

Elementary Education

APRC 2005-2006

section 1 of 6

# Elementary Education Bachelor of Science Degree

## Self Study For Program Review

### Panel Members

Dr. Nancy Lashaway-Bokina, Associate Professor, College of Education  
Dr. Elizabeth Brown, Assistant Professor, College of Education  
Dr. Virginia Hines, Associate Professor, College of Education  
Dr. Liza Ing, Acting Chair, College of Education  
Dr. Scott Herron, Assistant Professor, College of Arts and Sciences

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

September, 2005

# Questions for Elementary Education PRP

## **Section 1: Program Overview**

1. Sec. 1 p. 6—Comment on the relationship of the entering GPA requirements and the program's attrition rates.
2. Sec. 1. p. 7—What is the teacher-student ratio in the program? How does it impact the educational process? How does the ratio at Ferris compare to the ratio at (e.g.) CMU, GVSU, WMU, or MSU?
3. Sec. 1. p. 10—Has the program discussed the suggested minors (in for. lang., technology, and music) with the units that offer them? What has been the result?
4. Sec. 1 p. 15—Based on the labor market analysis, is there an argument for capping the program's enrollment?

## **Section 2: Collection of Perceptions.**

5. Sec. 2 p. 2.—Comment on what is being done to respond to the concern about the program's methods courses.
6. Some graduates indicate that they wish they had received more instruction in classroom management skills and classroom dynamics? In what courses does (or should) this receive emphasis?
7. Sec. 2 p. 16—Comment on the dissatisfaction with advising as expressed in the response to Question 19 of the student survey.
8. Sec. 2 p. 64 & 65.—Comment on the perception of lack of administrative support as indicated in Q. 4, 5, 6, 7 of the faculty survey.
9. Sec. 2 p. 65—Comment on the division of opinion regarding the curriculum in Q. 8 of the faculty survey.
10. Sec. 2 p. 65 & 66—Comment on the divided responses to GPA and preparation issues in Q. 11, 12, 13 & 14 of the faculty survey.
11. Sec. 2 p. 67—Comment on the faculty's view of program quality as expressed in Q. 27 of the faculty survey.
12. What progress is the program making in assembling an advisory board?

## **Section 3: Program Profile:**

13. Why is the proportion of male and minority students so small? What plans does the program have to increase student enrollment in these areas?
14. Does the program have a breakdown of students based whether they come from urban or rural areas?
15. Has the program considered a formal interview as a prerequisite to entering the program?
16. What is the program's capacity?
17. What difference would it make if passing the Basic Skills Test were required as a prerequisite to the 300-level courses?
18. To reduce the potential for multiple coverage of subject matter, has the program considered curricular mapping of its courses?
19. For the student, what is the advantage of taking two minors instead of a major?
20. The program is offered in multiple places other than Big Rapids. Does this have an effect on program quality in Big Rapids?
21. How does the program deal with issues of quality given the large number of adjuncts it uses?
22. Of the 47 instructors whose credentials are on the included CD, how many are adjuncts?
23. When the State of Michigan no longer accredits teacher education programs, what accrediting agency will the program work with? How will meeting this agency's requirements affect the program?

## Questions for Elementary Education PRP

### **Section 4: Facilities and equipment**

24. Regarding classroom space, will the program be able to use any of the space on the third floor of Bishop Hall?
25. In the longer term, if the College does not receive funding for a new building, what alternative plans does the program have for increasing the space available to it?





# FERRIS STATE UNIVERSITY

## MEMORANDUM

TO: Douglas Haneline, Ph.D., Chair, Academic Program Review Committee

FROM: Michelle A. Johnston, Ph.D., Dean

DATE: August 30, 2005

**RE: Academic Program Review for the Elementary Education Program**

I am writing in support of the Elementary Education Program report for the Academic Program Review. The Elementary Education Program, approved by the Michigan Department of Education (MDE) in 2000, is undergoing its first Academic Program Review. Since its inception in 2000, the Elementary Education Program grew to over 420 students by 2004 and had the following five distinct goals:

1. Establish a strong experiential component prior to student teaching;
2. Provide multiple field experiences in a variety of K-8 and non-school settings;
3. Collaborate among the School of Education, College of Arts and Sciences, and public school K-8 faculty members who team-teach content area courses;
4. Prepare teacher candidates to work effectively with all students; and
5. Integrate content, pedagogy, and practice with interdisciplinary and thematic connections across content areas.

These goals reflect best practices and educational research as well as the MDE Entry-level Standards for Michigan Teachers and the standards for highly qualified teachers identified in the No Child Left Behind (NCLB) legislation.

I, however, recognize that this new program experienced an incredible amount of growth in a very short time period. In fact, a superintendent said to me, "With the elementary education program, Ferris State University accomplished in five years what took other universities 100 years." With all new programs there are growing pains and needs for revision. Imagine having a new program that suddenly has 400 students who all needed advising, field placements, and student teaching, for example. This dramatic growth of the new program added stress to the College and School infrastructure. The Academic Program Review process provides the faculty with an opportunity to gather data on their program and use that data to make significant and positive changes.

Not only did the new Elementary Education Program grow on-campus, it grew at the off-campus sites. Its faculty as well as the administration of the School of Education must ensure that the program offerings off campus are comparable to the on-campus program.

COLLEGE OF EDUCATION AND HUMAN SERVICES  
OFFICE OF THE DEAN

1349 Cramer Circle, Big Rapids, MI 49307-2737  
Phone 231 591-3648 Fax 231 591-3516

That assurance requirement also puts additional pressure on the faculty in addition to their teaching and advising.

As you review the Elementary Education Program, please recognize that it is a viable program which aligns with the missions of Ferris State University and the College of Education and Human Services. According to the historical documents of Ferris State University, its early mission was to prepare people for the “common occupations” of daily life. Therefore, teaching was one of the earliest programs offered to Ferris students. However, its educational offerings were limited to vocational and secondary education. By creating an elementary education program, the School of Education as well as the College of Education and Human Services are now able to offer a full-service education program to meet the intent of the historical mission by truly preparing people for all of the teaching occupations. A full-service education program better serves the constituent districts as well as giving Ferris State University educational options.

The planned program minor, providing a balanced elementary education curriculum for all students, and the block, a set of team-taught methods courses, are unique to the program. Although these are unique to Ferris State University, they also are difficult to implement and require future review. Additionally, elementary education teacher candidates can select an early childhood minor which makes them more employable.

In addition to meeting the Ferris State University entrance requirements, the elementary education teacher education candidates must pass the Michigan Test for Teacher Certification (MTTC) Basic Skills Tests (Reading, Writing, and Mathematics). To complete the program and qualify for student teaching, the teacher candidates must have 2.5-3.0 grade point averages, depending on their academic minors.

Currently, elementary education teacher candidates must take 150 or more credits to graduate. One problem with the number of credits to graduation is the compliance requirements of the Michigan Department of Education (MDE) and its standards in the various content disciplines and education courses. The elementary education faculty has to review its curriculum and audit the requirements and standards to reduce the credits to graduation for Ferris State University while maintaining the MDE regulations to ensure continuous program approval.

Until recently, there were many job openings in Michigan. Coupled with the job openings that emerged as schools expanded and needed new teachers, 49.6% of the K-8 teachers in Michigan were eligible for retirement. However, as a result of the current economic downturn in Michigan, many teachers, who are eligible to retire, are not retiring. Concomitantly, when teachers do retire or leave their positions, administrators are not hiring replacements. In other states, teachers are in great demand. According to recent data published by State Superintendent Flanagan only 29% of recent teacher education graduates were hired in Michigan. For Ferris State University, too many of the elementary education teacher candidates are place bound, rather than able to teach elsewhere, and are among some of the new teachers having difficulty finding employment. When the elementary teacher candidates are hired, however, their

administrators give good reviews. Interestingly, in 2001, a superintendent told me to send him every elementary education student that we graduate because he liked Ferris State University education; today, that school is almost in bankruptcy and has a hiring freeze. In Michigan, there are openings in urban areas and in special education, mathematics, and science. The faculty encourages their students to go to urban areas and select specialty programs in other regions.

The College of Education and Human Services is located in Bishop Hall, a former dormitory. Although the office space is adequate, the classroom space is not, particularly for the education programs which also need resource and workrooms for the students. This year (2005-2006) is the first year that the Law Enforcement Program (CJ) is using the Southwest Commons. The CJ move should open classrooms in Bishop Hall for the education classes. Additionally, to alleviate the issue of computer accessibility, I ordered a cart with 25 laptops, which should arrive within the next month. The Freedom to Learn Initiative supported the purchase of the laptops. It also will support the professional development for the faculty after the arrival of the laptops. Regarding the classrooms without tables, that was a faculty decision. Some of the faculty in the College of Education and Human Services preferred to have traditional desks rather than tables.

Throughout Section 2, there are concerns about survey development, distribution, and analysis. I believe that many of the concerns regarding the surveys are related to the newness of the Elementary Education Program and the naiveté of the program reviewers who have never completed such a review. For example, the faculty survey, which included adjunct faculty, had a very low response rate. In fact, only 11 out of 54 responded. Having an “n” under 20-30 is difficult for presenting mean data and percentages, as this report does. Because this program will be going through the Periodic Review for the MDE and seeking accreditation from an external professional agency, the faculty will need assistance doing similar surveys and reviews in the future.

Again, the Academic Program Review Committee should recognize that the elementary education program is viable. However, because it is a new program that grew fast on and off campus, there should be some special considerations as this review is the first done by this faculty. In the future, the program needs:

1. Additional faculty to advise and teach the elementary majors on and off campus;
2. Align advisor-advisee rationale to standards;
3. Adequate teaching space with the appropriate technology and materials to support the goals of the program and MDE Entry-level Standards; and
4. Professional development focusing on data-based decision making to assist in future reviews and accreditation reports as well as collegiality.

In summary, this is the first of many reviews for this new program. However, it does show viability and that supports the Ferris mission.



FERRIS STATE UNIVERSITY

MEMORANDUM

TO: Douglas Haneline, Ph.D., Chair, Academic Program Review Committee

FROM: Michelle A. Johnston, Ph.D., Dean

DATE: August 30, 2005

**RE: Academic Program Review for the Elementary Education Program**

I am writing in support of the Elementary Education Program report for the Academic Program Review. The Elementary Education Program, approved by the Michigan Department of Education (MDE) in 2000, is undergoing its first Academic Program Review. Since its inception in 2000, the Elementary Education Program grew to over 420 students by 2004 and had the following five distinct goals:

1. Establish a strong experiential component prior to student teaching;
2. Provide multiple field experiences in a variety of K-8 and non-school settings;
3. Collaborate among the School of Education, College of Arts and Sciences, and public school K-8 faculty members who team-teach content area courses;
4. Prepare teacher candidates to work effectively with all students; and
5. Integrate content, pedagogy, and practice with interdisciplinary and thematic connections across content areas.

These goals reflect best practices and educational research as well as the MDE Entry-level Standards for Michigan Teachers and the standards for highly qualified teachers identified in the No Child Left Behind (NCLB) legislation.

I, however, recognize that this new program experienced an incredible amount of growth in a very short time period. In fact, a superintendent said to me, "With the elementary education program, Ferris State University accomplished in five years what took other universities 100 years." With all new programs there are growing pains and needs for revision. Imagine having a new program that suddenly has 400 students who all needed advising, field placements, and student teaching, for example. This dramatic growth of the new program added stress to the College and School infrastructure. The Academic Program Review process provides the faculty with an opportunity to gather data on their program and use that data to make significant and positive changes.

Not only did the new Elementary Education Program grow on-campus, it grew at the off-campus sites. Its faculty as well as the administration of the School of Education must ensure that the program offerings off campus are comparable to the on-campus program.

COLLEGE OF EDUCATION AND HUMAN SERVICES  
OFFICE OF THE DEAN

1349 Cramer Circle, Big Rapids, MI 49307-2737  
Phone 231 591-3648 Fax 231 591-3516

That assurance requirement also puts additional pressure on the faculty in addition to their teaching and advising.

As you review the Elementary Education Program, please recognize that it is a viable program which aligns with the missions of Ferris State University and the College of Education and Human Services. According to the historical documents of Ferris State University, its early mission was to prepare people for the “common occupations” of daily life. Therefore, teaching was one of the earliest programs offered to Ferris students. However, its educational offerings were limited to vocational and secondary education. By creating an elementary education program, the School of Education as well as the College of Education and Human Services are now able to offer a full-service education program to meet the intent of the historical mission by truly preparing people for all of the teaching occupations. A full-service education program better serves the constituent districts as well as giving Ferris State University educational options.

