print; approximately 20 pages]

Note: The above textbook will also be used in EDUC430 and EDUC439.

E-Mail: E-mail address with word processing attachment capability is helpful for communication with your Professor.

Materials: 3-ring binder with index dividers or material's box with dividers  
1 manila folder

**COURSE CONTENT – KELLOUGH TEXTBOOK:**

Chapter 3: The Expectations, Responsibilities, and Facilitating Behaviors of a Classroom Teacher (pages 47-67) [Exercises 3.2 and 3.3]

Chapter 4: Planning the Classroom Learning Environment (pages 71-118) [Exercises 4.1, 4.2, 4.3, 4.4, 4.5]

Chapter 5: Planning the Curriculum & Its Content (pages 120-172)  
[Exercises 5.3, 5.5, 5.8, 5.9, 5.10, 5.11, 5.12]

Chapter 6: Planning the Instructional Unit with Lessons (pages 174-185)  
[Exercises 6.1, 6.2]

### **CLASS POLICIES:**

1. All course requirements must be completed at the "C-" grade level or above.
2. Make-up work and Revision of assignments are allowed at the discretion of your professor. If necessary to meet objectives, written assignments may be resubmitted ONE time only for revision.
3. 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.
4. ALL assignments and the field experience must be completed.
5. During your field experience, 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, no gum chewing, eating or drinking in the public classroom is permitted.
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.

### **EVALUATION AND GRADING:**

#### FSU Classroom Assignments:

"MI Framework" printed	5 points	
"Teacher Standards" printed	5 points	
Unit Overview with Course Outline (1)	50 points	
Instructional Objectives (9)	90 points	
Student-Centered Activities (2)	50 points	
Gradebook Exercise (1)	25 points	
"Pop" Quiz Questions (10 @ 5)	50 points	
Chapter-Related Exercises (16 @ 5)	80 points	
Prop Box (5 items)	25 points	
Three-ring Binder/Box organized	5 points	Total 385

#### Public School Field Experience Requirements:

1 Video-Taped Lesson Activity	25 points	
1 Self-Evaluation of Lesson Activity	10 points	
1 Mentor Teacher Evaluation of Activity	10 points	
45 Contact Hours/Check-In Form	90 points	
Mentor Final Evaluation	10 points	
Journal	20 points	
Educational Materials	10 points	Total 175

**TOTAL COURSE POINTS: 560**

	<u>Percent</u>	<u>Points</u>
Final Grading Scale:	96 - 100 = A	538-560
	90 - 95 = A-	504-537
	87 - 89 = B+	487-503
	83 - 86 = B	465-486
	80 - 82 = B-	448-464
	77 - 79 = C+	431-447
	73 - 76 = C	409-430
	70 - 72 = C-	392-408
	= F	391

### **INSTRUCTOR OFFICE HOURS/CONTACT INFORMATION:**

Available: Tuesday & Thursday, 12 noon-2 p.m.; Wednesday, 11 a.m.-2 p.m.  
Office: Bishop Hall 414  
Telephone: Office: 231-591-5025; Fax: 231-591-2041  
E-mail: normank@ferris.edu or karen\_norman@ferris.edu

### **INSTRUCTIONAL OBJECTIVES:**

Upon completion of EDUC339, you will be able to:

1. Explore various teaching strategies.
2. Demonstrate knowledge of critical thinking models by developing activities that promote critical thinking for students.
3. Identify strategies to create a positive physical, psychological and social learning environment.
4. Identify and discuss how various learning styles can affect the teaching/learning process.
5. Guide tutoring activities
6. Facilitate small groups
7. Respond to teacher aide tasks
8. Observe instructional practices
9. Explore and Journalize practices/strategies
10. Review Curriculum Materials & 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
11. Create Sample Unit Overview/Course Outline
  - a. Brainstorm Unit Overview/Course Outline topics
  - b. Distribute topics into appropriate class time
  - c. Explore assessment techniques
  - d. Align teaching strategies
  - e. Estimate media needed

**Ferris State University**

**COURSE SYLLABUS**

**INSTRUCTIONAL DELIVERY AND EVALUATION (EDUC430)**

INSTRUCTOR: Dr. Karen L. Norman

**COURSE DESCRIPTION**

In this course participants will demonstrate their ability to connect lesson plans with curriculum objectives and assessment. Practice teaching will take place.

CREDITS: 4 semester credits (4+0)

PREREQUISITES: EDUC339; Senior Standing

**TEXTBOOKS, MATERIALS & E-MAIL ACCESS:**

- Secondary School Teaching: A Guide to Methods and Resources. 2<sup>nd</sup> Ed. Kellough, R. D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9
- Preparing Instructional Objectives. 3<sup>rd</sup> Edition, Mager, R.F. (1997). GA: CEP Press. ISBN: 1-879618-03-6
- Assessment of Student Achievement, 7<sup>th</sup> Edition, Gronlund, N.E. (2003). Boston, MA: Allyn & Bacon. ISBN: 0-205-36610-4
- A Complete Guide to Student Grading, Haladyna, T. M. (1999). Boston, MA: Allyn & Bacon. ISBN: 0-205-27259-2

**Supplement:**

1. Michigan Curriculum Framework, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages]
2. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print; approximately 20 pages]

Note: The above textbooks will also be used in EDUC439.

E-Mail: E-mail address with word processing attachment capability is helpful for communication with your Professor.

Materials: 3-ring binder with index dividers or material's box with dividers  
2 manila folders

## **COURSE CONTENT FROM REQUIRED TEXTBOOKS**

### **SECONDARY SCHOOL TEACHING:**

- Chapter 6: Planning the Instructional Unit with Lessons (pages 189-216)  
[Exercises 6.3, 6.4A, 6.4B]
- Chapter 7: Questioning for Teaching and Learning (pages 221-245) [Exercises 7.1, 7.5, 7.6]
- Chapter 8: Grouping and Assignments for Positive Interactive and Quality Learning (pages 246-292) [Exercises 8.2, 8.3]
- Chapter 9: Using Teacher Talk, Demonstrations, Thinking, Inquiry, and Games (pages 294-319) [Exercises 9.1, 9.2]
- Chapter 11: Assessing and Reporting Student Achievement (pages 341-379) [Exercises 11.1, 11.2]

### **ASSESSMENT OF STUDENT ACHIEVEMENT:**

Chapters 1-6 (pages 1-115)  
Chapter 10 (pages 169-182)

### **A COMPLETE GUIDE TO STUDENT GRADING:**

Chapters 1-3 (pages 1-48)  
Chapters 5-6 (pages 59-76)  
Chapters 13-15 (pages 133-170)

### **PREPARING INSTRUCTIONAL OBJECTIVES:**

All chapters.

### **CLASS POLICIES:**

1. All course requirements must be completed at the "C-" grade level or above.
2. Make-up work and Revision of assignments are allowed at the discretion of your professor. If necessary to meet objectives, written assignments may be resubmitted ONE time only for revision.
3. 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.
4. ALL assignments must be completed.
5. During your in-class teachings, 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. No gum chewing, eating or drinking in the classroom is permitted during your teaching.
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. You must be present to conduct Peer Evaluations, as they may not be made up.
8. Rubrics are provided for each assignment and/or course requirement.

**EVALUATION AND GRADING:**

**Assignments:**

“MI Framework” printed	5 points	
“Teacher Standards” printed	5 points	
Instructional Objectives (6 @ 10)	60 points	
Gradebook Exercise (1)	50 points	
Test Questions	50 points	
Peer Evaluations of Lessons (14 @ 5)	70 points	
“Pop” Quiz Questions (10 @ 5)	50 points	
Chapter-Related Exercises (12 @ 5)	60 points	
Prop Box (5 items)	25 points	
Free	1 point	<u>376</u>
<b>Microteaching in FSU Classroom:</b>		
Lesson Plans (2 @ 35)	70 points	
Self Evaluations (2 @ 10)	20 points	
Professor Evaluation (2 @ 42)	84 points	
Student-Centered Activities (2)	50 points	<u>224</u>

**TOTAL COURSE POINTS: 600**

	<u>Percent</u>	<u>Points</u>
Final Grading Scale:	96 - 100 = A	576-600
	90 - 95 = A-	540-575
	87 - 89 = B+	522-539
	83 - 86 = B	498-521
	80 - 82 = B-	480-497
	77 - 79 = C+	462-479
	73 - 76 = C	438-461
	70 - 72 = C-	420-437
	= F	419

**DELIVERY FORMATS FOR MICROTEACHING:**

Note: You are free to do “combination delivery styles” in any of your in-class microteachings.

- Examples would be:
- Lecture-Group-Discussion
  - Lecture-Demo-Group
  - Lecture-Game/Lab-Discussion
  - Lecture-Demo-Lab

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 class. Although we will discuss these delivery styles as separate techniques, it is realistic for you to include lecture, demonstration and discussion in one lesson.

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.

#### **INSTRUCTOR OFFICE HOURS/CONTACT INFORMATION:**

Available: Tuesday & Thursday, 12 noon-2 p.m.; Wednesday, 11 a.m.-2 p.m.  
Office: Bishop Hall 414  
Telephone: Office: 231-591-5025; Fax: 231-591-2041  
E-mail: normank@ferris.edu or karen\_norman@ferris.edu

#### **INSTRUCTIONAL OBJECTIVES:**

Upon completion of EDUC430, you will be able to:

1. Develop instructional materials.
  - a. goals and objectives
  - b. plans
  - c. activities
  - d. assessment and test items
2. Videotape teaching segments to assist in self-assessment.
3. Demonstrate instructional delivery methods.
4. Assess student achievement.
5. Apply basic measurement/evaluation techniques.
6. Develop assessment/test tasks with performance criteria.

- 7. Connect lesson objectives to the Michigan Curriculum Frameworks.**
- 8. Review Curriculum Materials & 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**

/EDUC430 SYLLABUS FALL2003

**Ferris State University**  
**COURSE SYLLABUS**

<b>INSTRUCTIONAL THEORY INTO PRACTICE (EDUC439)</b>
---

INSTRUCTOR: Dr. Karen L. Norman

**COURSE DESCRIPTION**

In this course the emphasis is placed on applying and refining theory into the practice of teaching through a 45-hour field experience. In the FSU classroom, focus will be placed upon refining delivery techniques, evaluation and assessment, and lesson plans.

CREDITS: 2 semester credits (1+3)

PREREQUISITES: EDUC339, Senior Standing

COREQUISITE: EDUC430

**TEXTBOOKS, MATERIALS & E-MAIL ACCESS:**

Secondary School Teaching: A Guide to Methods and Resources, 2<sup>nd</sup> Ed. Kellough, R. D. and Kellough, N.G. (2003). New Jersey: Prentice Hall. ISBN: 0-13-042149-9

Assessment of Student Achievement, 7<sup>th</sup> Edition, Gronlund, N.E. (2003). Boston, MA: Allyn & Bacon. ISBN: 0-205-36610-4

A Complete Guide to Student Grading, Haladyna, T. M. (1999). Boston, MA: Allyn & Bacon. ISBN: 0-205-27259-2

Supplement:

1. Michigan Curriculum Framework, Michigan Department of Education; Website: [www.michigan.gov/mde](http://www.michigan.gov/mde) [click on Curriculum & Standards, then click on K-12 Curriculum Standards, then click on Michigan Curriculum Frameworks and your specific standards; view Sections I-V; print the standards for your major and minor; approximately 15 pages]
2. Entry-Level Standards for Michigan Teachers and Related Proficiencies; Website: [www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc) [Print; approximately 20 pages]

Note: The above textbooks and materials were used in EDUC339 and EDUC430 and should be brought forward to EDUC439.

E-Mail: E-mail address with word processing attachment capability is helpful for communication with your Professor.

Materials: blank video tapes, manila folders, materials for microteachings in the field

## **COURSE CONTENT**

### **SECONDARY SCHOOL TEACHING:**

- Chapter 6: Planning the Instructional Unit with Lessons (pages 174-216) [Review]
- Chapter 7: Questioning for Teaching and Learning (pages 221-245) [Exercises 7.3, 7.4]
- Chapter 8: Grouping and Assignments for Positive Interactive and Quality Learning (pages 246-292) [Exercise 8.4]
- Chapter 9: Using Teacher Talk, Demonstrations, Thinking, Inquiry, and Games (pages 294-319) [Review]
- Chapter 10: Using Media and Other Instructional Aids and Resources (pages 321-337)
- Chapter 11: Assessing and Reporting Student Achievement (pages 341-379) [Review]

### **ASSESSMENT OF STUDENT ACHIEVEMENT:**

- Chapters 7, 8, 9 (pages 116-168)  
Chapters 11, 12 (pages 183-222)

### **A COMPLETE GUIDE TO STUDENT GRADING:**

- Chapters 7, 8, 9, 10, 11, 12 (pages 77-131)

### **CLASS POLICIES:**

1. All course requirements must be completed at the "C-" grade level or above.
2. Make-up work and Revision of assignments are allowed at the discretion of your professor. If necessary to meet objectives, written assignments may be resubmitted ONE time only for revision.
3. 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.
4. ALL assignments and the field experience must be completed.
5. During your field experience, 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, no gum chewing, eating or drinking in the public classroom is permitted.
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 FOR MICROTEACHING:**

Note: You are free to do “combination delivery styles” in any of your microteachings in the field. Be sure to discuss this with your mentor teacher.

Examples would be:

Lecture-Group-Discussion

Lecture-Demo-Group

Lecture-Game/Lab-Discussion

Lecture-Demo-Lab

Your lessons should run not less than 30 minutes or more than 80 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 class as needed..

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.

## **EVALUATION AND GRADING:**

### **Assignments:**

“MI Framework” printed	5 points	
“Teacher Standards” printed	5 points	
Gradebook Exercise (1)	50 points	
Test Questions	50 points	
“Pop” Quiz Questions (10 @ 5)	50 points	
Chapter-Related Exercises (3 @ 5)	15 points	<u>175</u>

### **Public School Field Experience Requirements:**

4 Lesson Plans (4 @ 35) (FSU Professor evaluates)	140 points	
4 Student-Centered Activities (4 @ 25) (attached to lesson plans; FSU Professor evaluates)	100 points	
4 Self-Evaluations of Lessons	40 points	
2 Mentor Teacher Evaluations of Lessons [in person] (2 @ 42)	84 points	
2 FSU Professor Evaluations of Lessons [on video] (2 @ 42)	84 points	
1 Quiz in Field of at least 5 questions	15 points	
45 Contact Hours/Check-In Form	90 points	
Mentor Final Evaluation	10 points	<u>563</u>

**TOTAL COURSE POINTS: 738**

	<u>Percent</u>	<u>Points</u>
Final Grading Scale:	96 - 100 = A	708-738
	90 - 95 = A-	664-707
	87 - 89 = B+	642-663
	83 - 86 = B	613-641
	80 - 82 = B-	590-612
	77 - 79 = C+	568-589
	73 - 76 = C	539-567
	70 - 72 = C-	517-538
	= F	516

## **INSTRUCTOR OFFICE HOURS/CONTACT INFORMATION:**

Available: Tuesday & Thursday, 12 noon-2 p.m.; Wednesday, 11 a.m.-2 p.m.  
Office: Bishop Hall 414  
Telephone: Office: 231-591-5025; Fax: 231-591-2041  
E-mail: normank@ferris.edu or karen\_norman@ferris.edu

## **INSTRUCTIONAL OBJECTIVES:**

Upon completion of EDUC439, you will be able to:

1. Develop instructional materials.
  - a. goals and objectives
  - b. plans
  - c. activities
  - d. assessment and test items
2. Videotape teaching segments to assist in self-assessment.
3. Analyze delivery techniques.
4. Demonstrate instructional delivery methods.
5. Assess student achievement.
6. Apply and refine basic measurement/evaluation techniques.
7. Develop assessment/test tasks with performance criteria.
8. Connect lesson objectives to the Michigan Curriculum Frameworks.
9. Review Curriculum Materials & 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 lesson



**Ferris State University**  
**School of Education**  
**Fall Semester 2003 Course Syllabus**

**Course Title:** EDUC 443/543 Teaching Reading in the Secondary Content Areas

**Credits:** 3 Semester Credits

**Days/Time:** MW 4:30 p.m. – 5:45 p.m.

**Location:** BIS 215

**Instructor:** Leonard Johnson, Professor of Education  
Ph.D. Cultural Foundations of Education, Kent State University

**Office:** 412 Bishop Hall

**Office Hours:** MW 3:00 – 4:20; TR 9:20 – 11:00, and other times by appointment

**Phone:** (231) 591-2134

**E-mail:** johnsole@ferris.edu

**Textbook:** Richardson, J. S. & Morgan, R. F. (2003). Reading to Learn in the Content Areas. (5<sup>th</sup> edition). Belmont, CA: Wadsworth/Thomas Learning.

**COURSE DESCRIPTION**

Specific strategies for applying teaching methods and effective reading comprehension skills in content areas. 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.

**COURSE OBJECTIVES**

As a result of participating in this class, students will be able to successfully demonstrate a comprehensive understanding of the following:

1. The Reading Process – Includes an examination of the major theoretical constructs of the reading process with an emphasis on the psycholinguistic model. Also includes an examination of the major factors correlated with reading competence such as physical, intellectual, emotional, language, home and educational factors.
2. Reading in the Secondary School – Includes a discussion of the role content area teachers play in helping students who have reading problems. Faulty assumptions about teaching reading will also be discussed.
3. Reading Comprehension – Includes prediction, schemata, metacognition and building background knowledge.
4. Establishing a Context for Instruction –
  - a. Reading to Learn – includes using texts in the classroom and clarifying the content teacher's role.
  - b. Textbooks – includes text organization; using professional judgment to make decisions about texts; readability formulas and their limitations.

5. Vocabulary and Concept Development – Includes comprehension and vocabulary knowledge, vocabulary reinforcement, extension and vocabulary inquiry.
6. The Writing Process and How it Relates to the Reading Process – Includes the writing process; writing to summarize information; guiding the reading/writing process.
7. Reading/Study Strategies – Includes metacognition, previewing, skimming, scanning, and semantic mapping.
8. Prereading Strategies – Includes developing frames of reference for new material, arousing curiosity, and making predictions

## COURSE REQUIREMENTS

1. Attendance/Participation/Professionalism. It is my expectation that you will demonstrate the kind of professionalism that will later make you a credit to the profession of teaching. Therefore, I expect the following:
  - a) You will be prepared and actively participate in every class. In the event an emergency makes it necessary to miss class, it is your responsibility to see me concerning the missed session. All students will be allowed one (1) “grace” absence (use it wisely!), after that your overall grade in the class will be **lowered by 10 points for each class session missed**, and 5 points for each late arrival/early departure.
  - b) No tobacco.
  - c) Treat guests and classmates with respect and courtesy. Comments should be constructive in nature, both in and out of class.
2. Daily Dialogue Journal. (500 points) Each student will maintain a daily journal for this class which should be organized by textbook chapter (including an introduction) and should include; a) weekly written reflections about class discussions/activities; b) reactions to the textbook readings; c) ideas for the application of course content; d) a Table of Contents; and, e) an introspective conclusion that evaluates the emphasis of your journal and the growth in your thinking about course content. **Journals will be collected from students called at random one time during the semester! Journals available when randomly collected will receive up to 50 points.**
3. Activities. (200 points) Each student will create four activities. Two of the activities will be designed as pre-reading activities and two activities will be designed to either assist students with comprehension and/or to reflect upon instruction in his/her respective content area. NOTE: Each activity created must be a representation of the student’s own work! While it is acceptable to find materials on the Internet and in a variety of publications to adapt for individual classroom use, each activity must be turned in to the course instructor in a final form that is unique, directly tied to class objectives, and “classroom ready” (this means that each activity must include a very specific set of directions for students). **IMPORTANT NOTE: Crossword puzzles, Wordfinds and Clozes will NOT be accepted toward the fulfillment of this requirement.**
4. Presentation of an “Activity.” (100 points) **One** of the activities created will be presented to the class in the form of a 15-20 minute mini-lesson for a total of 100 points. The written activities will be worth 50 points each. **The activity designed and presented to the class must be one that has not yet been presented by another student prior to the time of the presentation. Students must also coordinate with other students assigned to present on that same day to ensure that all activities presented are different.**
5. Presentation of a “Reading.” (100 points) Each student will present a reading selection from a trade book to the class that is specifically designed to introduce a content area lesson. (see pg. 65 of your text).
6. Quizzes. (100 points) Weekly quizzes will be given this semester. They may contain objective, short answer or essay items. Students absent on the day a quiz is given or who arrive in class after a quiz has been completed will not be allowed to make up the missed quiz. (Quizzes will be 10-15 points each).