The planned program minor, providing a balanced elementary education curriculum for all students, and the block, a set of team-taught methods courses, are unique to the program. Although these are unique to Ferris State University, they also are difficult to implement and require future review. Additionally, elementary education teacher candidates can select an early childhood minor which makes them more employable.

In addition to meeting the Ferris State University entrance requirements, the elementary education teacher education candidates must pass the Michigan Test for Teacher Certification (MTTC) Basic Skills Tests (Reading, Writing, and Mathematics). To complete the program and qualify for student teaching, the teacher candidates must have 2.5-3.0 grade point averages, depending on their academic minors.

Currently, elementary education teacher candidates must take 150 or more credits to graduate. One problem with the number of credits to graduation is the compliance requirements of the Michigan Department of Education (MDE) and its standards in the various content disciplines and education courses. The elementary education faculty has to review its curriculum and audit the requirements and standards to reduce the credits to graduation for Ferris State University while maintaining the MDE regulations to ensure continuous program approval.

Until recently, there were many job openings in Michigan. Coupled with the job openings that emerged as schools expanded and needed new teachers, 49.6% of the K-8 teachers in Michigan were eligible for retirement. However, as a result of the current economic downturn in Michigan, many teachers, who are eligible to retire, are not retiring. Concomitantly, when teachers do retire or leave their positions, administrators are not hiring replacements. In other states, teachers are in great demand. According to recent data published by State Superintendent Flanagan only 29% of recent teacher education graduates were hired in Michigan. For Ferris State University, too many of the elementary education teacher candidates are place bound, rather than able to teach elsewhere, and are among some of the new teachers having difficulty finding employment. When the elementary teacher candidates are hired, however, their

administrators give good reviews. Interestingly, in 2001, a superintendent told me to send him every elementary education student that we graduate because he liked Ferris State University education; today, that school is almost in bankruptcy and has a hiring freeze. In Michigan, there are openings in urban areas and in special education, mathematics, and science. The faculty encourages their students to go to urban areas and select specialty programs in other regions.

The College of Education and Human Services is located in Bishop Hall, a former dormitory. Although the office space is adequate, the classroom space is not, particularly for the education programs which also need resource and workrooms for the students. This year (2005-2006) is the first year that the Law Enforcement Program (CJ) is using the Southwest Commons. The CJ move should open classrooms in Bishop Hall for the education classes. Additionally, to alleviate the issue of computer accessibility, I ordered a cart with 25 laptops, which should arrive within the next month. The Freedom to Learn Initiative supported the purchase of the laptops. It also will support the professional development for the faculty after the arrival of the laptops. Regarding the classrooms without tables, that was a faculty decision. Some of the faculty in the College of Education and Human Services preferred to have traditional desks rather than tables.

Throughout Section 2, there are concerns about survey development, distribution, and analysis. I believe that many of the concerns regarding the surveys are related to the newness of the Elementary Education Program and the naiveté of the program reviewers who have never completed such a review. For example, the faculty survey, which included adjunct faculty, had a very low response rate. In fact, only 11 out of 54 responded. Having an “n” under 20-30 is difficult for presenting mean data and percentages, as this report does. Because this program will be going through the Periodic Review for the MDE and seeking accreditation from an external professional agency, the faculty will need assistance doing similar surveys and reviews in the future.

Again, the Academic Program Review Committee should recognize that the elementary education program is viable. However, because it is a new program that grew fast on and off campus, there should be some special considerations as this review is the first done by this faculty. In the future, the program needs:

1. Additional faculty to advise and teach the elementary majors on and off campus;
2. Align advisor-advisee rationale to standards;
3. Adequate teaching space with the appropriate technology and materials to support the goals of the program and MDE Entry-level Standards; and
4. Professional development focusing on data-based decision making to assist in future reviews and accreditation reports as well as collegiality.

In summary, this is the first of many reviews for this new program. However, it does show viability and that supports the Ferris mission.

**Responses to the Elementary Education Program Review Committee  
October 17, 2005**

**Section 1: Program Overview**

1. Sec. 1 p. 6-Comment on the relationship of the entering GPA requirements and the program's attrition rates.

Response: Students with a lower Grade Point Average (GPA) have a higher attrition rate out of the program or have to retake more classes than students with higher GPAs.

2. Sec. 1. p. 7- What is the teacher-student ratio in the program? How does it impact the educational process? How does the ratio at Ferris compare to the ratio at (e.g.) CMU, GVSU, WMU, or MSU?

Response: There are three identified full-time tenure track professors in the elementary education program. The student teacher ratio at the time of the report was 100:1, Drs. Lashaway-Bokina, Brown, and Hines are all engaged in teaching the elementary education courses at the 400 level and above. However, this ration may not be appropriate given attrition, etc. prior to the junior year. All three professors also teach in the ELDA minor. An additional full-time tenure track member was added in the 2005-2006 academic year, Dr. Dale Wortz, whose responsibilities include teaching elementary methods, educational technology for elementary teachers and EDUC 289. One other new hire, Dr. Hikuru Murata, teaches EDUC 433 (1 credit).

According to the Central Michigan University representative, Dr. Lee Rose there are 12 cohort groups of students in the teacher education department with approximately 25 students in each cohort. Six of these cohorts are elementary education students and 6 others are for secondary students. *Central full-time faculty only teach three courses per semester.* There were 31 full time tenure track faculty listed under Teacher Education and Professional Development on-line and 49 adjunct. Central Michigan University limits their teacher education enrollment to 300 students per year (600 total being served either as juniors or seniors).

According to Western Michigan University representative, DeWayne Anderson, "WMU has 1,000 elementary "professional education" students (juniors and seniors) who have been accepted into the College of Education. Twenty-three full-time faculty members teach courses taken by these students. Many of these faculty members also teach grad courses, are heavily involved in grants, research, and other activities as well." Five other full-time *instructors* and 48 part-time adjunct instructors were listed on-line as teaching for the college of education.

Information on-line regarding Michigan State's five-year teacher education program states "all education courses are taught in sections of approximately 25 students. Interns during student teaching are assigned to MSU field instructors at a ratio of 6 to 1."

On-line information about Grand Valley State Universities Education Program states that "2,908 undergraduate students are enrolled in education classes. During the 2003-2004 school year, 485 elementary teaching certificates were awarded. The web site states that during 2004-05, 47 tenure track faculty were employed, 5 visiting faculty, 22 affiliate faculty, and 153 instructional or clinical faculty.

All the universities that were chosen as comparison have at least two to three times the enrollment as Ferris, and Michigan State University has a Holmes model program that is completely different in design leading to a four plus one program.

3. Sec. 1. p. 10- Has the program discussed the suggested minors (in foreign language, technology, and music) with the units that offer them? What has been the result?

Response: These cannot be considered at this time as the Michigan Department of Education as new standards that are being reviewed at this time which may prohibit these minors for an elementary education student. Currently the minor in Spanish is in preliminary feasibility study and consultation with the CAS through liaison work by Dr. Paul Blake.

4. Sec. 1 p. 15- Based on the labor market analysis, is there an argument for capping the program's enrollment?

Response: At a recent meeting with the MDE State Superintendent, it was discussed that Michigan is the largest exporter of teachers in the United States and they are highly sought after. This can be seen when attending teacher job fairs at various universities/colleges in Michigan.

The labor market analysis showed a demand for teachers in high growth areas of the country as well as the urban areas of the state. We see no need to cap our program at this point and we make sure that students realize that they may have to leave the state to find employment.

## **Section 2: Collection of Perceptions**

5. Sec. 2 p. 2.- Comment on what is being done to respond to the concern about the program's methods courses.

Response: We have redesigned how the methods block will be offered on campus as well as made adjustments in faculty assignments. It has been decided that each of the level two, block classes will be taught by full time tenure track faculty.

6. Some graduates indicate that they wish they had received more instruction in classroom management skills and classroom dynamics. In what course does (or should) this receive emphasis?



Response: The students are introduced to these topics in their EDUC 289 class. Some carry-over is done in all classes after that and in the current methods course, classroom management and discipline is being focused upon for a portion of time each week. Students are being asked to share what they saw in their elementary classrooms that worked to help manage off-task student behavior and management techniques are being reviewed and redefined.

7. Sec. 2 p. 16- Comment on the dissatisfaction with advising as expressed in the response to Question 19 of the student survey.

Response: Advising training was done last year with all current faculty and is being carried out with new faculty each year. We have suggested to the Dean of the College of Education and Human Services that an advising center be designed for all College programs.

The program experience very rapid growth with a limited number of faculty who were well versed in the program requirements. The results were some restrictions of time available for each student and reassignments of students to faculty members as new faculty members were hired.

8. Sec. 2 p. 64 & 65. - Comment on the perception of lack of administrative support as indicated in Questions 4, 5, 6, and 7 of the faculty survey.

Response: We believe that this is not necessarily a departmental or college issue but a University issue. Requests for more faculty, which is a key issue when we discuss support, have been made every year. In fall 2000, when this program began we had one dedicated faculty member. In the five years since it has been in existence we have added *two more faculty whose main responsibility is Elementary Education*.

Two faculty hired this year teach a specific courses in the program, one whose primary responsibility is in Elementary Education.

Financial resources for the School of Education are not specifically earmarked for any one program. There have been financial concerns for the entire School of Education that are impacting all programs.

We have a high adjunct ratio and a large in-state travel budget to supervise students in the field. This often does not leave money for other things.

Faculty are encouraged to participate in professional development, but there is not a significant amount of money to cover travel expenses. However, there are many opportunities funded by grants and other sources that many faculty seek to support their professional development both instate and out of state.

9. Sec. 2 p. 65- Comment on the division of opinion regarding the curriculum in Question of the faculty survey.

Response: It is difficult to respond to this question as there were no open-ended responses and we do not know the ratio of full-time faculty and adjunct faculty in the response rate.

10. Sec. 2 p. 65 & 66- Comment on the divided responses to GPA and preparation issues in Questions 11, 12, 13, & 14 of the faculty survey.

Response: Again, not knowing who the respondents were lends itself to difficulty. However, during faculty discussions, many prefer to have a higher GPA requirement. Policy was enacted in the spring of 2005 by the department's Curriculum Committee to raise GPA requirements for student retention in the program (This is a committee of the whole).

11. Sec. 2 p. 67- Comment on the faculty's view of program quality as expressed in Question 27 of the faculty survey.

Response: Again, this is difficult to assess, as we do not know who the respondents were. Since there are only three full time, tenure track School of Education faculty directly involved with students prior to when they begin their final student teaching assignments and we do not share this negative view, the criteria used to make this judgment is unknown.

12. What progress is the program making in assembling an advisory board?

Response: The elementary education faculty have been actively engaging in the identification of individuals to serve on an advisory board. It is hoped that a group of individuals will be able to meet during the fall semester. Thus far, three individuals have committed themselves to sit on this committee (a Big Rapids teacher, a teacher from White Cloud, and the Superintendent of Big Rapids). Marie Connors-Gilmore, Traverse Bay Area Intermediate School District Assistant Superintendent, Linda Wiltse, Flint campus representative for the school of extended learning, and Tracy Powers, Assistant Dean at the Grand Rapids campus have been contacted for names of individuals to represent each of these areas of service on the committee.

### **Section 3: Program Profile:**

13. Why is the proportion of male and minority students so small? What plans does the program have to increase student enrollment in these areas?

Response: females have historically occupied elementary education teaching positions. We are actually quite proud of the number of males who are currently enrolled in the program. EDUC 342 has seven males currently enrolled in a class of 25. This is a large number compared to the number of males who are traditionally enrolled in elementary teacher education programs. In addition, there are six males currently enrolled in the elementary methods classes out of 24 students. So, we see improvement in the proportion of males enrolled in the program.

We are aware of the lack of minority students in the on-campus program. Our immediate goal is to provide a quality program to these students so that they will recommend the

program to their peers. Our second goal is to provide quality advising to them so that they may move through the program with the least amount of financial burden. Our third goal is to guarantee that they have peers who they feel comfortable asking for extra assistance when needed on homework assignments. Our fourth goal is to offer them respect and recognition for their efforts.

One faculty member is actively recruiting students during her research in an urban school setting, those students are predominately minority. Additionally, she has worked with the admissions office in encouraging minority recruitment by identifying individual schools that are requesting Ferris admissions visitation. One difficulty is that Ferris Admissions has a policy that they will only visit a select number of schools and often the schools that are predominately minority students are not included in those schools.