7. Graduate Credit. (300 points) Students taking this class for graduate credit will each be expected to: a) prepare an annotated bibliography of "Multiple Resources" to supplement a teaching unit in their respective content area (100 points); b) assume responsibility for the teaching of one of the chapters in the text required for this class (100 points); and c), design six activities—a minimum of three pre-reading and three assisting/reflecting activities. (These will be worth 50 points each). Final grades for graduates will be calculated on a scale of 1,300.

**COURSE EVALUATION**

Daily Dialogue Journal	500 points
Activities	200 points
Pre-reading Activities (2 x 50)	
Assisting Comprehension Activity (2 x 50)	
In-class Presentations	200 points
Activity Presentation (100)	
Reading (100)	
<u>Quizzes (10 x 10)</u>	<u>100 points</u>
Total	1,000 points

**GRADING SCALE**

950 - 1,000 points = A	730 - 764 points = C
900 - 949 points = A-	700 - 729 points = C-
865 - 899 points = B+	665 - 699 points = D+
830 - 864 points = B	630 - 664 points = D
800 - 829 points = B-	600 - 629 points = D-
765 - 799 points = C+	Below 599 points = F

Fall 2003  
L. Johnson

**EDUC 443/543**  
**Teaching Reading in the Content Areas**

**A Tentative Course Schedule\*:**

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

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

**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



## Student Satisfaction Survey

<b>COURSE USEFULNESS</b>						
	Place a $\checkmark$ in the box to the right of each of the following courses to indicate how useful you believe each is/has been during your teacher education program at Ferris State University:	Very Useful	Somewhat Useful	Somewhat Not Useful	Not Useful At All	Have Not Yet Taken
1	EDUC 206 Educ. Techology in the Classroom					
2	EDUC 251 Human Growth and Development					
3	EDUC 301 Principles of Teaching and Learning					
4	EDUC 303 School, Work & Society					
5	EDUC 330 Instructional Planning & Delivery					
6	EDUC 430 Instructional Delivery & Evaluation					
7	EDUC 443 Tch. Read. in the Sec. Content Area					

	Place a $\checkmark$ in the box to the right of the statements below which best represents your opinion:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8	Most of my classes in the FSU education program at Ferris were stimulating.					
9	Most of my professors at FSU were good teachers.					
10	Most of my professors were available outside of class to help students.					
11	The office staff at Ferris was helpful.					
12	The courses I took in my education program were helpful to me professionally.					
13	Once I earn my degree, I will be seeking a teaching position.					
14	The learning environment in most of the courses was relaxed and supportive.					

15	<b>Identify your teaching major by placing a <math>\checkmark</math> in the box to the left.</b>
	(1) Allied Health Education Please specify:
	(2) Biology Education
	(3) Business Education
	(4) Chemistry Education
	(5) English Education
	(6) Mathematics Education
	(7) Technical Education Please specify:
	(8) Training in Business and Industry
	(9) Wage Earning Home Economics Education
	(10) Other Please specify:

16	<b>Identify your teaching minor(s) by placing a <math>\checkmark</math> in the box to the left.</b>
	(1) Biology
	(2) Business Education
	(3) Chemistry
	(4) Computer Science
	(5) English
	(6) General Science
	(7) Mathematics
	(7) P.E./Coaching
	(8) Physics
	(9) Spanish
	(10) Speech Communication
	(11) Social Studies
	(12) Other Please specify:

17	<b>Age:</b>
	(1) Under 25
	(2) 25-35
	(3) 36-45
	(4) 46-55
	(5) Over 55
18	<b>Gender:</b>
	(1) Female
	(2) Male
19	<b>What was the single most important reason for choosing Ferris's education program?</b>
	(1) Academic Reputation
	(2) Admission Standards
	(3) Advice of a colleague, friend, parent or relative
	(4) Convenient schedule
	(5) Cost
	(6) Location
	(7) Major and/or Minor offerings
	(8) Other:
20	<b>What is the highest degree you plan to ultimately earn?</b>
	(1) Master's Degree
	(2) Education Specialist
	(3) Doctoral degree (Ph.D. or Ed.D)
	(4) Not seeking degree beyond Bachelor's
	(5) Uncertain
21	<b>What was your enrollment status while attending FSU's program?</b>
	(1) Primarily full-time (12 credits or more)
	(2) Primarily part-time
22	<b>Would you recommend FSU's education program to a friend?</b>
	(1) No, under no circumstances
	(2) No, probably not
	(3) Yes, with reservations
	(4) Yes, without reservation
23	<b>In general, how satisfied were you with your educational experience at Ferris?</b>
	(1) Very satisfied
	(2) Satisfied
	(3) Dissatisfied
	(4) Very dissatisfied

Please write your suggestions on ways to improve the overall effectiveness of the teacher training program at Ferris State University on the back of this sheet.

## School of Education Faculty Survey

### Perceptions of the Secondary Education Program

		Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	No Basis to Judge
1	The secondary education program provides leadership to area public schools.					
2	The secondary education program is unique in the State of Michigan.					
3	The secondary education program effectively serves area teachers.					
4	There is a demand for graduates of the secondary 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 secondary education program receives an adequate share of the School of Education resources.					
9	The overall opinion secondary education majors have about the program is positive.					
10	There is a need for more full-time faculty in the secondary education program.					
11	More students should be recruited into the secondary education program.					
12	The majors and minors offered in the secondary education program are adequate to meet the needs of the public schools.					
13	The administrative support for the secondary education program within the School of Education is adequate.					
14	The administrative support for the secondary education program within the College of Education and Human Services is adequate.					

**Comments:**

# School of Education

College of Education and Human Services

FERRIS STATE UNIVERSITY

Home Programs ▾ Certification ▾ PRPE CTE Newsletter Contact Us ▾ Other ▾

## Standards for Michigan Teachers Survey

FERRIS STATE UNIVERSITY

College of Education & Human Services - School of Education  
Teacher Preparation Assessment



TECHNOLOGY\*EXPERIENTIAL\*AWARENESS\*COLLABORATIVE\*HOLISTIC

Please help us  
assessing of  
teacher prepara  
program.

We need your in  
for continuo  
improvement of  
programs.

### Survey Directions:

If you are an alumni or teacher candidate, please answer the questions below by reflecting upon y performance.

All other professionals should answer the questions below according to their experience with our t candidates (student teachers) or graduates, and/or overall perspective of our teacher preparation

Please select the opinion that you best represent:

Alumni

Please select the content-area you will be referring to:

Allied Health Education

Please select the teaching level that applies:

Elementary

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

**I have or the Teacher Candidate/Graduate has...**

- |  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| <b>1. An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):</b>                                | <b>SA</b>             | <b>A</b>              | <b>N</b>              |
| 1a. The abilities and skills necessary for effective communication (listening, speaking, writing, and reading).  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1e. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1f. An understanding of the impact of technology and its use for gathering and communicating ideas and information.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1g. An understanding of the Constitutions and histories of the United States and Michigan.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1h. An understanding of the market system for allocating resources.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 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.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**I have or the Teacher Candidate/Graduate has...**

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

**I have or the Teacher Candidate/Graduate has...**

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| <b>3. Knowledge of subject matter and pedagogy, including the understanding and ability to:</b>                                   | <b>SA</b>             | <b>A</b>              | <b>N</b>              |
| 3a. Create learning environments that promote critical and higher order thinking.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3b. Help students access and use information, technology, and other resources to become independent learners and problem solvers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3c. Integrate and transfer knowledge across subject areas and encourage the same among students.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3d. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**I have or the Teacher Candidate/Graduate has...**

**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 or the Teacher Candidate/Graduate has...**

**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 or the Teacher Candidate/Graduate has...**

**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 or the Teacher Candidate/Graduate has...**

**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 ( ( (



# 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.

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
--------------------------------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	----------------

<b>ECED</b>	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	
C-J	500	369	284	255	208	214	225	229	243	256	270	308	
<b>Subtotal</b>	<b>809</b>	<b>781</b>	<b>657</b>	<b>629</b>	<b>562</b>	<b>539</b>	<b>528</b>	<b>550</b>	<b>540</b>	<b>582</b>	<b>597</b>	<b>639</b>	0.29

<b>REC</b>	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	
C & I								28	37	30	70	138	
Cert.								1	1	1	2	1	
<b>Subtotal</b>	<b>49</b>	<b>38</b>	<b>41</b>	<b>56</b>	<b>53</b>	<b>63</b>	<b>67</b>	<b>105</b>	<b>100</b>	<b>109</b>	<b>143</b>	<b>218</b>	0.10

**TEA - UG**

ELEM									110	264	364	428	
PTEL	87	78	74	63	61	65	63	87	55	27	20	15	
<b>Subtotal</b>	<b>87</b>	<b>78</b>	<b>74</b>	<b>63</b>	<b>61</b>	<b>65</b>	<b>63</b>	<b>87</b>	<b>165</b>	<b>291</b>	<b>384</b>	<b>443</b>	0.20

**TEA - UG**

**SEC**

Allied Health	20	16	13	16	17	12	11	10	9	6	12	10	
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	
<b>Subtotal</b>	<b>349</b>	<b>381</b>	<b>340</b>	<b>363</b>	<b>364</b>	<b>464</b>	<b>543</b>	<b>576</b>	<b>639</b>	<b>637</b>	<b>681</b>	<b>654</b>	
<b>Secondary</b>													0.30
<b>Total TEA Undergrad</b>	<b>436</b>	<b>459</b>	<b>414</b>	<b>426</b>	<b>425</b>	<b>529</b>	<b>606</b>	<b>663</b>	<b>804</b>	<b>928</b>	<b>1065</b>	<b>1097</b>	