14. Does the program have a breakdown of students based on whether they come from urban or rural areas?

Response: There is no statistical data specifically related to the elementary education program available from Institutional Research. The Ferris State University Fact Book shows that a large number of students who attend Ferris State are from Mecosta, Osceola, Grand Traverse, and Newaygo counties.

15. Has the program considered a formal interview as a prerequisite to entering the program?

Response: Several additional entrance requirements have been discussed in SOECC meetings (the SOE curriculum committee) inclusive of an formal interview. However, at present the faculty appears to be more focused on a formal writing inventory, but is a good idea and something we would be in favor of along with a writing sample. Discussion has also focused on turning to cohort groups for scheduling purposes. A cohort group would serve to eliminate the stressful semester-by-semester current registration problems and help in the hiring process as faculty needs could be determined in advance.

16. What is the program's capacity?

Response: The program capacity at present has been reached. Current enrollment of 500 has put a strain on facilities and faculty. The majority of our full time faculty teach an overload semester-after-semester. This is not due to the small salary incentive they receive, but because they want to guarantee that students receive the information they believe is important for a quality program to take place.

If faculty members are going to move in the direction of being researchers as well as teachers, then the program has already exceeded its capacity using the current full-time faculty. We currently hire adjunct faculty at the rate of 3:1 tenure track faculty members.

17. What difference would it make if passing the Basic Skills Test were required as a prerequisite to the 300-level courses?

Response: The MDE Office of Professional Services mandated that all students seeking entrance into teacher education programs must pass all components of the Basic Skills Test of the MTTC. This action took place in 2003.

18. To reduce the potential for multiple coverage of subject matter, has the program considered curricular mapping of its courses?

Response: Yes, according to our interim chair, there are plans for the entire Elementary Education curriculum to be mapped this semester. A committee has been formed to see that this process takes place.

19. For the student, what is the advantage of taking two minors instead of a major?

Response: The MDE requires that a student either take a major or two minor areas in addition to completion of a “planned program” to provide the depth and breadth of knowledge bases required of an elementary educator.

20. The program is offered in multiple places other than Big Rapids. Does this have an effect on program quality in Big Rapids?

Response: The program quality has not been affected; however, course offerings have been an issue. Due to the multiple offerings off campus, there have been some issues with fulfilling course capacities on campus.

21. How does the program deal with issues of quality given the large number of adjuncts it uses?

Response: This is an issue with the faculty as well as with the administration. We did not include students from off-campus locations in our student survey to gain information regarding this issue. We realize that this may be a problem. We currently have one tenure track faculty member in Grand Rapids and our Dean has requested one for the Mott, Flint campus. This should help with quality control at this off-campus site.

22. Of the 47 instructors whose credentials are on the included CD, how many are adjuncts?

Response: Thirty-seven of those listed are not full time tenure track members of the School of Education.

23. When the State of Michigan no longer accredits teacher education programs, what accrediting agency will the program work with? How will meeting this agency’s requirements affect the program?

Response: The faculty has chosen the Teacher Education Accreditation Council as its accrediting body. Two representatives from the faculty have been trained in the process and have provided informational sessions for faculty members. The criteria for

establishing program quality are clear. We will be using a variety of means to provide evidence of program quality inclusive of the use electronic portfolios to provide individual and aggregated candidate data.

#### **Section 4: Facilities and equipment**

24. Regarding classroom space, will the program be able to use any of the space on the third floor of Bishop Hall?

Response: At this time, the faculty are still using classrooms in other buildings while the third floor classrooms remain available. We do not know what plans have been made for their usage. Rumors have it that the space has been designated to the Television Digital Media Production program to use while the IRC building is being renovated, but this is an administrative decision that we have not been invited to share.

25. In the longer term, if the College of Education does not receive funding for a new building, what alternative plans does the program have for increasing the space available to it?

Response: The Interim Director has requested from the Dean of the College of Education and Human Services to request with the upper administration more dedicated classroom space to be made available to the School of Education. The availability of classroom space has become more of a problem as we planned for winter term. Some faculty were asked to change the times of their classes because of the inability to get classrooms anywhere on campus during certain time slots.

FORM D

Elementary Education Integrated Science Minor  
Checksheet

| Required Courses                     |   | Credit Hours |
|--------------------------------------|---|--------------|
| BIOL 103                             | Biological Concepts                           | 4            |
| PHSC 110                             | Inquiry into the Earth System                 | 4            |
| PHSC 115                             | Inquiry into Physical Science                 | 4            |
| GEOL 221                             | History of the Earth                          | 3            |
| INBI 303                             | Ecology: Interconnections between Disciplines | 3            |
| INPS 320                             | Integrating the Physical Sciences             | 3            |
| PHYS 450                             | Science Laboratory                            | 3            |
| <b>Minimum semester credit hours</b> |   | <b>24</b>    |

**Notes:**

1. Students must maintain a minimum GPA of 2.75 in the courses in this minor to successfully complete the minor.
2. Students must earn a minimum of C in any individual course (or transfer equivalent) within the minor.
3. Grades in courses transferred into the minor will count in the calculation of the GPA.
4. A minimum of 6 credit hours of science coursework at the upper level (300+) must be earned at Ferris State University.

## NEW COURSE INFORMATION FORM

**Course Identification:**

|                |               |  |
|----------------|---------------|--|
| <b>Prefix:</b> | <b>Number</b> | <b>Title</b>   |
| INBI           | 303           | <b>Ecology: Interconnections between Disciplines</b> |

**Course Description:**

Explores living organisms found in Michigan through an ecological framework reflecting the Michigan Curriculum Framework. Each concept uses a model organism to illustrate one of the elementary life science standards and how to use these organisms to teach science in the elementary school classroom. Primary concepts include human ecology, ecosystem function, classification and life cycles, evolution & adaptation to environments, human disease & nutrition, populations, naturalized species, and plant & animal pathogens. Requires BIOL 103, PHSC 110, PHSC 115 or instructor approval.

**Course Outcomes:**

1. Students will scientifically identify and classify the organisms in their field settings and relate this to the life cycle, geographic, climatic, ecosystematic, growth and niche requirements.
2. Students will comprehend the variables driving the availability of natural resources needed during investigations to be able to conduct laboratory experiments and assess its human impact.
3. Students will inquire, quantify, analyze, and investigate the properties of each organism & concept in a controlled lab setting that meets the guidelines of the Council of State Science Supervisors.
4. Students will develop quiz questions, prepare lab notebooks, perform basic statistical tests, and write future lab exercises for age-specific elementary students.
5. Students will integrate the applied laboratory and field components of the course with the scientific knowledge from lecture to demonstrate their ability to synthesize information and demonstrate scientific literacy in the form of oral presentations with supporting documents that are peer and instructor evaluated.

**Course Outline including Time Allocation:**

## Introduction to ecology

-What is ecology? -How do you integrate material from multiple disciplines into a cohesive lesson?

## 1. Human Ecology (20 % of class time)

-Human adaptation to environments, cultural acquisition of natural resources, demographics of Michigan's ecotypes and habitats, geographic positioning and navigational technologies, distribution of human populations in Michigan compared to land use and management

## 2. Ecosystem Function (20 % of class time)

-Competitive exclusion, resource partitioning, food chains and food webs, decomposition & recycling of nutrients, microbial ecology, naturalized species, adaptation and evolution to changing environments

## 3. Plant and Animal Pathogens (20 % of class time)

-Life cycles of plant pathogens (i.e. bronze birch borer, emerald ash borer, gypsy moths, beech bark disease), field identification and classification of pathogens, mechanisms of invasion & infection, pathogen & host population dynamics, adaptation and evolution to pathogens, impact of pathogens on availability of material resources

-Ecology of animal pathogens (i.e. bovine tuberculosis, chronic wasting disease, mad cow disease), management of animal pathogens, economic and human implications

## 4. Human Disease &amp; Health Habits (20 % of class time)

-Digestion of food, structure of human gastrointestinal tract, chemistry of digestion & food absorption  
-Nutritional deficiencies and diseases, immunization and disease prevention, selection of healthy foods, nutritional chemistry of common foods, effects of diet, exercise, and sleep on human health

## 5. Life cycles of Michigan's natural resources (20 % of class time)

-Classification of living versus non-living natural resources, questioning sustainability of removing Michigan water and sand by private for-profit companies, growth and development of selected Michigan plants, game animals, and invasive species, phenology of plant and fungal material resources

## NEW COURSE INFORMATION FORM

**Course Identification:**

| Prefix: | Number | Title                |
|---------|--------|----------------------|
| GEOL    | 221    | History of the Earth |

**Course Description:**

Students will be introduced to current understandings of the formation and evolution of the Earth system. We will explore how the geosphere, hydrosphere, atmosphere and biosphere have interacted and evolved since Earth formed. We will learn about significant events in Earth's history and about how geologists are able to unravel a story that spans 4.6 billion years. A special emphasis will be placed on the geologic history of Michigan. Requires PHSC 110 or GEOL 121 or GEOL 210 or GEOG 121

**Course Outcomes:**

1. Students will be able to apply basic principles and tools of geology to interpret the geologic history of a region.
2. Students will be able to apply the concepts of organic evolution to interpret the distribution of fossil species through space and time.
3. Students will be able to explain the significant geologic events that have shaped the Earth and in particular the state of Michigan.

**Course Outline including Time Allocation:**

1. Introduction to the course and to cooperative group learning. (2 hrs)
2. Origin of Earth and Solar System (2 hrs)
3. Rocks, Geologic Time, Plate Tectonics (2 hrs)
4. Archean Time (10 hrs)
  - a. Igneous/metamorphic rocks
  - b. Radiometric dating
  - c. Convergent plate boundaries
  - d. Origins of atmosphere and oceans
  - e. Origins of life
  - f. Archean geologic events and fossil record in Michigan
  - g. Geologic maps, cross-sections, and stratigraphic columns
5. Proterozoic Time (8 hrs)
  - a. Sedimentary rocks
  - b. Divergent plate boundaries
  - c. Principles of relative dating
  - d. Proterozoic atmosphere and oceans
  - e. Proterozoic geologic events and fossil record in Michigan
6. Paleozoic Time (9 hrs)
  - a. Stratigraphic principles and depositional environments
  - b. Principles of organic evolution
  - c. Paleozoic geologic events and fossil record in Michigan
7. Mesozoic Time (5 hrs)
  - a. Dinosaurs and extinction events
  - b. Mesozoic geologic events in western U.S. and Michigan
8. Cenozoic Time (7 hrs)
  - a. Hominid evolution
  - b. Pleistocene glaciations with emphasis on Michigan



## NEW COURSE INFORMATION FORM

**Course Identification:**

| Prefix: | Number | Title                             |
|---------|--------|-----------------------------------|
| INPS    | 320    | Integrating the Physical Sciences |

**Course Description:**

INPS 320 presents students with an opportunity to learn how scientists use knowledge of the physical sciences (earth/space sciences, chemistry, & physics) to develop hypotheses and theories that explain a variety of phenomena observable in the natural world. Multidisciplinary topics serve as organizing themes for this class to promote a unified and integrated approach to learning science.

Requires: BIOL 103, PHSC 110, PHSC 115

**Course Outcomes:**

By the end of this course, each student will have demonstrated the ability to:

1. utilize and integrate new science knowledge with that obtained from previous content courses;
2. investigate natural phenomena and use the knowledge and processes of science to interpret results and form conclusions consistent with currently accepted scientific understanding;
3. utilize scientific literature, media, and technological resources to expand their knowledge and ability to access further knowledge;
4. synthesize knowledge and utilize intellectual skills characteristic of a scientifically literate individual;
5. utilize the intellectual and procedural skills appropriate to scientific inquiry in the creation of scientific knowledge including an ability to:
  - (a) demonstrate the use of technology to collect data, and the use of simple mathematics (graphing, statistics, probability) to interpret that data,
  - (b) distinguish scientific ways of knowing from other sources of knowledge,
  - (c) distinguish belief from knowledge, and
  - (d) state underlying assumptions.