<b>AVP</b>	2	0	0	0	0	0	0	0	0				
<b>TVP/TDMP</b>	113	122	99	77	42	38	57	66	77	76	108	112	
<b>Subtotal</b>	<b>115</b>	<b>122</b>	<b>99</b>	<b>77</b>	<b>42</b>	<b>38</b>	<b>57</b>	<b>66</b>	<b>77</b>	<b>76</b>	<b>108</b>	<b>112</b>	0.05

<b>TOTALS</b>	<b>1590</b>	<b>1583</b>	<b>1372</b>	<b>1329</b>	<b>1232</b>	<b>1337</b>	<b>1432</b>	<b>1575</b>	<b>1690</b>	<b>1847</b>	<b>2058</b>	<b>2213</b>	
---------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	--



## **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:**

<p>Susanne Chandler, Ph.D. Ferris State University Director, School of Education Bishop 421 1349 Cramer Circle Big Rapids, MI 49307 231/ 591-5362</p>	<p>Barbara Borth Principal, Brookside Elementary School 210 Escott Street Big Rapids, MI 49307 231/ 796-8323</p>
<p>Roxanne Cullen, Ph.D. Ferris State University Department Head, Languages &amp; Literature ASC 3080 820 Campus Drive Big Rapids, MI 49307 231/ 591-3988</p>	<p>David Borth Director, Office of Grants &amp; Special Projects Big Rapids Middle School 500 N. Warren Big Rapids, MI 49307 231/ 796-8503</p>
<p>Donald Flickinger Ferris State University Department Head, Humanities Johnson Hall 117 1009 Campus Drive Big Rapids, MI 49307 231/ 591-3675</p>	<p>Barb Eldridge Teacher, Hillcrest Elementary School 501 W. Bridge St. Big Rapids, MI 49307 231/ 796-6234</p>
<p>David Frank, Ph.D. Ferris State University Department Head, Physical Sciences ASC 3021 820 Campus Drive Big Rapids, MI 49307 231/ 591-2580</p>	<p>Jeanette Fleury Consultant, Big Rapids Public Schools 21034 Fifteen Mile Road Big Rapids, MI 49307 231/ 796-2627</p>
<p>James Hoerter, Ph.D. Ferris State University Department Head, Biology ASC 2004 820 Campus Drive</p>	<p>Ila Prickett Principal Manistee Middle School 550 Maple St. Manistee, MI 49660-1821 231/ 723-3271</p>
	<p>Mary Ann Robinson Mecosta-Osceola ISD Technology Outreach Coordinator 15760 190th Ave. Big Rapids, MI 49307</p>

Big Rapids, MI 49307  
231/ 591-2550

John Thorp, Ph.D.  
Ferris State University  
Department Head, Social Sciences  
ASC 2108  
820 Campus Drive  
Big Rapids, MI 49307  
231/ 591-2760

Allyn Miller  
Ferris State University  
Program Coord/Assoc. Prof  
Leisure Studies and Wellness SRC-102A  
14490 Mill Pond Rd  
Big Rapids, MI 49307  
231/ 591-2676

Jimmie Rodgers  
Ferris State University  
Director, Charter Schools  
TTC  
615 Willow Ave.  
Big Rapids, MI 49307  
231/ 591-5803

Big Rapids, MI 49307  
231/ 796-3543

Dennis Rosen  
Mecosta-Osceola ISD  
Consultant, Professional Development  
15760 190th Ave.  
Big Rapids, MI 49307  
231/ 796-3543

Darrell Allgaier  
Ferris State University  
Department Head, Mathematics  
ASC 2021  
501 Ridgeview Drive  
Big Rapids, MI 49307  
231/ 591-2565

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



## 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

**7 Papers Presented**

**8 Research**



**Dr. Thomas Anderson**  
 Professor of Education  
 Ferris State University  
 Appointed: 1977

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Ph.D. in Administration and Higher Education	Michigan State University	1975
M.S. in Secondary School Administration	Northern Michigan University	1968
B.S. in Physical Education, Industrial Education	Northern Michigan University	1963

<b>2 Professional Experience</b>	<b>Location</b>
1977-Present	Ferris State University; Professor of Education
1976-1977	University of Tennessee at Nashville; Center for Community Education Development; Associate Director
1975-1976	Dansville Middle School; Principal
1974-1975	Eastern Michigan University; Center for Community Education; Graduate Intern
1973-1974	National Center for Community Education; Flint, MI; Mott Intern
1966-1973	Alpena Public Schools; Community School Director
1965-1966	Wyoming Public Schools; Fifth Grade Teacher
1963-1965	Wyoming Public Schools; Elementary Physical Education Teacher

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2001	206, 300, 205, 150
Winter Semester 2002	205, 206

- Other Collegiate Assignments**
- EDUC 491 Directed Student Teaching Supervision

- 4 Current Professional and Academic Association Memberships**
- Elected to two-year term as member of the Representative Faculty Advisory Council
  - Represented our school on the "Teacher of the Year" Selection Committee; 1980
  - Served on the Faculty Research Committee
  - Served as Chair on the College of Education Promotions Committee
  - Served on the Tenure Committee (Current Chair)

- 5 Current Professional Assignments and Activities**
- Winter 1997 Sabbatical Leave
  - Phi Delta Kappa
  - Association for Supervision and Curriculum Development

- International Society for Technology in Education
- Kappa Delta Pi—Alpha Alpha Iota, Chapter Counselor

**6 Publications**  
None

**7 Papers Presented**  
None

**8 Research**  
None

**9 Detailed Experience**

**Professor of Education; College of Education, Ferris State University; Big Rapids, MI**

- Recipient of “Dean’s Recognition Award”, Ferris State University, College of Education; January 2002
- Have taken the lead in integrating educational technology into the teacher education curriculum. This leadership includes teaching, coaching colleagues, advocating for infrastructure and maintaining a laboratory for training pre-service teachers in the use of technology in classrooms.
- Have served as Coordinator of Student Teacher Placement for all Teacher Education curriculums. Refined a system of serving as liaison between student concerns, faculty expectations and public school needs. Worked extensively with public school administrators and faculty, including those in Michigan’s growing network of Vocational Education Centers.
- Served as consultant to school districts that wish to provide continuing professional teacher training for their staff. Often teamed with local school superintendent in delivering this service.
- Honored on two occasions (1984 and 1987) as one of the eight finalists for the Ferris State Distinguished Teacher Award.

**Associate Director; Center for Community Education Development, University of Tennessee at Nashville; Nashville, TN**

- Engaged in dissemination of the Community Education concept across Tennessee. Conducted seminars and workshops to create awareness among those likely to implement Community Education. Provided consultant services to those school districts involved in implementation strategy. Planned and conducted the necessary training to complement need generated by the above activities.
- Served as Public Service Coordinator for the Division of Education.
- Taught in the UTN undergraduate program for teacher training.
- Held rank of Assistant Professor of Education.
- Involved as a coordinator of the Title I, Higher Education grant: “Development of an Institutional Consortium Model for Community Education and Continuing Education for the Elderly.” The project was designed to apply the process of community education toward increasing participation of the elderly in activities initiated by institutions of higher education. Two-year funding began in September of 1975.
- Served on Department and University-wide committees: Competency-Based Teacher Training Committee (chairperson) and Faculty Relations Committee.

**Principal; Dansville Middle School; Dansville, MI**

- Managed a staff of sixteen who taught grades six, seven, and eight. Acted as school district Career Education Coordinator. Advised officials interested in implementation of Community Education Philosophy.
- Established healthy, working relationship between school district and the state's Juvenile Court system.
- Initiated first contacts of area's youth with Big Brothers and Sisters of America. Developed increased sensitivity to the needs of middle school youth among staff, parents, and public.
- Maintained personal contact with noted experts of nearby Michigan State University. Represented school district at pertinent seminars, workshops, and conferences.

**Graduate Intern; Center for Community Education, Eastern Michigan University; Ypsilanti, MI**

- Trained to assist community leaders implement community education concept. Planned and conducted monthly workshops for Southeast Michigan Community Education Directors. Traveled extensively in Michigan, Ohio and Pennsylvania as part of the University Center staff.
- Conducted research project in "Process City, U.S.A." Presented results to interested school and community leaders.
- Completed Ph.D. degree at Michigan State University.

**Mott Intern; National Center for Community Education; Flint, MI**

- Participated in program of graduate training coupled with on-the-job experience. Arranged and served internships with the Michigan State Department of Education, the director of workshops at the N.C.C.E., a Flint community school, the General Motors Institute's management training department and Brigham Young University's Center for Community Education.
- Was accepted as a Ph.D. candidate at Michigan State University. Completed course work and comprehensive examination.

**Community School Director; Alpena Public Schools; Alpena, Michigan**

- Organized and administered a comprehensive community education program in an elementary school neighborhood. Hired staff to teach and supervise activities. Served as assistant to the principal.
- Was involved with the implementation of Big Brothers of America in Alpena. Worked as a "field representative" of the newly-formed organization.
- Organized, staffed and conducted a unique city-wide "Learn-to-Ski" program for youth, ages nine through seventeen. Was instrumental in organizing the "Saturday Scientists," a hands-on Title I program for fifth graders. Worked with Title I parent council. Wrote Title I proposals.

**Elementary Teacher; Wyoming Public Schools; Wyoming, Michigan**

- Named "Teacher of the Year" by students.
- Worked in three schools.
- Organized "Spring Field Day" for sixth graders in entire city.