**Course Outline including Time Allocation:**

INPS 320 uses organizing themes to promote an integrated treatment of science. Four to six topics will be selected in a typical semester offering. Possible themes are

- I. Waterways (25% of class time)
  - Chemistry: pH, concentration, acid rain
  - Earth Science: erosion & sedimentation, deposition and rock formation
  - Physics: current and flow rates
  - Inquiry: human impact
- II. Earth & Sky (25% of class time)
  - Chemistry: atmospheric composition
  - Earth Science: solar interactions & weather
  - Physics: light, heat, & global warming
  - Inquiry: asteroid impact & climate change
- III. Detective Science (25% of class time)
  - Chemistry: substance identification and chromatography
  - Earth Science: soil composition and identification
  - Physics: ballistics
  - Inquiry: investigation skills
- IV. Fossils (25% of class time)
  - Chemistry: fossilization reactions
  - Earth Science: fossils, earth stratification
  - Physics: radioactivity, radioactive dating
  - Inquiry: formation of hypotheses

# Table of Contents

|          |  |
|----------|--|
| <b>1</b> | Section 1:<br>Program Overview               |
| <b>2</b> | Section 2:<br>Collection of<br>Perceptions   |
| <b>3</b> | Section 3:<br>Program Profile                |
| <b>4</b> | Section 4:<br>Facilities and<br>Equipment    |
| <b>5</b> | Section 5:<br>Conclusions                    |
| <b>6</b> | Appendix A:<br>Course Syllabi<br>Checksheets |
| <b>7</b> | Appendix B:<br>Faculty Vitae<br>On CD        |
| <b>8</b> | Appendix C:<br>Forms E and F                 |

# Section One:

## Program Overview

|  |      |
|--|------|
| A. Program Goals.....                          | 1-1  |
| B. Program Visibility and Distinctiveness..... | 1-4  |
| C. Program Relevance.....                      | 1-13 |
| D. Program Value.....                          | 1-18 |

1 SECTION I: PROGRAM OVERVIEW-An overview of the program that addresses  
2 broadly the areas of the program included in the Administrative Program Review  
3 document. This section should acquaint the reader with the program: mission, history,  
4 impact (on the University, state, and nation), expectations, plans for improvement, and  
5 any other items that would help the reader fully appreciate the remainder of the report.

6 The elementary education program at Ferris State University was established in  
7 2000, after a one-year planning period. This academic program review is the first self-  
8 study since the inception. The Program Review Panel consisted of three Elementary  
9 Education faculty and one outside member from the College of Arts and Sciences. The  
10 members included Nancy Lashaway-Bokina, Ph.D.; Elizabeth Brown, Ph.D.; Virginia  
11 Hines, Ed.D. and Scott Heron, Ph.D. All the panel members have 5 years or less service  
12 to the university and none were faculty members when the program was initially  
13 designed and implemented.

#### 14 A. PROGRAM GOALS

##### 15 1) State the goals of the program.

16 In the fall of 2000, the Michigan Department of Education approved an  
17 elementary education program at Ferris State University. The need for an elementary  
18 education curriculum was zealously pursued by then President William Sederburg and  
19 Dean Nancy Cooley. Oral history has revealed that numerous waivers and deviations  
20 were made in the process to expedite the establishment of the elementary education  
21 program.

22 The goals of the program were to: 1) establish a strong experiential component of  
23 field experience for teacher candidates prior to the student teaching experience; 2)

1 provide multiple field experience placements in a variety of diverse K-8 school and non-  
2 school settings; 3) establish collaboration among Teacher Education, Arts & Sciences,  
3 and public school K-8 faculty to allow for team-taught content area courses; 4) to provide  
4 adequate preparation so that teacher candidates would be able to work effectively with  
5 students, and 5) to focus on the integration of content, pedagogy, and practice with  
6 interdisciplinary and thematic connections across content areas.

7 **2) Explain how and by whom the goals were established.**

8 The program leading to elementary certification at FSU was designed by a team  
9 of professional educators consisting of a cross-sampling of K-8 public school  
10 constituencies (e.g., public school teachers; public school administrators; Arts & Sciences  
11 faculty; College of Education faculty; and parents. Dr. Leonard Johnson, Dr. James  
12 Carey, Dennis Rosen, Dr. Susanne Chandler, Mary Ann Robinson, Sherri Parks, and Dr.  
13 Nancy Cooley comprised the initial development committee.

14 **3) How do the goals apply to preparing students for careers in and meeting  
15 employer needs in the community/region/marketplace?**

16 While the initial program goals specifically addressed the collaboration and  
17 preparation necessary among disciplines to adequately prepare elementary teachers, these  
18 goals have been continuously aligned with the criteria required of novice teachers  
19 established by the State of Michigan that are articulated in the Entry-level Standards for  
20 Michigan Teachers ( ).

21 The elementary education program goals reflect the framework that the State  
22 Department of Education has established as it has interpreted and implemented the  
23 reauthorization of ESEA, known as No Child Left Behind as well as the highly qualified

1 teacher standards. Thus, teacher candidates graduating from Ferris will meet the  
2 requirements of the state and region as well as nationally recommended standards.

3 **4) Have the goals changed since the last program review? If so, why and how? If  
4 not, why not?**

5 This is the first program review for the Elementary Education program.

6 Therefore, as the program has grown, the goals of the program have been reassessed and  
7 revised in response to students' needs, additional state requirements, and technological  
8 advances.

9 **5) Describe the relationship of the program goals to the University's mission, and  
10 the departmental, college and divisional strategic plans.**

11 FSU is one of the 32 colleges and universities in Michigan offering teacher  
12 education programs. Each of these institutions has met the requirements of state  
13 accreditation, offering a plethora of majors and minors to meet the needs of their  
14 students. Thus the programs vary by individual design, but have commonalities. The  
15 elementary education program at Ferris State University is evolving and at present offers  
16 a limited number of academic minors and majors to students. As the enrollment has  
17 grown, proposals for additional majors and minors have been solicited from the College  
18 of Arts and Sciences, while two minors have been abandoned.

19 The departmental goals were developed around a theoretical perspective grounded  
20 in cognitive, developmental, and socio-economic conceptualizations of teaching and  
21 learning. They are guided by the following conceptual framework: 1) curriculum should  
22 be integrated and interdisciplinary in nature (Dewey, 1994); 2) the classroom and  
23 curriculum should be student-centered (Darling-Hammond, 1996); 3) "cognitive

1 dissonance” (Piaget, 1970) and “scaffolding (Vygotsky, 1978) help students become  
2 engaged learners directed toward independence, 4) learning is dynamic, fluid, reflective  
3 and an ongoing process (Dewey, 1904, 1923; Getzels, 1979; Schon, 1983; & Senge,  
4 1990); 5) learning is a developmental process (Bruner, 1961; Piaget, 1970; Kohlberg,  
5 1976; & Erikson, 1959).

6 The elementary education faculty strives to meet the departmental goals by  
7 modeling lessons that exemplify student engagement and quality instruction. In addition,  
8 the elementary placement coordinators and university methods and student teaching  
9 instructors monitor teacher candidates’ public school experiences closely to insure that  
10 the program and department goals are being met.

11 University class sizes have been maintained at a level where a positive learning  
12 environment can be obtained. Collaboration between disciplines has taken place and is  
13 ongoing. An increase of online classes has encouraged students to become independent  
14 learners. As the program has grown, a need for graduate classes has been established.  
15 The elementary education program now offers a number of masters’ degrees.

16 One of the university and departmental goals is to encourage life-long learning.  
17 The elementary education faculty recognizes this goal and encourages teacher candidates  
18 to become active community and political leaders. The elementary education curriculum  
19 provides opportunities for students to examine critical choices from a multitude of  
20 perspectives, to exercise careful judgment, and to honor the complex nature of the  
21 educational mission.

## 22 **B. PROGRAM VISIBILITY AND DISTINCTIVENESS**

23 **1) Describe any unique features or components of the program.**

1           The elementary education program at Ferris State is posed to attract students into  
2 the teaching profession by its concise and diverse course offerings. The planned program  
3 meets the academic structure of general education requirements as well as providing the  
4 breadth and depth of knowledge pertinent to the curricular content of the elementary  
5 classroom. The offering of minors in three areas (Language Arts, Social Studies, and  
6 Math) provides students the choice to develop expertise in areas that are applicable and  
7 appropriate for elementary teachers; the addition of the proposed new minor (Integrated  
8 Science) will provide an additional option. Students may opt for an additional minor in  
9 Early Childhood Education if they desire a special endorsement.

10           The professional sequence, rich with structured field experiences and project-  
11 based learning provides students with the connections of theory to practice necessary to  
12 become professional decision makers in the classroom. The approach to teaching the  
13 methods block as an integrated program and the capstone class for the Language Arts  
14 minor are both unique to Ferris State University. The methods block faculty plan for  
15 integrated instruction prior to the beginning of the semester and then model it during the  
16 semester.

17           The capstone Language Arts class prepares students to guide elementary students  
18 using an inquiry, constructivist approach to learning through the research process. While  
19 at the same time, teacher candidates are taught how to prepare a research proposal related  
20 to an interest, or wondering, they might have developed over the course of their personal  
21 or professional career.

22           Ferris State University is one of the few universities in Michigan that offers an  
23 Early Childhood Education major and minor. While a number of state universities are



1 just now considering how to construct an Early Childhood program, ours has been  
2 successfully attracting students for a number of years.

3 The undergraduate, elementary education professional programs provide a  
4 consistent number of students and credit hours (37-47 credits in the professional sequence  
5 per student) for the School of Education, and these same students complete  
6 approximately 40 credits in General Education, and approximately 25 credits in each  
7 minor. Most of these credits are taken in the other Colleges at FSU or transferred from  
8 community/other colleges. All minors, except for the Language Arts, are completed in  
9 the College of Arts and Sciences or transferred from community colleges. Because of the  
10 rapid growth in the elementary education program at our off-campus sites, online classes  
11 have been established and are currently being offered. The program currently has  
12 approximately 350 on-campus and 36 off-campus students enrolled.

13 **2) Describe and assess the program's ability to attract quality students.**

14 Before formally entering the teacher education program, students must pass the  
15 Michigan Department of Education Basic Skills Test. There is currently no GPA  
16 entrance requirement for the general education classes but to enter the teacher education  
17 program students must have a 2.5 grade point average or higher after their tier one  
18 classes. This policy reflects the philosophy of Mr. Woodridge Ferris, who believed that  
19 students should have an opportunity to prove their dedication to learning beyond high  
20 school. Each major and minor has an individual GPA requirement ranging from a 2.5-  
21 3.0.

22 Students working in the public school systems during their observation and  
23 student teaching hours are prepared to assist their mentor teachers with a minimum of

1 guidance. They understand the theory and techniques that make an elementary classroom  
2 a place of learning and are able to successfully apply them.

3 The on-campus elementary education faculty members all have terminal degrees  
4 and a number of years of elementary classroom and administrative experience. The  
5 knowledge that they bring to the program is invaluable to our students. Their first-hand  
6 experience combined with student engagement in the learning process has allowed Ferris  
7 State University to earn a reputation as a university that prepares its teacher candidates  
8 for the teaching field. Additionally, the small, close knit program is what many students  
9 look for in a college atmosphere.

10 **3) Identify the institutions that are the main competitors for prospective students in  
11 this program.**

12 Central Michigan, Grand Valley State, and Michigan State Universities are the  
13 institutions that are similar to and competitive with the Ferris Program. While each of  
14 these institutions offers the environment of larger universities, Ferris is unique in its  
15 student to instructor ratio. Each of these universities has long standing traditions of  
16 educating teachers at the elementary level.

17 **a) How are these programs similar and different from the FSU program?**

18 **Central Michigan University-CMU** has three cycles to their teacher education  
19 program. Cycle one is a two part process: Acceptance for the candidacy status and  
20 admission to the program. The admissions process is rigorous. Candidates must provide  
21 a writing sample, references, and participate in an entrance interview. After completing  
22 the Cycle 1 process, each student receives a composite score that is accumulated during

1 the entrance requirements mentioned above. Only students who earn a high enough  
2 composite score will be admitted to the teacher education program.

3 The undergraduate program of study requires a minimum of 124 credit hours of  
4 study for graduation as compared to the 150 or more that FSU requires. The Language  
5 Arts minor at CMU requires 24-26 credits, which is very similar to the number of credits  
6 FSU requires for its Language Arts minor (25 credits). CMU faculty inform perspective  
7 students that it will, in most instances take students five years to complete their program.  
8 CMU also employs at least one non-teaching staff whose only job is to advise students.  
9 This helps to ensure that all students are getting similar advice and provides additional  
10 time for the teaching faculty to concentrate on their teaching responsibilities, university  
11 committee work, and research. In addition to employing the advising staff member,  
12 CMU has a careful screening process with its current teacher candidates, referred to as  
13 "red flagging." If a teacher candidate is found to be failing, thought to be headed for  
14 academic trouble, or is not living up to the standards that future teachers need, they are  
15 given careful one-on-one advising to assure that they are in the correct career path.  
16 Admissions deadlines are in September and February. CMU offers two foreign language  
17 minors, Spanish and Ojibwe.

18 The elementary education faculty at Ferris has been campaigning for an  
19 elementary second language minor. Since the Hispanic population is the fastest growing  
20 population in the nation and since we already have a secondary Spanish major, it is  
21 reasonable to consider Spanish as a projected minor for the elementary education  
22 program.

1           The general education requirements at Central Michigan University are less than  
2 those required by students at Ferris State University. Elementary education faculty at  
3 Ferris are taking a proactive approach to the differences among the three competing  
4 universities course requirements and reevaluating our program requirements.

5           **Grand Valley State University**-During the sophomore year, prospective teacher  
6 candidates must attend a group advising session where they sign a declaration of intent  
7 and are assigned a College of Education advisor. They must meet with this advisor twice  
8 before being fully admitted into the college of education. Admissions deadlines are in  
9 September and February. Students must obtain a 2.8 Grand Valley GPA to be considered  
10 for the College of Education. English, Language Arts, and Art Education require a 3.0  
11 grade point average to be considered for the College of Education. No grade lower than a  
12 C is accepted in any course, whereas, FSU will currently allow a grade of a C- (This  
13 policy is currently being reviewed in the School of Education at FSU). Prospective  
14 teacher candidates at Grand Valley State University must provide documentation of a  
15 minimum of 25 hours of experience with children or youth at the time of their admittance  
16 to the program.

17           Faculty on the FSU School of Education committee voted to enforce a similar  
18 policy after a state mandate for all education programs. The teacher candidate must have  
19 successfully completed 30 hours of documented work with children/adolescents in  
20 structured settings (after school programs, substitute teaching, camps, church school,  
21 Scouts, Big Brother/Big Sister, etc.). They also must have coursework and/or  
22 documentation that they have completed at least 35 credit hours, including course work in  
23 communication competence, quantitative skills, scientific understanding and at least one

1 course in one of the following areas: social awareness, cultural enrichment, or global  
2 consciousness.

3 GVSU offers Spanish and Music Education as minors as well as an integrated  
4 science and math minor. Currently, FSU at present does not offer Spanish, music, or  
5 integrated science minors.

6 **Michigan State University-** MSU requires that prospective teacher candidates  
7 obtain a minimum of a 2.5 GPA and have completed 56 credit hours for admission to  
8 their teacher education program. The admission process at MSU is highly competitive.  
9 The admission process has three components: Cumulative GPA, written skills, and  
10 experience relevant to teacher education. Teacher candidates may complete a major or  
11 two minors. Applications to the elementary teacher education program are only accepted  
12 in the fall at MSU.

13 Student teaching at MSU is not considered to be part of the bachelor's degree, but  
14 is completed during the fifth year of study and leads to a master's degree with teaching  
15 certification. Due to the longevity of the teacher education programs at Central Michigan  
16 University and Michigan State University, students have many choices in the selection of  
17 program majors and minors.

18 If FSU wants to stay competitive with CMU, GVSU, and MSU, minors in foreign  
19 language, technology, and music education will need to be considered. With the  
20 technological advances that have taken place over the past ten years and with the national  
21 emphasis on providing a laptop computer for every student (the Freedom to Learn  
22 initiative) a minor in technology is being discussed among faculty at FSU.

1           Appropriate and timely program advising is crucial to the successful completion  
2 of any degreed program. CMU employs a full time staff member to guide students  
3 through their three cycles. GVSU requires students to attend two general sessions to  
4 learn about the teacher education program before admittance takes place. At FSU,  
5 elementary education students are assigned an advisor after being admitted to the  
6 program. Advising is a timely and important function that faculty members currently  
7 perform. New faculty are not in a position to begin advising immediately as the program  
8 is complex. Accurate advising of students in the general education course requirements,  
9 minor requirements, and requirements in the professional sequence is crucial. Therefore,  
10 a full-time academic advisor is identified as a priority need by faculty.

11           **b) What can be learned from them that would improve the program at**  
12           **Ferris?**

13           Ferris State University should consider offering a minor that would be unique to  
14 this university. As faculty attend professional conferences and visit other campuses, they  
15 should learn about unique, successful programs that provide alternatives to minors that  
16 are offered at traditional universities.

17           The program requirements are well-defined and provide a framework that  
18 facilitates the achievement of students both in the university classroom and in the public  
19 school. Given the success of these requirements, Ferris has made adjustments  
20 to its curriculum and entrance standards to acquire a more competitive edge in the student  
21 market.

22           The program entrance requirements now provide a more structured and fluid  
23 transition as students complete levels of the program. These levels are inclusive of

1 framing coursework and the mandatory testing as well the completion of authentic  
2 experiences in public school settings. Additionally, the structure and requirements of the  
3 field experiences offered at Ferris have been refined. The field experiences are of high  
4 quality and closely monitored by both program faculty and public school teachers.

5       The elementary teacher education program at FSU has three levels. Although  
6 students can declare elementary education as their program of choice during their  
7 freshman and sophomore years, they are not officially admitted to the program until they  
8 have passed their Basic Skills test and successfully completed the majority of their  
9 coursework in the General Education requirements and met other conditions listed in the  
10 checksheet at the end of section 1.

11       Effective Winter Semester 2006, prospective teacher candidates must provide  
12 evidence of 30 hours of volunteer work with children as part of the entrance requirement.  
13 Thirty hours of required observation at Level I of the program allow prospective teacher  
14 candidates to engage in careful consideration of the purpose of schooling and their  
15 perceived role as a teacher before they commit themselves to the Elementary Education  
16 program.

17       The Level II component of the program requires that teacher candidates complete  
18 assignments in authentic contexts during 110 hours of work in public schools. At level  
19 three, students are doing their student teaching and are required to be full time in the  
20 classroom. Michigan State University does not count the full time student teaching  
21 component of their program as part of the undergraduate program. Therefore, their  
22 students appear to be enrolling for less credit hours to complete the teacher certification  
23 program than FSU students. As the education faculty revisits and analyzes the number of

1 program hours that FSU students are required to complete before graduation, removing  
2 student teaching hours from the undergraduate elementary program and placing it in the  
3 graduate program may be a future consideration.

4 Currently, very few students at FSU select a teaching major in their Elementary  
5 Education program. It is the consensus of the Elementary Education faculty that  
6 elementary education students need to have a well-rounded education that allows them to  
7 be effective teachers in all of the major content areas. Grand Valley State University and  
8 Michigan State University offer many choices of majors for students. Although this  
9 difference between programs is noted, FSU and CMU have deliberately designed their  
10 programs to broaden teacher candidates' ability to teach effectively in more than one  
11 content area and encourage students to complete two minors rather than one major.

### 12 **C. PROGRAM RELEVANCE.**

13 **1) Provide a labor market demand analysis: This activity is designed to assess the**  
14 **marketability of future graduates. Reports from the Department of Labor and from**  
15 **industry are excellent sources for forecasting demand on graduates. Request**  
16 **information from your Library Liaison.**

17 According the local newscasts, Michigan currently has the highest unemployment  
18 rate in the nation (7%). Limited labor opportunities often create a reduction in population  
19 as families move to regions of the country where employment opportunities exist. The  
20 August, 2005 United States Department of Labor Facts on Working Women publication  
21 states that:

22 Of all the major occupational groups, *professional and related*  
23 *occupations* are projected to grow fastest (26 %) and add the largest



1 number of jobs (7 million) between 2000 and 2010. The majority growth  
2 comes from three subgroups: computer and mathematical occupations;  
3 health care practitioners' occupations; and education, training, and library  
4 occupations. Examples of occupations within these three groups are  
5 computer software engineers; database administrators; desktop publishers;  
6 medical records and health technicians; and special education, preschool,  
7 and elementary teachers. (p. 2) (

8 A U.S. Department of Labor Statistics Occupational Employment, Training, and  
9 Earnings report reflected a projected employment growth between 2002-2012 of the need  
10 for 223,000 elementary school teachers, except for special education teachers. This  
11 number reflects a 15.2% increase in the job market.

12 ([data.bls.gov/oep.noeted.servlet.ActionServlet?Action=emprprt&Occ=252...](http://data.bls.gov/oep.noeted.servlet.ActionServlet?Action=emprprt&Occ=252...))

13 If this projection proves to be true, there will be a continued need for teacher  
14 training institutions to prepare elementary school teachers. When one examines the  
15 statistics from this report, it was noted that a third of the new jobs will be needed in the  
16 health care professions. A growth of 6,951 thousand new jobs is projected for 2010.  
17 From this pool of job seekers, two thirds of them or 4,634 thousand (26,758 thousand  
18 jobs necessary in 2000, projected 33,709 thousand jobs in 2010) will be distributed  
19 among education and computer specialists.

20 Hussar, an economist, in a National Center for Education Statistics report recently  
21 wrote about the need for Newly Hired Teachers in the United States to 2008-09. He  
22 wrote that between 1.7 and 2.7 million new public school teachers will be needed to keep  
23 up with the growing population and to replace those leaving the profession. He based his

1 information on the age of the teaching force from the 1993-94 Statistics' Schools and  
2 Staffing Survey. He wrote that, "The approaching wave of teacher retirements is  
3 documented not only by anecdotal information, but by statistical evidence as well. As a  
4 group, elementary and secondary teachers are significantly older than the general labor  
5 force." ([nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999026](http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999026))

6 Although the demand for certified teachers throughout the country remains, the  
7 job outlook for teachers wanting to remain in Michigan is not quite so bright. In an  
8 Occupational Outlook Handbook distributed through the United States Department of  
9 Labor-Bureau of Labor Statistics job opportunities for teachers vary according to regions  
10 of the country. Local job fairs find many prospective employers from states in the South  
11 and West.

12 Through 2012, overall student enrollments, a key factor in the demand for  
13 teachers, are expected to rise more slowly than in the past. As the children of the baby-  
14 boom generation get older, smaller numbers of young children will enter school behind  
15 them, resulting in average employment growth for all teachers, from preschool through  
16 secondary grades. Fast-growing States in the South and West-particularly California,  
17 Texas, Georgia, Idaho, Hawaii, Alaska, and New Mexico-will experience the largest  
18 enrollment increases. Enrollments in the Northeast and Midwest are expected to hold  
19 relatively steady or decline. The job market for teachers also continues to vary by school  
20 location and by subject taught. ([bls.gov/oco/ocos069.htm](http://bls.gov/oco/ocos069.htm))

21 Teachers who become certified in Michigan are highly sought after by school  
22 districts throughout the nation. Many states send human resource represents to job fairs  
23 in the Midwest to recruit new teachers. Information shared at a recent School of

1 Education meeting with our dean, Dr. Michelle Johnston, was that the State  
2 Superintendent of Public School Instruction, Mike Flanagan, is not pleased that only 29%  
3 of the current newly graduated certified public school teachers are remaining in  
4 Michigan. If the exodus of teachers from the Midwest continues, there may be changes  
5 in how schools of education are allowed to function in the next few years.

6 **2) Describe and assess how the program responds to emerging issues in the**  
7 **discipline, changes in the labor force, changes in employer needs, changes in student**  
8 **needs, and other forces of change.**

9 The school of education faculty have been responsive to the job market and have  
10 encouraged students who enter the elementary program to substitute teach in school  
11 districts near or in the location of where they want to eventually begin their careers.  
12 They have also kept students informed about states with rapidly rising populations where  
13 teaching positions are available.

14 According to a government website:

15 Employment opportunities for elementary teachers in Michigan are often  
16 in inner cities. Many inner cities-often characterized by overcrowded, ill-  
17 equipped schools and higher-than-average poverty rates-and rural areas-  
18 characterized by their remote location and relatively low salaries-have  
19 difficulty attracting or retaining enough teachers, so job prospects should  
20 be better in these areas than in suburban districts.

21 ([bls.gov/oco/ocos069.htm](http://bls.gov/oco/ocos069.htm))

22 Classes are offered that cover diversity and cultural differences. Faculty strive to  
23 prepare students to work in inner city and rural areas by making the unfamiliar familiar to

1 prospective teacher candidates. Through the use of guest speakers, programs and  
2 lecturers brought on-campus by the Arts & Sciences lecture series, field experience  
3 placement, and course assignments students are exposed to and asked to reflect upon  
4 cultures beyond their familiar culture.

5 The Michigan Department of Education has recently mandated a phonics course  
6 for elementary education teacher candidates. Therefore, faculty will have to determine  
7 how and when to include this course in future planned programs.

8 With the increased use of technology, students will need to be prepared to meet  
9 the challenges of a technological society. A teacher candidate who is trained to program,  
10 repair, and teach technology to students/faculty may become a necessary component of  
11 every public school. FSU could be a leader in job training with a new technology  
12 elementary education minor.