**Baar, Karen**

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

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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

<b>2 Professional Experience</b>	<b>Location</b>
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

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

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

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

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

**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**



**William Burmeister**  
 Adjunct Faculty  
 Ferris State University  
 Appointed: 1999

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Education Certification, English and Psychology (30 hours)	Central Michigan University	1984- 1986
M.S.W.	University of Michigan	1964
B.A. with Distinction	University of Michigan	1962

<b>2 Professional Experience</b>	<b>Location</b>
1999-present	Ferris State University; Adjunct Faculty
2000-2001	State of Michigan; Lesson Plan Writer; Scope Project
1989-1999	Big Rapids High School; Big Rapids, MI; Teacher
1988-1989	Eagle Village; Hersey, MI; Teacher of the Emotionally Impaired, MOISD
1986-1988	Evert High School; Evert, MI; Teacher
1984-1986	Community Mental Health; Reed City, MI; Therapist, Children's Specialist
1983-1984	Ohio State University; Columbus, OH; Assistant Professor
1977-1983	MOISD; Big Rapids, MI; Special Education Administrator, Monitoring Special Education Students
1973-1978	Ferris State University; Adjunct Professor; Social Work Department
1972-1977	MOISD; Big Rapids, MI; School Social Worker
1971-1972	Tompkins-Cortland Community School; Dryden, NY; Assistant Professor
1968-1971	Livingston County ISD; Howell, MI; School Social Worker
1967-1968	State of Michigan Boys Training School;
1964-1965	Whitmore Lake, MI; Assistant Director, Clinical Social Worker
1966-1967	University of Michigan; Ph.D. Study; Psychology and Social Work
1965-1966	Grant Writer, Action for Appalachian Youth; Charleston, WV

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2001	150 (2 sections)
Winter Semester 2002	301

**Other Collegiate Assignments**



- Writing Across the Curriculum, *Goals 2000* Institute, 1996-1997
- Frameworks for Language Arts Michigan Partnership for New Education, 1994-1995
- Western Michigan Manuscript Day, 1988 and 1997
- North Central Association Chairpersons Workshop, 1995
- MOISD In-service Training Days, 1989-1995
- Internet Training Session, MOISD, 1996
- Meaningful Student Assessment, 1994
- Confratute Two Week Gifted and Talented Institute, University of Connecticut, 1993
- Enhancing Student Morale, 1993
- Site Visitation Cranbrook Academy, 1992
- Preparing Resumes, 1988
- Impacting Gifted and Talented Planning in Language Arts Classrooms, 1988
- Advanced Placement Conference Language Arts, 1987
- Advanced Curriculum Design for Gifted and Talented, 1987
- Psychoneurological Assessment of Children, 1985

#### **4 Current Professional and Academic Association Memberships**

- National Council of Teachers of English, 1986-1998
- Michigan Council of Teachers of English, 1986-1999
- Michigan Education Association, 1969-present
- National Education Association, 1969-present
- National Association of Social Workers, 1965-1980
- Academy of Certified Social Workers, 1968-1980
- Phi Kappa Phi Honorary Fraternity, 1964-present
- Basketball Coaches Association of Michigan, 1990-present
- Certified, Social Worker/State of Michigan, 1999-2002
- Fair Judge: Creative Writing, 4-H Exhibits, and Horse Demonstrations; Mecosta, Oceana, and Newaygo Counties, 1992-Present
- Elder: United Church Big Rapids, 1996-Present
- Volunteer Habitat for Humanity, Lake and Mecosta Counties, 1994-Present
- Ran Basketball program for Evert boys 7-12 grade when sports were eliminated in schools, 1998-1989
- 4-H Leader, 1973-1983
- Lake County Community Mental Health Board Member, 1973-1983
- Chairperson, Mecosta-Osceola American Red Cross Board, Presently
- Member, Project Starburst Board, Presently
- Chase Township Deputy township Clerk, 1980-1982
- Little League Coach, 1974-1982
- Governing Board United Church of Christ, 1999-Present

#### **5 Current Professional Assignments and Activities**

- North Central Association School Improvement Chairperson (Outcomes Based, one of the first five schools in Michigan), 1992-1996
- Varsity Boys Basketball Coach, 1989-1999
- Student Assistance Committee, 1989-1991
- North Central Association Visitation Team, Fruitport HS (Language Arts Goal Committee), 1991-1995

- North Central Association Visitation Team, Shelby HS, 1996-1998
- North Central Association Visitation Team Chairperson, Shelby, 1998-1999
- Language Arts Department Co-Chairperson, 1993-1999
- Staff Morale Committee, 1996-1997
- Track Event Manager Pioneer Invitational Meet Manager, 1994-1997
- Big Rapids Education Association HS Building Representative, 1992-1994
- MOISD Education Association President, Negotiator, 1973-1976
- Voice of Democracy Judge, 1984-1986
- National Honor Society Selection Committee, 1989-1991
- National Honor Society Teacher of the Year, Big Rapids High School, 1992
- Project Outreach Sponsor, 1988
- Project Outreach Presenter (Sportsmanship), 1998 and 2000
- Interdisciplinary Planning Arts and American Literature Project, 1992-1996
- Gifted and Talented Subcommittee, 1990-1993

## 6 Publications

- Burmeister, William and Joan Wright, *Introduction to Human Services*, Columbus, GRID, Inc. 1973 (College textbook in print for eight years.)
- Burmeister, William and Virginia Anderson, "Aesthetic, Athletic, Ascetic", *Secondary Education Today*, Volume 34 Number 4, Spring 1993

## 7 Papers Presented

- "The View from the Field," Northern Central Association Training Conference for Outcomes Based Instruction, October 1995
- "The REAL Meaning of Sports," NHS Induction Ceremony, December 1993
- "Sportsmanship, A Viable Alternative," Project Outreach Spring Leadership Forum, March 1992
- "Your Early Teen's Educational Needs," Spring Middle Parent Training Forum, March 1987
- "Arts for the Handicapped." Regional Educators Conference, Northern Michigan University, October 1992
- "Innovative Delivery Systems," The Second Institute for Comprehensive Arts Planning, Eastern Michigan University, November 1981
- "ee cummings Workshop", West Michigan Council for the Humanities, Big Rapids and Evart Public Schools, 1999, 2000, 2001

## 8 Research

None

## 9 Courses Taught

- American Literature, HS Juniors and Seniors
- Multicultural Literature, HS Juniors and Seniors
- Poetry, HS Juniors and Seniors
- Expository Writing, HS Juniors and Seniors
- Grammar and Composition, HS Juniors and Seniors
- Letter Writing, HS Juniors and Seniors
- English II, HS Sophomores
- English 9, HS Freshmen
- Remedial Reading, JH challenged readers

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• General Science, EI HS students</li><li>• Community Organization, College</li><li>• General Psychology, College</li><li>• Introduction to Human Services, College</li><li>• Casework, College</li><li>• Group Work, College</li><li>• Principles of Teaching and Learning, College</li><li>• Freshman Composition, College</li><li>• Human Growth and Behavior, College</li></ul> |
|--|---|

<b>10</b>	<b>Miscellaneous Training</b>
-----------	-------------------------------

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• American Red Cross Disaster Training; First Aid/CPR Instructor, Sports Safety Instructor; 1999-2000</li></ul> |
|--|---|



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

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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
<b>2 Professional Experience</b>	<b>Location</b>	
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	
<b>3 Faculty and Administrative Load</b>		
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)	
<b>Other Collegiate Assignments</b>		
<ul style="list-style-type: none"> <li>• Advisor</li> </ul>		
<b>4 Current Professional and Academic Association Memberships</b>		
<ul style="list-style-type: none"> <li>• Michigan Education Association</li> <li>• Ferris Faculty Association</li> <li>• National Education Association</li> <li>• Phi Delta Kappa</li> </ul>		
<b>5 Current Professional Assignments and Activities</b>		
<ul style="list-style-type: none"> <li>• Student Advising</li> </ul>		
<b>6 Publications</b>		
None		
<b>7 Papers Presented</b>		
None		
<b>8 Research</b>		
None		
<b>9 Awards</b>		
<ul style="list-style-type: none"> <li>• Teacher of the Year; Ferris State University, 1972</li> </ul>		

**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 11<sup>th</sup> and 12<sup>th</sup> 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.



**Dr. Edward Cory**  
 Professor  
 Ferris State University  
 Appointed: 1984

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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

<b>2 Professional Experience</b>	<b>Location</b>
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

<b>3 Faculty and Administrative Load</b>	
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**
- EDUC 491 Directed Teaching
  - EDUC 512 Research Field Study Supervision
  - EDUC 591 Advanced CTE Intern Supervision

- 4 Current Professional and Academic Association Memberships**
- 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

## 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

<b>Other Collegiate Assignments</b>
-------------------------------------

**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



**Arlyce Fuller**  
 Adjunct Faculty  
 University Supervisor  
 Ferris State University  
 Appointed: 1999

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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

<b>2 Professional Experience</b>	<b>Location</b>
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

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2001	491
Winter Semester 2002	499/599, 491

<b>Other Collegiate Assignments</b>
None

<b>4 Current Professional and Academic Association Memberships</b>
<ul style="list-style-type: none"> <li>• Delta Kappa Gamma</li> <li>• Michigan Business Education Association</li> <li>• National Business Education Association</li> <li>• Michigan Association of Computer Users and Learners</li> <li>• Michigan Occupational Education</li> <li>• Michigan Cooperative Education Coordinators Association</li> </ul>

<b>5 Current Professional Assignments and Activities</b>
None

<b>6 Publications</b>
None

<b>7 Papers Presented</b>
None

**8 Research**  
**None**

**Virginia E. Hines, Ed.D.**

*hinesv@ferris.edu*  
231-691-3054

**Home Address:**  
722 N 4<sup>th</sup> Ave  
Big Rapids, MI  
49307

**Office Address:**  
405 Bishop Hall  
1349 Cramer Circle  
Ferris State University  
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](mailto: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](mailto:Witticks@michigan.gov)

Ms. Heidi Homeister, Principal  
Lincoln Elementary School  
810 East 5<sup>th</sup> Avenue  
Sault Sainte Marie, MI 49783  
906.635.6627  
[hhomeister@eup.k-12.mi.us](mailto: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](mailto:DomenicRA@Plattsburgh.edu)





**Dr. Leonard Johnson**  
 Associate Professor of Education  
 Ferris State University  
 Appointed: 1998

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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

<b>2 Professional Experience</b>	<b>Location</b>
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

<b>3 Faculty and Administrative Load</b>	
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

<b>4 Current Professional and Academic Association Memberships</b>
<ul style="list-style-type: none"> <li>• American Educational Research Association</li> <li>• Ferris Faculty Association</li> <li>• International Alliance of Teacher Scholars, Inc.</li> <li>• Kappa Delta Pi</li> </ul>