13 **3) Assess why students come to FSU for the program. Summarize the results of the**  
14 **graduate exit survey and the student program evaluation.**

15 **a) How well does the program meet student expectations?**

16 The majority of the students (42%) who attend FSU do so because of its location  
17 or cost. In retrospect, these two items should have been separated on the student survey  
18 to account for a clear distinction between the two responses. When given a choice among  
19 academic reputation of the Elementary Education Program (7%), advice of parents,  
20 friends, or high school teacher (9%), admissions standards 6%) or none of the above  
21 (35%) the largest percentage of students after location and cost chose none of the above.  
22 A comment section was not included under this section on the survey to discover what  
23 the none-of-the-above responses might reflect.

1           **b) How is student sentiment measured?**

2           A formal exit survey has not been developed by this program, so the graduate  
3 survey is the closest assessment tool available at the present time. As the result of this  
4 study, an exit survey will be developed within the program to be administered during the  
5 final semester of the elementary education program. We are working with the Alumni  
6 office to determine the best way to conduct a formal exit survey since our students are  
7 off-campus doing their student teaching just prior to graduation.

8           **D. PROGRAM VALUE. Please refer to the faculty survey.**

9           **1) Describe the benefit of the program, facilities, and personnel to the University.**

10           When the faculty survey was first distributed by the Institutional Research Center,  
11 a low response rate was noted. Therefore, the committee asked for a second mailing to  
12 go out. It is believed that the initial low response rate can be attributed to the fact that  
13 many faculty members were off campus and not checking their e-mail over the summer.

14           Seventeen faculty members out of the 54 who were solicited replied to the faculty  
15 survey. Eighty-two percent of the faculty who responded to the survey somewhat or  
16 strongly agreed that the Elementary Education program is consistent with the FSU  
17 mission statement.

18           Sixty-four percent believed that the Elementary Education Program is an integral  
19 part of the College of Education and Human Services while another 5.9% neither agreed  
20 nor disagreed. The Elementary Education Program is a self-supporting program, helping  
21 to fund other programs at Ferris State University. The program also helps to ensure that  
22 Ferris State University stays competitive with other colleges and universities in the state  
23 of Michigan.

1           Question two on the faculty survey asked: Compared to the recent university  
2 Planning Document, the Elementary Education program is consistent with the objectives  
3 and goals of the School of Education at Ferris State University. Sixty-three percent of the  
4 respondents strongly agreed with this statement, 6% somewhat agreed, 12% neither  
5 agreed nor disagreed and the other 18% somewhat disagreed or strongly disagreed.  
6 Elementary education faculty members will need to review the objectives and goals of  
7 the School of Education to see where any discrepancies exist.

8   **2) Describe the benefit of the program facilities, and personnel to the students**  
9   **enrolled in the program.**

10           The School of Education and Human Services faculty share four classrooms that  
11 comfortably seat 25 students. Last semester there were fifteen education and thirteen  
12 criminal justice faculty members competing for classroom use at Bishop Hall on any  
13 given day (28/4). Of the four available classrooms, two have desks and the other two  
14 have round tables. Because of the interactive nature of many of the education courses,  
15 students and faculty appreciate having tables to use since group work is more conducive  
16 to face-to-face collaboration and with a comfortable work surface. An additional small  
17 classroom serves a dual role as an Instructional Resource Facility for students and a  
18 classroom. A sixth classroom which is equipped with 15-20 computers is available on a  
19 check-in check-out basis to instructors and students. It is not available for students to use  
20 consistently during the day, on weekends, nor during the evening hours.

21           To better serve the needs of our students, the faculty has stocked the faculty  
22 workroom with basal reader teacher guides and various other helpful teacher materials  
23 and texts. Students are invited to use this room during working hours. The room is also

1 equipped with two computers and a printer that students have access to as long as the  
2 teacher education office is open. Students have commented on how much they appreciate  
3 having this room available to them and it is used frequently.

4 Darling-Hammond (1997) wrote that “teacher quality is the single most important  
5 determinant among school resources of what students learn.” Faculty in the department  
6 of teacher education are well aware of the importance of good teaching and advising.  
7 Student surveys that were administered for this report indicated that there may be some  
8 gaps between student expectations of faculty members teaching and advising and faculty  
9 members’ perceptions of students’ needs. Therefore, faculty members will need to  
10 review their teaching, advising, and communication practices.

11 All elementary faculty members have had teaching experience in an elementary  
12 school and one was a school administrator. In addition, all of the on-campus faculty  
13 members who teach in the elementary education program hold an Ed. D. or a Ph.D. and  
14 are active in many community, campus, state, national, and international organizations.  
15 Therefore, information they share with students is up-to-date and pertinent to the  
16 profession. Detailed vitas are enclosed on the CD that accompanies this report that  
17 describe the numerous activities of individual faculty members. Each of the elementary  
18 faculty participates on State Board of Education advisory committees and are active  
19 members or board members of national groups within their major content area of study.

20 **3) What is the assessment of program personnel of the value of the program to**  
21 **employers? Explain how is this value is determined.**

22 Since the elementary education program is relatively new, we have not graduated  
23 large numbers of teachers. Therefore, most of the employer feedback that we have

1 received has been verbal and restricted to individuals with whom we are in contact.  
2 These individuals' responses to the program have been positive and helpful. In addition,  
3 our field placements coordinators have established positive relations with local school  
4 teachers and administrators.

5 The committee was not able to conduct an employee survey for this report due to  
6 the fact that information on our graduates is just beginning to be maintained. The alumni  
7 president, Jeremy Mishler, has agreed to help track graduates' places of employment for  
8 the program. With his assistance and with help from the Office of Educational Research  
9 graduates' employers will be identified. Jeremy has suggested that some sort of incentive  
10 be presented to graduates with their diplomas to encourage them to send a postcard back  
11 to the alumni office when they become employed. The faculty committee agreed that this  
12 would be an excellent suggestion for future program evaluations, especially in light of the  
13 fact that a number of our graduates leave the state to seek employment.

14 The superintendent of schools in Big Rapids has accepted an invitation to sit on  
15 the newly reestablished advisory board as well as a classroom teacher from Riverview.  
16 Their input should be a valuable resource to the department. For a number of years, a  
17 faculty member from the elementary education program has been a member of the Big  
18 Rapids Public Schools Curriculum Committee. Her participation on this committee has  
19 allowed principals and other school administrators from the district to express any  
20 concerns they might have about the program on a monthly basis.

21 Supervisory student teacher personnel in the elementary education program are  
22 former classroom teachers who have had successful elementary teaching careers in public  
23 schools. Many of the local administrators have worked with these master teachers and



1 respect their contribution to the field of education. Along with the faculty, student  
2 teaching supervisors play an important role in the success of our program. They often  
3 bring valuable feedback to the faculty about how our graduates are doing in the field.

4 **4) Describe the benefit of the program, faculty, staff and facilities to entities external**  
5 **to the University (services that faculty have provided to accreditation bodies, and**  
6 **regional, state, and national professional associations; manuscript reviewing; service**  
7 **on editorial boards; use of facilities for meetings, etc.).**

8 One faculty member is currently conducting research/professional development  
9 with two different school districts, White Cloud and Hesperia District Schools, via a  
10 COEHS project funded by a federal grant aimed at improving teaching. Another study in  
11 collaboration with the Grand Rapids Public Schools is examining the ecology of an urban  
12 language diverse school. Two faculty members also have presented at conferences within  
13 the past year, have engaged in the writing of manuscripts for publication, and proposed  
14 papers for conference presentation or publication.

15 The College of Education has recently acquired the Freedom to Learn federal  
16 grant. A faculty member is involved in determining how these grant monies will be  
17 distributed and what purchases will take place in Michigan schools.

18 Two language arts grants were evaluated by members of the faculty that were  
19 obtained through the Big Rapids Public Schools. Faculty members have numerous  
20 opportunities to work in partnership with area school districts on grant writing,  
21 evaluation, and administration.

22 One faculty member has been on the newsletter committee for the  
23 Michigan State Reading Association and has participated in public school reading  
24 marathons during National Reading Month. This same faculty member

1 participated in the Cans for the Needy drive with students from Kappa Delta Pi,  
2 an honor society in education. Monies from this event went to assist local  
3 charities and churches. Community service allows students to gain valuable  
4 insight into the lives of their students and families and builds understanding.

# Teacher Education Program

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

---

## LEVEL II ENTRY REQUIREMENTS

- Currently admitted to Ferris State University
- Currently registered for classes at Ferris State University or have obtained written permission from Academic Advising
- Have a declared major(s), minor(s) and education emphasis.
- Have an overall GPA of 2.5
- Have or will have completed the Level I prerequisite course requirements for elementary or secondary, with a GPA of 2.5 and no grade lower than a C in Level I prerequisite education courses.
- Have no more than 2 repeats in the Level I coursework.
- Submitted a plan of study checklist with advisor's signature (attach to application).
- Have passed all the components of MTTC Basic Skills Test.
- Have submitted the results for a Criminal Background check and finger printing (attach to application). Instructions can be found on the following Michigan State Police website: [HTTP://www.fbi.gov/hq/cijisd/fprequest.html](http://www.fbi.gov/hq/cijisd/fprequest.html).
- Have successfully completed 30 hours of documented work with children/adolescents in structured settings (after school programs, substitute teaching, camps, church school, Scouts, Big Brother/Big Sister, etc.). This requirement is satisfied if you successfully completed all Level I prerequisite courses.
- Have completed at least 35 credit hours, including course work in communication competence, MATH 110 or higher, scientific understanding and at least one course in one of the following areas: social awareness, cultural enrichment, or global consciousness.
- Have obtained Family Independence Agency clearance (attach to application). Form can be found at the following website: <http://www.ferris.edu/education/education/newpdf/registry.pdf>
- Have negative TB test documentation within the last three years (attach to application).
- Have signed the Professional Dispositions Policy form (attach to application).



# Section Two:

## Collection of Perceptions

|  |      |
|--|------|
| Introduction.....                      | 2-0  |
| A. Graduate Follow-Up Survey.....      | 2-1  |
| Summary.....                           | 2-2  |
| Original Survey.....                   | 2-5  |
| Survey Data.....                       | 2-10 |
| B. Employer Follow-Up Survey.....      | 2-23 |
| Summary.....                           | 2-23 |
| Original Survey.....                   | 2-23 |
| C. Graduate Exit Survey.....           | 2-24 |
| Summary.....                           | 2-24 |
| D. Student Program Evaluation.....     | 2-25 |
| Summary and Survey Data.....           | 2-26 |
| Original Survey.....                   | 2-49 |
| E. Faculty Perceptions.....            | 2-56 |
| Summary.....                           | 2-56 |
| Original Survey.....                   | 2-64 |
| Survey Data.....                       | 2-71 |
| F. Advisory Committee Perceptions..... | 2-76 |
| Summary.....                           | 2-76 |

1 **A. Graduate Follow-Up Survey-The purpose of this activity is to learn from the**  
2 **graduates their perceptions and experiences regarding employment based on**  
3 **program outcomes. The goal is to assess the effectiveness of the program in terms of**  
4 **job placement and preparedness of the graduate for the marketplace. A mailed or e-**  
5 **mailed questionnaire is most preferred; however, under certain conditions**  
6 **telephone or personal interviews can be used to gather the data.**

7 Our sample size is still quite small (30 respondents) but so is our number of  
8 students who have graduated from the program. Of the thirty respondents, 50% reported  
9 employment as an educator with the majority (19) for one year or less. The length of  
10 time needed to become employed ranged from two weeks to over two years. While 70%  
11 of responders are employed in Michigan others are in Florida, Illinois and Virginia.

12 Eighty percent of responders felt well prepared for their content area tests and  
13 60% are currently teaching in those areas. In addition 80% reported adequate preparation  
14 for the Basic Skills test with 93% passing the first time they took it. The pass rate in the  
15 subject area tests was 90% on the first attempt. Approximately half the graduates did feel  
16 that the required GPA's for the planned program, professional sequence, and minors were  
17 not high enough, but 63% reported being as well prepared for the workplace as their  
18 colleagues from other institutions.

19 The questions about academic advising yielded 63% satisfaction with  
20 effectiveness, including the content area advising but did express concern about the  
21 consistency across advisors. Furthermore, 36% were dissatisfied about the number of  
22 advisors with whom they worked. The issue of advisor assignments has already been  
23 solved. At one point the program was faced with approximately 450 students and only

1 two qualified advisors. Consequently, for one year two faculty members handled over  
2 200 advisees each while new faculty were hired and trained. The following year 50% of  
3 the students were reassigned advisors. Adviser assignments will now be stable and  
4 faculty have been thoroughly trained. This should address the inconsistency of adviser  
5 problem. mentioned by students.

6 Other responses revealed most courses were taken on the Big Rapids campus,  
7 students were very satisfied with the services they received from Mary Cline and Kelly  
8 Thompson, and observation hours and student teaching experiences provided adequate  
9 preparation.

10 Although 76% reported difficulty in finding appropriate employment the same  
11 number rated the overall quality of the program as Good to Excellent and 80% would  
12 recommend the program to others.

13 Strengths of the program were: 1) strong praise for the Language Arts minor; 2)  
14 caring faculty; 3) small classes and; 4) high quality observation hours. The students also  
15 spoke highly of the hands-on learning environments, experience writing lesson plans, and  
16 reading methods classes.

17 In direct contrast to these comments were suggestions that the pre-student  
18 teaching methods classes be improved. The faculty is currently working on curriculum  
19 mapping and reconfiguring the methods block to make it less stressful for faculty and  
20 students. The self-imposed deadline by faculty for redesigned methods is winter 2006.  
21 Other suggestions requested more teaching of portfolio creation, classroom management  
22 and discipline.

1           On the job market students would like to attend a number of job fairs and mock  
2 interview sessions. We can easily set up a mock interview situation and will be more  
3 organized about advertising area job fairs and getting the information out to the seminar  
4 instructors for dissemination. Students also requested Michigan Literacy Progress Profile  
5 (MLPP) training for everyone and more experiences with the Michigan Educational  
6 Assessment Profile (MEAP) testing procedures and content.

7           Overall, the graduates were pleased with the quality of their education and made  
8 some very useful suggestions that we plan to act upon immediately. We are proud of our  
9 graduates and we value and appreciate their suggestions. A copy of the survey and the  
10 survey results follow.

11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23



# Ferris State University Graduate Survey

## Elementary Education

**Q1 Are you currently employed as an educator?**

Yes.....

No.....

**Q4 How long did it take you to find a full-time teaching position?**

Number of Months.....

**Q2 What is your current position/job title?**

Substitute Elementary School Teacher .....

Part-time Elementary School Teacher .....

Full-time Elementary School teacher .....

Other .....

**Q5 What state/province are you employed in?**

State or Province.....

**Q3 How long have you been employed in your current position?**

Number of Months.....

**Q6 What year did you graduate from FSU's Elementary Education program?**

Year .....

The next set of questions pertains to the **knowledge base** you acquired in your program. Please indicate your level of agreement with each of the following statements.

**Q7 The program helped me to acquire the content knowledge necessary for teaching in the subjects I am state certified to teach in.**

Strongly Disagree .....

Somewhat Disagree.....

Neither Agree nor Disagree .....

Somewhat Agree .....

Strongly Agree .....

**Q9 The coursework in the planned program and professional sequence of classes adequately prepared me to pass the Basic Skills portion of the Michigan Test for Teacher Certification.**

Strongly Disagree .....

Somewhat Disagree.....

Neither Agree nor Disagree .....

Somewhat Agree .....

Strongly Agree .....

**Q8 The program helped me to acquire the content knowledge necessary for teaching in the subjects I am currently teaching in.**

Strongly Disagree .....

Somewhat Disagree.....

Neither Agree nor Disagree .....

Somewhat Agree .....

Strongly Agree .....

**Q10 How many times did you have to take the Basic Skills portion of the Michigan Test for Teacher Certification before passing it?**

1.....

2.....

3.....

4 or more .....

**Q11** The coursework in my content minors adequately prepared me to pass the **Subject Area** portions of the Michigan Test for Teacher Certification.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q12** How many times did you have to take the **Subject Area** portions of the Michigan Test for Teacher Certification before passing it?

- 1.....
- 2.....
- 3.....
- 4 or more .....

**Q13** The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) were high enough for the **planned program**.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q14** The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) were high enough for the **professional sequence**.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q15** The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) were high enough for the **content area minors**.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q16** The Elementary Education program at Ferris State University appears to have prepared me as a teacher as well as that of my co-workers from other Michigan Universities.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q17** I am pleased with my current employment situation.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

The following set of items assess your overall level of agreement with the following statements about the Elementary Education program at Ferris State University.

**Q18 The academic advising was effective.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q23 How many courses did you take away from the Big Rapids Campus while completing your Elementary Education degree?**

**Q19 The academic advising was consistent among advisors.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q24 At which campus did you complete the majority of your coursework?**

**Q20 The academic advising in content areas was helpful.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q25 I am satisfied with the offerings at FSU's satellite locations in the program.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q21 I had the proper number of academic advisers.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q26 The number of hours of teacher observation is adequate to prepare me to student teach.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q22 How many academic advisors (content area, professional sequence, & general education) did you have while in the Elementary Education program?**

- 1.....
- 2.....
- 3.....
- 4 or more .....

**Q27 My experience as a student teacher was adequate to prepare me for my first/current teaching position.**

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q28** I am satisfied with the professionalism and effectiveness of FSU's College of Education Counselor, Mary Cline.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q29** I am satisfied with the professionalism and effectiveness of FSU's College of Education Teacher Certification Officer, Kelly Thompson.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q30** I would recommend FSU's Elementary Education program to someone considering a career as an elementary school teacher.

- Strongly Disagree .....
- Somewhat Disagree.....
- Neither Agree nor Disagree .....
- Somewhat Agree .....
- Strongly Agree .....

**Q31** How easy was it for you find employment in the elementary education teaching field upon completion of your degree?

- Difficult to Find .....
- Moderately Difficult to Find .....
- Moderately Easy to Find .....
- Easy to Find .....
- Not Applicable.....

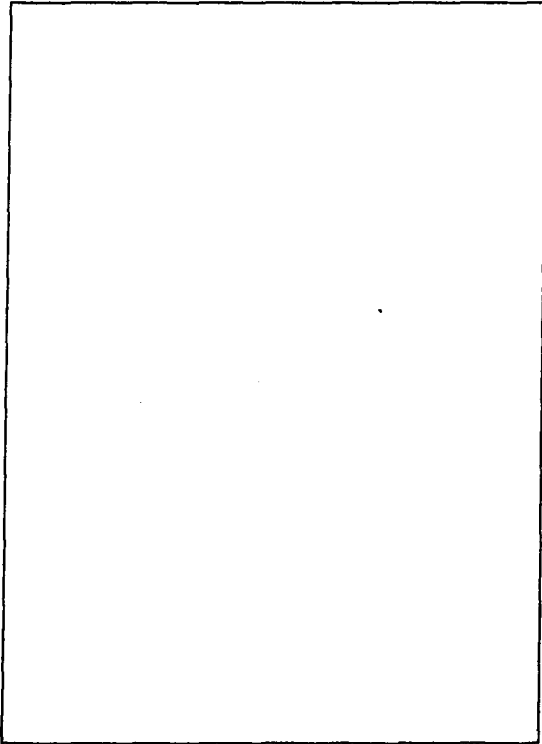
**Q32** Please rate the overall quality of the program in preparing future teachers.

- Poor .....
- Fair.....
- Good .....
- Very Good.....
- Excellent .....

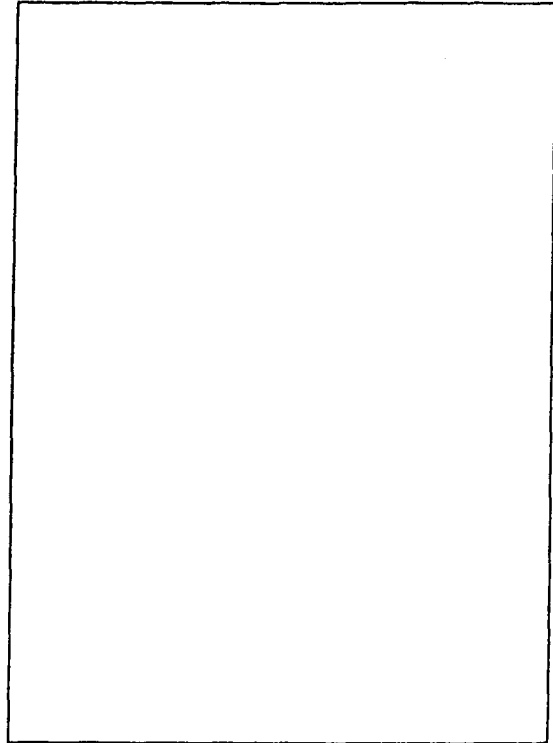
**Q33** Who was the most influential faculty member on your career among FSU faculty?

**Q34** Based on your work experience, please identify 2 or 3 strengths of the program.

**Q35** Based on your work experience, please make 2 or 3 suggestions to further strengthen the program.



**Q36** What qualities/abilities/skills were expected of you upon your employment that were NOT included in your program at Ferris State University?



Thank you for taking the time to complete the survey.

# Elementary Education...Graduate Survey

## Frequencies

Prepared by: Institutional Research & Testing, 08/05

## Statistics

|   | N     |         | Mean | Median | Std. Deviation |
|---|-------|---------|------|--------|----------------|
|   | Valid | Missing |      |        |                |
| q1 Currently employed as educator                             | 30    | 0       | 1.50 | 1.50   | .509           |
| q2 Current position/job title                                 | 28    | 2       | 2.68 | 3.00   | 1.188          |
| q3 No. months employed current pos'n                          | 30    | 0       |      |        |                |
| q4 How long take to find full-time teach'g pos'n              | 30    | 0       |      |        |                |
| q5 What state/province employed in                            | 30    | 0       |      |        |                |
| q6 What year graduate from Elem Ed                            | 30    | 0       |      |        |                |
| q7 Acquired content subj's state certified in                 | 30    | 0       | 4.10 | 4.00   | .845           |
| q8 Acquired content subj's currently teach'g                  | 26    | 4       | 3.77 | 4.00   | 1.142          |
| q9 Adequately prepared me for Basic Skills portion            | 30    | 0       | 4.20 | 5.00   | 1.157          |
| q10 How many times take Basic Skills portion                  | 30    | 0       | 1.17 | 1.00   | .648           |
| q11 Minor crswk adequately prep'd me for Subj Area            | 29    | 1       | 3.41 | 4.00   | 1.018          |
| q12 How many times take Subj Area portions                    | 22    | 8       | 1.14 | 1.00   | .468           |
| q13 GPA req's high enough for planned prog                    | 30    | 0       | 3.03 | 3.00   | 1.426          |
| q14 GPA req's high enough for profes'l seq                    | 30    | 0       | 3.10 | 3.00   | 1.398          |
| q15 GPA req's high enough for content area minors             | 30    | 0       | 3.20 | 3.00   | 1.324          |
| q16 FSU prep'd me as well as co-wrksr from other univ's       | 30    | 0       | 3.70 | 4.00   | 1.179          |
| Pleased w/ current employment situation                       | 30    | 0       | 2.83 | 3.00   | 1.744          |
| q18 Acad advising was effective                               | 30    | 0       | 3.43 | 4.00   | 1.223          |
| q19 Acad advising was consistent among advisors               | 30    | 0       | 2.57 | 2.00   | 1.305          |
| q20 Acad advising in content areas helpful                    | 29    | 1       | 3.34 | 3.00   | 1.045          |
| q21 Had proper number of acad advisors                        | 30    | 0       | 3.23 | 3.00   | 1.251          |
| q22 How many acad advisors did you have                       | 30    | 0       | 1.73 | 1.50   | .907           |
| q23 How many courses take away from BR campus                 | 30    | 0       |      |        |                |
| q24 At which campus complete most coursework                  | 30    | 0       |      |        |                |
| q25 Satisfied w/ offerings at satellite locations             | 30    | 0       | 3.17 | 3.00   | .699           |
| q26 No. hrs tchr observation is adequate for stu tch'g prep   | 30    | 0       | 3.80 | 4.00   | .997           |
| q27 Stu tchr exper adequate to prep me for 1st/current pos'n  | 29    | 1       | 4.34 | 5.00   | 1.045          |
| q28 Satisfied w/ Mary Cline's profes'lism & effectiveness     | 30    | 0       | 4.20 | 4.00   | .887           |
| q29 Satisfied w/ Kelly Thompson's profes'lism & effectiveness | 29    | 1       | 4.24 | 5.00   | .951           |
| q30 Would recommend Elem Ed prog                              | 30    | 0       | 3.77 | 4.00   | 1.223          |
| q31 How easy to find job in elem ed tch'g field               | 30    | 0       | 2.03 | 2.00   | 1.273          |
| q32 Please rate prog's overall quality in prep'g future tchrs | 30    | 0       | 3.37 | 4.00   | 1.033          |
| q33 Who most influential fac member on your career            | 30    | 0       |      |        |                |
| q34 Please identify 2-3 strengths of prog                     | 30    | 0       |      |        |                |
| q35 Please make 2-3 suggestions to strengthen prog            | 30    | 0       |      |        |                |
| q36 What skills expected of you that NOT included in prog     | 30    | 0       |      |        |                |