- 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

- 1<sup>st</sup> 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, 10<sup>th</sup> Annual Meeting; November 2000
- Project 30 Alliance, 9<sup>th</sup> 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

## Faculty Data Summary Sheet

**Toby Kahn-Loftus**  
 Adjunct Faculty  
 Ferris State University  
 Appointed: 2002

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Doctoral Program Curriculum, Teaching and Educational Policy	Michigan State University	1994- 1996
M.S. Education Administration and Leadership	Wayne State University	1987
B.S. Literature (major), and Social Studies in Secondary Education Michigan Secondary Teaching Certificate includes a Middle School Endorsement, Certified all subjects grades 5-9, Certified English/Social Studies 6-12.	Wayne State University	1971

<b>2 Professional Experience</b>	<b>Location</b>
May 2000-present	Professional Development Facilitator/Teacher Consultant, Comprehensive School Reform Grant
May 2001-present	Certified Online Faculty, Walden University
September 2001 – May 2001	Graduate Program Course Designer, Walden University
June 2000	Retired from Full Time Classroom Position with Detroit Public Schools; Accepted two half-time positions with Michigan Schools in the Middle, Central Michigan University
1995-present	Teacher Consultant in Writing, numerous Michigan K-8 schools
1994-2000	Middle School Teacher, Dewey Center for Urban Education
1999-2000	Adjunct Faculty, Wayne State University
Summer 1997	Workshop Facilitator, Red Cedar Writing Project at Michigan State University
Fall Semester 1995	Adjunct Faculty, St. Clair Shores Adult Education
1992-1994	Assistant Principal, Dewey Center for Urban Education
1995-2000	Teacher Mentor, Dewey Center for Urban Education
1996-1998	Site Coordinator, Project Outreach Leadership Team, Red Cedar Writing Project, Michigan State University

1991-1992	Teacher Coordinator, Dewey Center for Urban Education
1990-1991	Instructional Curriculum Specialist, Office of City Wide Alternative Schools and Programs, Detroit Public Schools
1991-1992	Design Team Leader, Detroit Public Schools
1989-1992	Middle School Teacher, Dewey Center for Urban Education
1989-1992	Co-Teacher for a graduate course "Current Developments in Education: Whole Language Instruction", Wayne State University
1979-1989	Middle School Teacher, Burton International
May 1994	Curriculum Consultant, Medicine Bear American Academy
1993	Task Consultant for the "Framework Language Arts and Literacy Curriculum" for the Michigan Partnership
1993	Task Consultant for the drafting of an "authentic" writing assessment for the Michigan Educational Assessment Program
1989-1992	Teacher Mentor, Madonna College, University of Michigan, and Wayne State University
1987-1989	Collaborative author and founding teacher for the Dewey Center for Urban Education

<b>3</b>	<b>Faculty and Administrative Load</b>	
	Fall Semester 2002	EDUC 303, EDUC 430
	Winter Semester 2003	EDUC 330

**Other Collegiate Assignments**

<b>4</b>	<b>Current Professional and Academic Association Memberships</b>
	<ul style="list-style-type: none"> <li>• NCTE</li> <li>• MCTE: Regional Coordinator</li> <li>• NMSA: National Middle School Association</li> <li>• MCSS: Michigan Council for Social Studies</li> <li>• RCWP: Red Cedar Writing Project, Michigan State University</li> <li>• Whole Language Umbrella Organization</li> <li>• CEE: Conference on English Education</li> <li>• Michigan Science Teachers Association</li> <li>• Michigan Council of Teachers of Mathematics</li> </ul>

<b>5</b>	<b>School-Community Collaborative Activities</b>
	<ul style="list-style-type: none"> <li>• 1990-1991 Organized and presented a series of Community Poetry Readings at Dewey Center, featuring Detroit area poets and the voices of young poets from</li> </ul>

Dewey Center.

- 1992-1994 Presenter for two sites of the National Writing Project (teacher demonstrations on creating classrooms for authentic learning.)
- July 1990 Director of collaborative community writing project, University of Michigan and Detroit Public Schools, at Northern High School
- July 1989 Participant in collaborative community writing project, University of Michigan and Detroit Public Schools, at the Dewey Center
- 1987-1989 Participant in Parental Choice Task Force, Detroit Public Schools

## 6 Presentations, Workshops, In-services

- 1985 – present Annual program presenter at the fall conference NCTE
- 1990-1994 Frequent program presenter at the annual summer Whole Language Umbrella Conference
- 1994 Program presenter “Global Conversations on Literacy and Language.”, Christ Church College, Oxford, England
- 1993 Program presenter “Whole Language Instruction for Bilingual Students”, Sixteenth Annual Bilingual and Migrant Education Conference
- 1989 – 1992 Prepared and presented a six part staff development series: “What’s Whole in Whole Language?” and “Moving Forward with Whole Language”, Office of City-Wide Alternative Schools and Programs, Detroit Public Schools
- May 1992 Featured Luncheon Speaker at the annual Chicago TAWL Conference
- Fall 1992 Featured Speaker for “Research in Language and Literacy Weekend Course”, College of Education, University of Arizona

## 7 Publications

- June 2002 Book Review for *The Michigan English Teacher*, Volume 52, Issue 3, a publication of the Michigan Council of Teachers of English
- 2000 *Cheating Americas Children: When Testing Interferes With Learning, Bridges*, a newsletter of the Red Cedar Writing Project, Spring 2000
- 1998 *Learning to Write by Writing Ethnography*, with David Bloome, Students as Researches of Culture and Language in Their Own Communities, Vanderbilt University
- 1998 *The Revolution Continues-Middle School Success Stories in Two Inner-City Detroit Whole Language Classrooms*, with Kevin LaPlante, Language Arts Journal of Michigan, Spring 1998
- 1997 *Write for Your Life Action Research Generates Effective Service-Learning, The Energy Exchange*, National Youth Leadership Council
- 1994 Various teacher designed assessment forms, The Whole Language Catalog: Forms for Authentic Assessment, SRA, Macmillan/McGraw Hill.
- 1993 *The Teacher as Anthropologist*, contributing author, Secondary Education Today, Spring 1993
- 1992 *Freeing Student Voices, Focus on Global and Multicultural Education*, contributing author, Michigan ASCD, April 1992

- 1992 *The Teacher Interview*, by Yetta Goodman, edited by Nancy Atwell, Workshop 3, Heinemann Publishers
- 1991 Featured teacher interview, Teacher Magazine, August 1991
- 1991 *The Whole Language Catalog*, contributing author, American School Publishers
- 1990 *Teaching in the Real World*, The Whole Language Organization Book, Heinemann Publishers
- 1989 *Everyone's in the Act: Evaluation in a Seventh-Grade Classroom*, The Whole Language Evaluation Book, Heinemann Publisher

**8 Grants, Awards, or Honors**

- 1995-1997 Annual Recipient of Detroit Compact Curriculum Grants
- 1995 Awarded a National Writing Project Fellowship, Michigan State University
- 1994-1996 Recipient of Michigan "Wayne County (ISD) Teacher Mini-Grant
- 1992 Recipient of Booker T. Washington Outstanding Teacher Award
- 1990 Recipient of Michigan "Classrooms of Tomorrow" computer grant.

AMY L. KAVANAUGH  
1020 Woodheath Avenue  
Portage, Michigan 49024  
(616) 345-7412 home  
(616) 387-1722 office  
[amy.kavanaugh@wmich.edu](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:shen@wmich.edu)



**Dr. Ruth J. Kurlandsky, Ph.D.**

Adjunct Professor

Ferris State University

Appointed: 2/25/1998

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Ph.D. College and University Administration	Michigan State University	1990
M.A. Special Education	University of Michigan	1971
B.A. Psychology (with high distinction); Phi Beta Kappa	University of Michigan	1969

<b>2 Professional Experience</b>
Baltimore City Public Schools, Educational Specialist in the Division for Handicapped Children, 1979-1980.
Maryland Community Coordinated Child Care (4C), Executive Director, 1977-1979.
Maryland State Department of Education, Educational Specialist in the Division for Special Education, on the Special Services Information System, 1974-1977.
Classroom teacher, special education, 1970-1974.

<b>3 Faculty and Administrative Load</b>	
Summer Semester 2002	ECTE 532, ECTE 539
Fall Semester 2002	ECTE 534
Winter Semester 2003	EDUC 205, EDUC 206, EDUC 301, EDUC 443

**Other Collegiate Assignments**

<b>4 Current Professional and Academic Association Memberships</b>
Accreditation and Articulation Consultant, since 2001
Commission on Massage Therapy Accreditation, professional educator member, elected 2001.
Accreditation Council on Optometric Education, consultant, since 2001
Higher Learning Commission of the North Central Association, Consultant-Evaluator, since 1991. Fifteen site visits, two as team chair, for the purpose of accreditation (candidacy, comprehensive, and focused visits). Member of the Accreditation Review Council and Readers Panel. Presenter at Consultant-Evaluator training sessions.

**5 Current Professional Assignments and Activities**

Director of University Relations, Grand Rapids Community College: responsible for transfer planning and relationships with local and other four-year colleges. Functional lead for PeopleSoft Academic Advisement module implementation; appointed to Higher Education User Group Product Advisory Group for Academic Advisement. Leadership group for the Campus Technology Advisory Team, PC Replacement/Cascading team; Strategic Planning Steering Team.

Previous positions at Grand Rapids Community College: Chair, Self-Study Committee for re-accreditation by the Higher Learning Commission of the North Central Association; Advisor to Phi Theta Kappa chapter (the International Honor Society of the Two Year College); Leadership team for the Teacher Education Pathway; Coordinator of Curriculum Development; Chair, Computer Applications Division; Instructor and adult trainer. Training in ISO 9000/Z1.11 for education, Baldrige/Michigan Quality Model for education. Trainer for IPSI Suite of course development and management software.

**6 Publications**

**7 Papers Presented**

**8 Research**

## 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

<b>Other Collegiate Assignments</b>
-------------------------------------

4 Current Professional and Academic Association Memberships
<ul style="list-style-type: none"> <li>• National Council of Teachers of English</li> <li>• Phi Delta Kappa</li> <li>• Association for Supervision and Curriculum</li> <li>• National Education Association, Delegate to National Convention</li> <li>• Michigan Education Association, Region Nine Delegate</li> <li>• Kenowa Hills Education Association, Building Representative, Grievance Chair, Vice President</li> </ul>

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**

**JOHN W. NICKISSON, MA., MSW (Cand.), RSW.**

**708, River Street,**

**Big Rapids, MI 49307.**

**Tel: 231-527-1484 Or 231-591-2830**

**Fax: 231-591-2041 E-mail: nickissj@ferris.edu**

**Vocational Education, Cross-Trained Therapist/Counselor, College Educator,.**

*(Please feel free to call any references in bold italics)*

### **EDUCATION**

**GRAND VALLEY STATE UNIVERSITY**  
MSW Candidate

Grand Rapids, MI  
Fall 2002

**UNIVERSITY OF NORTHERN COLORADO**  
M.A. Psychology *Ref. Psychology Dept-(970) 351 2236*

Greeley, CO  
May 1997

**UNIVERSITY OF NORTHERN COLORADO**  
B.S. Community Health Education  
Psychology Minor

Greeley, CO  
June 1986

**SUNY NASSAU COMMUNITY COLLEGE**  
A.A. Cum Laude-Psychology, Health Minor

Garden City, NY  
May 1984

### **OTHER COURSE WORK-TRAINING & CERTIFICATIONS**

Counseling, Career Development, Psychopharmacology, ATODA, Sign Language,  
Management and Supervision.

### **RESEARCH INTERESTS**

ATOD, Psychophysiology, Relapse Prevention, Stress, Hypnosis.

### **EXPERIENCE**

#### **FERRIS STATE UNIVERSITY**

**Vocational Certification Officer**

\*Administration of Vocational Certification Applications

\*Development of Position at FSU.

\*Data Base and Statistical development.

\*Liaison With State Agencies, School Districts and  
Career and Technical Education Centers, etc.

\*Taught Educators' Academy Summer 2001

#### **Title II Coordinator**

\*Annual Preparation of Teacher Education Report  
Card to State Department of Education.

\*Development of Position at FSU.

\*Data Base and Statistical Development.

#### **Adjunct Faculty**

\*Life-Span Development

Big Rapids, MI 49307

January 2001-present

*Dr. Susanne Chandler, Dir*  
*(231) 591-5362*

#### **COMMUNITY COLLEGE OF VERMONT**

**Adjunct Faculty**

\* Interpersonal Communications

\* Psychology

\* Substance Abuse

\* Ethics

\* Member of Vermont State Colleges SA Task Force

#### **MASS. COLLEGE OF LIBERAL ARTS**

Bennington, VT  
1997-present

*Ref. Jeannie Jenkins*  
*(802) 447-2361*

North Adams, MA

**Adjunct Faculty**  
\* Intro. To Sign Systems

September 1999-present

**UNITED COUNSELING SERVICES**  
**Emergency Residential/Outpatient Clinician**  
\* Residential Crisis Stabilization Program  
\* Emergency Psych. Assessment, Diagnosis & Evaluation  
\* Medical Center ER/Police  
\* Team CM. Counseling, Referral, etc.

Bennington, VT  
November 1998-present  
*Ref. Human Resources*  
*(802) 442-5491*  
*Supv. Nancy Banfield LICSW*  
*(802) 447-0860*

**COMMUNITY ENTERPRISE INC., (PROJECT AIM)**  
**Senior Community Social Worker**  
\* Supervisor of dual diagnosis program (outreach and residential)

Pittsfield, MA  
March 1997-August 1998  
*Supv. Blanche*  
*Demagall LCSW*  
*(413) 499-1248*

\* Supervision of eight full-time/part-time/relief staff  
\* Small Case load  
\* Clinical and administrative responsibilities

**UNIVERSITY OF NORTHERN COLORADO**  
**University Health Center Health Ed. Assistant**  
\* Formulation/presentation of student health ed. Programs  
**Research Assistant**  
\* Research, Grant funded ADD, ADHD, Denver Public Schools  
**Perm. Certification Tutor/C.R.L.A. (Regular)**  
\* Reading/developmental ed./Tutorial services  
**Teacher of Gifted and Talented SEP**  
\* Stress education, Health prevention for Adolescents

Greeley, CO  
Acad. Year 92-93  
  
Spring 1993  
  
Acad. Year 93-94  
  
Summer 1994

### **OTHER PAID AND VOLUNTEER POSITIONS**

Relationship Education, Fund Raising, Community Theater.

### **AWARDS AND COMMITTEES**

College of Education AOD Panel, Academic Excellence Research Presentation, Multi-Cultural Concepts & Values Committee.

### **ORGANIZATIONAL MEMBERSHIP**

American Psychological Association

### **COMPUTER KNOWLEDGE**

**FSU; SIS, Hummingbird, Lotus Notes and related systems.**

**Microsoft Office 98 and 2000; including Word, Access, Excel, Power Point, Publisher and Photo Editor, Small Business tools (planner, mail manager, customer and financial manager). And, full Corel Office/Business Suite.**

**Publishing; Adobe Pagemaker, MS Publisher.**

**Multi Media; Video, Video Conferencing and Photo Editors including-Quick Time and Take Five.**

**Internet; Web Page Building with MS and Corel. Skilled use of ISEs and Vocational Sites Internationally.**

**Research; SAS, SPSS, Student Stats.**



**Dr. Karen Norman**  
Professor of Education  
Ferris State University  
Appointed: 1997

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
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.

<b>2 Professional Experience</b>	<b>Location</b>
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

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2002	EDUC 301, EDUC 330, EDUC 430, EDUC 491
Winter Semester 2003	EDUC 502, EDUC 504

<b>Other Collegiate Assignments</b>
None

<b>4 Current Professional and Academic Association Memberships</b>
<ul style="list-style-type: none"><li>• American Association for Higher Education (4 years)</li><li>• American Association for Adult and Continuing Education (4 years)</li><li>• American Association of University Women (3 years)</li><li>• Association for Institutional Research (3 years)</li></ul>



- 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

<b>Other Collegiate Assignments</b>
-------------------------------------

4	Current Professional and Academic Association Memberships
	<ul style="list-style-type: none"> <li>• Association for Supervision and Curriculum Development</li> <li>• Association for Career and Technical Education</li> <li>• Michigan Career Technical Education Association</li> <li>• Educational Policy Fellowship Program (EPFP) Institute for Educational Leadership</li> <li>• Michigan Institute for Educational Management</li> </ul>

- 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

<b>1</b>	<b>Academic Degrees</b> M.A. English/Curriculum B.S. English, Chemistry	<b>Location</b> University of Michigan Central Michigan University	<b>Date</b> 1971 1963
<b>2</b>	<b>Professional Experience</b> 1997-Present 1994-1996  1995 1976-1993  1974-1976  1963-1971  1984-Present  1994-1996  1984-Present  1993-Present	<b>Location</b> Ferris State University University of Michigan-Flint; Coordinator of Student Teachers University of Michigan-Flint; Instructor Carman-Ainsworth School District; Carman-Ainsworth English Teacher Carman-Ainsworth School District; Carman- Ainsworth High School English Teacher and Language Arts Coordinator Carman-Ainsworth School District; Carman- Ainsworth High School Teacher Educational Testing Service; Princeton, NJ; Table Leader/Reader Sat II, Former ECT Test Educational Testing Service; Princeton, NJ; Table Leader, GMAT Exam Educational Testing Service; Princeton, NJ; Table Leader, Advanced Placement English Literature Exam College Board; Chicago, IL; Fall and Spring Seminars, Advanced Placement	
<b>3</b>	<b>Faculty and Administrative Load</b> Fall Semester 2002 Winter Semester 2003	EDUC 491, EDUC 492, EDUC 499 EDUC 599	
	<b>Other Collegiate Assignments</b> None		
<b>4</b>	<b>Current Professional and Academic Association Memberships</b> None		
<b>5</b>	<b>Current Professional Assignments and Activities</b>		

**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 3<sup>rd</sup> 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

## Faculty Data Summary Sheet

**Frederic C. Stanley**  
 Adjunct Faculty  
 Ferris State University  
 Appointed: 1999

1	Academic Degrees	Location	Date
	M.A. Education Administration	Central Michigan University	
	M.A. Marketing Education	Western Michigan University	
	B.S. Secondary Education/Vocational Endorsement	Western Michigan University	

2	Professional Experience	Location
	1997-present Regional Director Career and Technical Education	St. Clair County ISD, Port Huron, MI
	1992-1997 Assistant Director Career and Technical Education	St. Clair County ISD, Port Huron, MI
	1990-1992 Administrative Coordinator	St. Clair County ISD, Port Huron, MI
	Certified Economic Developer	University of Michigan
	Successful Corporate Trainer	MEDC and private
	Experienced Community Collaborator	
	Experienced Career Counselor	

3	Faculty and Administrative Load
	Winter Semester 2003                      EDUC 400

### Other Collegiate Assignments

4	Current Professional and Academic Association Memberships
	<ul style="list-style-type: none"> <li>• Michigan Association of School Administrators</li> <li>• Michigan Association of Secondary School Principals</li> <li>• Association for Career and Technical Education</li> <li>• Michigan Career Leadership Network</li> <li>• Michigan Economic Development Association</li> <li>• Blue Water Human Resource Association</li> <li>• Society of Plastic Engineers</li> <li>• Society of the Plastics Industry, Midwest Chapter</li> </ul>

5	Current Professional Assignments and Activities



**6 Publications**

**7 Papers Presented**

**8 Research**



**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;
1999-2001		Part-time Non-Tenure Track Faculty
1971-1999		Big Rapids Public Schools; Big Rapids, MI; Substitute teacher and Community Learning Center teacher
1970-1971		Big Rapids Public Schools; Big Rapids, MI; Teacher
		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"> <li>• Michigan Education Association—Retired</li> </ul>

5	Current Professional Assignments and Activities
	None

6	Publications
	None

7	Papers Presented
	None

**8 Research**  
None

## 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

- Assigned advising duties at Traverse City and Flint; 2-6 students weekly

4	<b>Current Professional and Academic Association Memberships</b> <ul style="list-style-type: none"> <li>• American Educational Research Association</li> <li>• Association for Career and Technical Education</li> <li>• Association for Supervision and Curriculum Development</li> </ul>
5	<b>Current Professional Assignments and Activities</b> None
6	<b>Publications</b> <ul style="list-style-type: none"> <li>• “Establishing a Support System for Articulation,” a position paper co-authored with Don Garrett, available through ERIC.</li> </ul>
7	<b>Papers Presented</b> <ul style="list-style-type: none"> <li>• “Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction,” presented at UCEA Convention 2000; Albuquerque, NM</li> </ul>
8	<b>Research</b> None
9	<b>Community Service</b> <ul style="list-style-type: none"> <li>• Board of Trustees, Midland Children and Family Services; Midland, MI; 1995-1996</li> </ul>
10	<b>Certification</b> <ul style="list-style-type: none"> <li>• State of Colorado Vocational Credential, Business Education and ACE; May 1999</li> <li>• State of Colorado Type VI Authorization, Provisional Principal; June 1997</li> <li>• State of Colorado Type VI Authorization, Provisional Teacher, Secondary Business Education; June 1997</li> <li>• Michigan Secondary Administration Certificate; June 1990</li> <li>• Michigan Central Office Administration Certificate; June 1990</li> <li>• Michigan Continuing Secondary Certificate; April 1981</li> <li>• Michigan Permanent Vocational Certificate; April 1981</li> </ul>
11	<b>Specialized Training</b> <ul style="list-style-type: none"> <li>• General Training on the Six-Trait Writing Model; 1999</li> <li>• On-line Instruction Training through Convene.com; 1997</li> </ul>
12	<b>Honors and Awards</b> <ul style="list-style-type: none"> <li>• Honored as a Michigan Business Education Association Student Teacher of the Year</li> </ul>



**Dr. Brian Wood**  
University Supervisor  
Ferris State University  
Appointed: 2000

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Ph.D. in Teaching and Educational Policy	Michigan State University	1987
Ed.S.	Michigan State University	1981
M.A.	Michigan State university	1979
B.A.	Alma College	1973

### Additional Study

- Michigan State University, Michigan School Administrator Certificate, Superintendent and Central Office Endorsements

<b>2 Professional Experience</b>	<b>Location</b>
1996-Present	Ferris State University; Montcalm Area Intermediate School District; Director of Instructional Services
1990-1996	Alpena Montmorency Alpena Educational Service District; Director of General Education
1987-1990	Muskegon Reeths-Puffer Schools; Curriculum Coordinator
1982-1985	Michigan State University; Supervisor for Teacher Education
1974-1982	Fairview Area Schools; Social Science Teacher and Coach (Basketball and Baseball)

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2001	301, 492, 592
Winter Semester 2002	431, 432, 491, 499, 592

### Other Collegiate Assignments

None

<b>4 Current Professional and Academic Association Memberships</b>
<ul style="list-style-type: none"><li>• American Association of School Administrators</li><li>• Association for Supervision and Curriculum Development</li><li>• Michigan Association of School Administrators</li><li>• Michigan Association for Supervision and Curriculum Development</li><li>• Michigan Association of Intermediate School Administrators</li><li>• The National Association for the Education of Young Children</li></ul>

<b>5 Current Professional Assignments and Activities</b>
None

**6 Publications**  
None

**7 Papers Presented**  
None

**8 Research**  
None

**9 Detailed Experience**

**Director of Instructional Services; Montcalm Area Intermediate School District; Stanton, MI**

- Direct all General Education Programs
- Plan and Implement Professional Development
- Originate and Lead the Building Leaders Group
- Restructure and Lead the Curriculum Council
- Develop the County-wide Curriculum Cycle
- Streamline the Grant Process for Locals (Eisenhower Math/Science, Gifted and Talented, etc.)
- Provide School Improvement Expertise
- Build a Service Orientation with Locals
- Supervise Alternative Education Programs

**Director of General Education; Alpena Montmorency Alpena Educational Service District; Alpena, MI**

- Directed all General Education Programs
- Planned and Implemented Staff Development and Instructional Leaders Programs
- Developed and Supervised the Summer Migrant Education Program/School
- Facilitated School Improvement
- Provided State-to-Local General Education Services/Grants
- Guided Curriculum Development Processes

**Curriculum Coordinator; Muskegon Reeths-Puffer Schools; Muskegon, MI**

- Led K-12 Curriculum Cycle Process
- Directed or Assisted Staff Development Planning/Programs
- Coordinated School Improvement (Strategic Planning)
- Supervised District Testing Services

# 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 2<sup>nd</sup> 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 1<sup>st</sup> Dubai Strategy Forum Essay contest  
<http://www.dubaistrategy.com/>

2<sup>nd</sup> 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)





**Dr. Brian Wood**  
 University Supervisor  
 Ferris State University  
 Appointed: 2000

<b>1 Academic Degrees</b>	<b>Location</b>	<b>Date</b>
Ph.D. in Teaching and Educational Policy	Michigan State University	1987
Ed.S.	Michigan State University	1981
M.A.	Michigan State university	1979
B.A.	Alma College	1973

<b>Additional Study</b>
<ul style="list-style-type: none"> <li>Michigan State University, Michigan School Administrator Certificate, Superintendent and Central Office Endorsements</li> </ul>

<b>2 Professional Experience</b>	<b>Location</b>
1996-Present	Ferris State University; Montcalm Area Intermediate School District; Director of Instructional Services
1990-1996	Alpena Montmorency Alpena Educational Service District; Director of General Education
1987-1990	Muskegon Reeths-Puffer Schools; Curriculum Coordinator
1982-1985	Michigan State University; Supervisor for Teacher Education
1974-1982	Fairview Area Schools; Social Science Teacher and Coach (Basketball and Baseball)

<b>3 Faculty and Administrative Load</b>	
Fall Semester 2001	301, 492, 592
Winter Semester 2002	431, 432, 491, 499, 592

<b>Other Collegiate Assignments</b>
None

<b>4 Current Professional and Academic Association Memberships</b>
<ul style="list-style-type: none"> <li>American Association of School Administrators</li> <li>Association for Supervision and Curriculum Development</li> <li>Michigan Association of School Administrators</li> <li>Michigan Association for Supervision and Curriculum Development</li> <li>Michigan Association of Intermediate School Administrators</li> <li>The National Association for the Education of Young Children</li> </ul>

<b>5 Current Professional Assignments and Activities</b>
None

**6 Publications**  
None

**7 Papers Presented**  
None

**8 Research**  
None

**9 Detailed Experience**

**Director of Instructional Services; Montcalm Area Intermediate School District; Stanton, MI**

- Direct all General Education Programs
- Plan and Implement Professional Development
- Originate and Lead the Building Leaders Group
- Restructure and Lead the Curriculum Council
- Develop the County-wide Curriculum Cycle
- Streamline the Grant Process for Locals (Eisenhower Math/Science, Gifted and Talented, etc.)
- Provide School Improvement Expertise
- Build a Service Orientation with Locals
- Supervise Alternative Education Programs

**Director of General Education; Alpena Montmorency Alpena Educational Service District; Alpena, MI**

- Directed all General Education Programs
- Planned and Implemented Staff Development and Instructional Leaders Programs
- Developed and Supervised the Summer Migrant Education Program/School
- Facilitated School Improvement
- Provided State-to-Local General Education Services/Grants
- Guided Curriculum Development Processes

**Curriculum Coordinator; Muskegon Reeths-Puffer Schools; Muskegon, MI**

- Led K-12 Curriculum Cycle Process
- Directed or Assisted Staff Development Planning/Programs
- Coordinated School Improvement (Strategic Planning)
- Supervised District Testing Services

# Secondary/Vocational Education

APRC 2003-2004

Extra pages: 4

PART V

Section 13: Recommendations Derived from Conclusions

**Program Strengths.** The following strengths have been identified as a result of the production of this report. These strengths are a reflection of the increase in the support for the School of Education since the 1996 Academic Program Review.

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

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

- Providing adequate support and advising for off-campus clientele.
- Timely course offerings to off-campus clientele.
- Finding and maintaining highly qualified adjunct faculty and staff.
- Maintaining quality and consistent delivery of curriculum in Big Rapids, Flint, Traverse City and FSU-Grand Rapids.
- Managing Growth.
- Working with the other Colleges at FSU to maintain current and create new substantive teaching majors and/or minors.
- Rewarding and/or recognizing the services of cooperating teachers in the field.
- Follow-up of student graduates, specifically job placement (a State Department of Education issue at this time).
- Access of subject-area experts in other Colleges of FSU to visit and assess student teachers in the field.
- Quality advising for the numbers of students in programs (advising loads).

- 1                   • Online survey lacking in addressing several issues e.g. administrative  
2                   effectiveness, facilities and equipment.  
3  
4

5                   **Goals for the Future.** The following goals have been identified in response to  
6 weaknesses or challenges facing the undergraduate, secondary education degree programs.  
7 Many, of course, overlap with the other programs offered through the School of Education.

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

12                  In the information below, the COEHS' goals are listed along with the School of  
13 Education objectives. The objectives listed are based upon the School of Education's 2002-  
14 2003 UAP and are ongoing objectives.

15  
16                  **Plans and Methods for Accomplishing Goals and Objectives.** Each of the  
17 objectives listed below is tied to a larger goal within the College of Education and Human  
18 Services and addresses identified program weaknesses and challenges.

19  
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 MEd 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.
- 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.

# Program Review Panel Evaluation Form Results

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46

## Average Score

1. Student Perception of Instruction	3.75
2. Student Satisfaction with Program	4.25
3. Advisory Committee Perceptions of Program	4.0
4. Demand for Graduates	4.75
5. Use of Information on Labor Market	5.0
6. Use of Profession/Industry Standards	5.0
7. Use of Student Follow-up Information	4.25
8. Relevance of Supportive Courses	4.25
9. Qualifications of Administrators and Supervisors	4.75
10. Instructional Staffing	4.0
11. Facilities	4.5
12. Scheduling of Instructional Facilities	4.75
13. Equipment	4.75
14. Adaption of Instruction	4.25
15. Adequate and Availability of Instructional Materials and Supplies	4.5