## Frequency Table

### q1 Currently employed as educator

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes   | 15        | 50.0    | 50.0          | 50.0               |
|       | No    | 15        | 50.0    | 50.0          | 100.0              |
|       | Total | 30        | 100.0   | 100.0         |                    |

### q2 Current position/job title

|         |                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------------|-----------|---------|---------------|--------------------|
| Valid   | Sub Elem Sch Tchr       | 8         | 26.7    | 28.6          | 28.6               |
|         | Part-time Elem Sch Tchr | 1         | 3.3     | 3.6           | 32.1               |
|         | Full-time Elem Sch Tchr | 11        | 36.7    | 39.3          | 71.4               |
|         | Other                   | 8         | 26.7    | 28.6          | 100.0              |
|         | Total                   | 28        | 93.3    | 100.0         |                    |
| Missing | System                  | 2         | 6.7     |               |                    |
| Total   |                         | 30        | 100.0   |               |                    |

### q3 No. months employed current pos'n

|       |               | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid |               | 3         | 10.0    | 10.0          | 10.0               |
|       | 0             | 1         | 3.3     | 3.3           | 13.3               |
|       | 1             | 3         | 10.0    | 10.0          | 23.3               |
|       | 10            | 1         | 3.3     | 3.3           | 26.7               |
|       | 12            | 5         | 16.7    | 16.7          | 43.3               |
|       | 18            | 1         | 3.3     | 3.3           | 46.7               |
|       | 2             | 2         | 6.7     | 6.7           | 53.3               |
|       | 24            | 1         | 3.3     | 3.3           | 56.7               |
|       | 3             | 1         | 3.3     | 3.3           | 60.0               |
|       | 48            | 1         | 3.3     | 3.3           | 63.3               |
|       | 5             | 3         | 10.0    | 10.0          | 73.3               |
|       | 6             | 2         | 6.7     | 6.7           | 80.0               |
|       | 84 (7 yrs)    | 1         | 3.3     | 3.3           | 83.3               |
|       | 9             | 1         | 3.3     | 3.3           | 86.7               |
|       | 96 (8 yrs)    | 1         | 3.3     | 3.3           | 90.0               |
|       | A couple days | 1         | 3.3     | 3.3           | 93.3               |
|       | Just hired    | 1         | 3.3     | 3.3           | 96.7               |
|       | N/A           | 1         | 3.3     | 3.3           | 100.0              |
|       | Total         | 30        | 100.0   | 100.0         |                    |

**q4 How long take to find full-time teach'g pos'n**

|       |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid |                      | 4         | 13.3    | 13.3          | 13.3               |
|       | 0.5                  | 1         | 3.3     | 3.3           | 16.7               |
|       | 1                    | 1         | 3.3     | 3.3           | 20.0               |
|       | 16                   | 1         | 3.3     | 3.3           | 23.3               |
|       | 17                   | 1         | 3.3     | 3.3           | 26.7               |
|       | 18                   | 2         | 6.7     | 6.7           | 33.3               |
|       | 2                    | 1         | 3.3     | 3.3           | 36.7               |
|       | 26 (2 yrs 2 mos)     | 1         | 3.3     | 3.3           | 40.0               |
|       | 3.5                  | 1         | 3.3     | 3.3           | 43.3               |
|       | 5                    | 1         | 3.3     | 3.3           | 46.7               |
|       | 6                    | 2         | 6.7     | 6.7           | 53.3               |
|       | 7                    | 1         | 3.3     | 3.3           | 56.7               |
|       | 8                    | 1         | 3.3     | 3.3           | 60.0               |
|       | Haven't yet          | 1         | 3.3     | 3.3           | 63.3               |
|       | I'm still unemployed | 1         | 3.3     | 3.3           | 66.7               |
|       | N/A                  | 9         | 30.0    | 30.0          | 96.7               |
|       | Still looking        | 1         | 3.3     | 3.3           | 100.0              |
|       | Total                | 30        | 100.0   | 100.0         |                    |

**q5 What state/province employed in**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid |                     | 5         | 16.7    | 16.7          | 16.7               |
|       | FL                  | 1         | 3.3     | 3.3           | 20.0               |
|       | IL                  | 1         | 3.3     | 3.3           | 23.3               |
|       | MI                  | 21        | 70.0    | 70.0          | 93.3               |
|       | MI (someday I hope) | 1         | 3.3     | 3.3           | 96.7               |
|       | VA                  | 1         | 3.3     | 3.3           | 100.0              |
|       | Total               | 30        | 100.0   | 100.0         |                    |

**q6 What year graduate from Elem Ed**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 2003  | 9         | 30.0    | 30.0          | 30.0               |
|       | 2004  | 13        | 43.3    | 43.3          | 73.3               |
|       | 2005  | 8         | 26.7    | 26.7          | 100.0              |
|       | Total | 30        | 100.0   | 100.0         |                    |



**q7 Acquired content subj's state certified in**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Somewhat Disagree          | 2         | 6.7     | 6.7           | 6.7                |
|       | Neither Agree nor Disagree | 3         | 10.0    | 10.0          | 16.7               |
|       | Somewhat Agree             | 15        | 50.0    | 50.0          | 66.7               |
|       | Strongly Agree             | 10        | 33.3    | 33.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q8 Acquired content subj's currently teach'g**

|         |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly Disagree          | 2         | 6.7     | 7.7           | 7.7                |
|         | Neither Agree nor Disagree | 8         | 26.7    | 30.8          | 38.5               |
|         | Somewhat Agree             | 8         | 26.7    | 30.8          | 69.2               |
|         | Strongly Agree             | 8         | 26.7    | 30.8          | 100.0              |
|         | Total                      | 26        | 86.7    | 100.0         |                    |
| Missing | System                     | 4         | 13.3    |               |                    |
| Total   |                            | 30        | 100.0   |               |                    |

**q9 Adequately prepared me for Basic Skills portion**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Somewhat Disagree          | 3         | 10.0    | 10.0          | 13.3               |
|       | Neither Agree nor Disagree | 2         | 6.7     | 6.7           | 20.0               |
|       | Somewhat Agree             | 7         | 23.3    | 23.3          | 43.3               |
|       | Strongly Agree             | 17        | 56.7    | 56.7          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q10 How many times take Basic Skills portion**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | 1         | 28        | 93.3    | 93.3          | 93.3               |
|       | 3         | 1         | 3.3     | 3.3           | 96.7               |
|       | 4 or more | 1         | 3.3     | 3.3           | 100.0              |
|       | Total     | 30        | 100.0   | 100.0         |                    |

Elementary Education

APRC 2005-2006

Section 2 of 6

**q11 Minor crswk adequately prep'd me for Subj Area**

|         |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly Disagree          | 2         | 6.7     | 6.9           | 6.9                |
|         | Somewhat Disagree          | 2         | 6.7     | 6.9           | 13.8               |
|         | Neither Agree nor Disagree | 10        | 33.3    | 34.5          | 48.3               |
|         | Somewhat Agree             | 12        | 40.0    | 41.4          | 89.7               |
|         | Strongly Agree             | 3         | 10.0    | 10.3          | 100.0              |
|         | Total                      | 29        | 96.7    | 100.0         |                    |
| Missing | System                     | 1         | 3.3     |               |                    |
| Total   |                            | 30        | 100.0   |               |                    |

**q12 How many times take Subj Area portions**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | 1      | 20        | 66.7    | 90.9          | 90.9               |
|         | 2      | 1         | 3.3     | 4.5           | 95.5               |
|         | 3      | 1         | 3.3     | 4.5           | 100.0              |
|         | Total  | 22        | 73.3    | 100.0         |                    |
| Missing | System | 8         | 26.7    |               |                    |
| Total   |        | 30        | 100.0   |               |                    |

**q13 GPA req's high enough for planned prog**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 4         | 13.3    | 13.3          | 13.3               |
|       | Somewhat Disagree          | 10        | 33.3    | 33.3          | 46.7               |
|       | Neither Agree nor Disagree | 4         | 13.3    | 13.3          | 60.0               |
|       | Somewhat Agree             | 5         | 16.7    | 16.7          | 76.7               |
|       | Strongly Agree             | 7         | 23.3    | 23.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q14 GPA req's high enough for profes'l seq**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 4         | 13.3    | 13.3          | 13.3               |
|       | Somewhat Disagree          | 9         | 30.0    | 30.0          | 43.3               |
|       | Neither Agree nor Disagree | 3         | 10.0    | 10.0          | 53.3               |
|       | Somewhat Agree             | 8         | 26.7    | 26.7          | 80.0               |
|       | Strongly Agree             | 6         | 20.0    | 20.0          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q15 GPA req's high enough for content area minors**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 2         | 6.7     | 6.7           | 6.7                |
|       | Somewhat Disagree          | 10        | 33.3    | 33.3          | 40.0               |
|       | Neither Agree nor Disagree | 5         | 16.7    | 16.7          | 56.7               |
|       | Somewhat Agree             | 6         | 20.0    | 20.0          | 76.7               |
|       | Strongly Agree             | 7         | 23.3    | 23.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q16 FSU prep'd me as well as co-wrks from other univ's**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Somewhat Disagree          | 5         | 16.7    | 16.7          | 20.0               |
|       | Neither Agree nor Disagree | 5         | 16.7    | 16.7          | 36.7               |
|       | Somewhat Agree             | 10        | 33.3    | 33.3          | 70.0               |
|       | Strongly Agree             | 9         | 30.0    | 30.0          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q17 Pleased w/ current employment situation**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 12        | 40.0    | 40.0          | 40.0               |
|       | Somewhat Disagree          | 2         | 6.7     | 6.7           | 46.7               |
|       | Neither Agree nor Disagree | 4         | 13.3    | 13.3          | 60.0               |
|       | Somewhat Agree             | 3         | 10.0    | 10.0          | 70.0               |
|       | Strongly Agree             | 9         | 30.0    | 30.0          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q18 Acad advising was effective**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 2         | 6.7     | 6.7           | 6.7                |
|       | Somewhat Disagree          | 7         | 23.3    | 23.3          | 30.0               |
|       | Neither Agree nor Disagree | 2         | 6.7     | 6.7           | 36.7               |
|       | Somewhat Agree             | 14        | 46.7    | 46.7          | 83.3               |
|       | Strongly Agree             | 5         | 16.7    | 16.7          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q19 Acad advising was consistent among advisors**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 6         | 20.0    | 20.0          | 20.0               |
|       | Somewhat Disagree          | 12        | 40.0    | 40.0          | 60.0               |
|       | Neither Agree nor Disagree | 5         | 16.7    | 16.7          | 76.7               |
|       | Somewhat Agree             | 3         | 10.0    | 10.0          | 86.7               |
|       | Strongly Agree             | 4         | 13.3    | 13.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q20 Acad advising in content areas helpful**

|         |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly Disagree          | 1         | 3.3     | 3.4           | 3.4                |
|         | Somewhat Disagree          | 5         | 16.7    | 17.2          | 20.7               |
|         | Neither Agree nor Disagree | 10        | 33.3    | 34.5          | 55.2               |
|         | Somewhat Agree             | 9         | 30.0    | 31.0          | 86.2               |
|         | Strongly Agree             | 4         | 13.3    | 13.8          | 100.0              |
|         | Total                      | 29        | 96.7    | 100.0         |                    |
| Missing | System                     | 1         | 3.3     |               |                    |
| Total   |                            | 30        | 100.0   |               |                    |

**q21 Had proper number of acad advisors**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Somewhat Disagree          | 10        | 33.3    | 33.3          | 36.7               |
|       | Neither Agree nor Disagree | 7         | 23.3    | 23.3          | 60.0               |
|       | Somewhat Agree             | 5         | 16.7    | 16.7          | 76.7               |
|       | Strongly Agree             | 7         | 23.3    | 23.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q22 How many acad advisors did you have**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | 1         | 15        | 50.0    | 50.0          | 50.0               |
|       | 2         | 10        | 33.3    | 33.3          | 83.3               |
|       | 3         | 3         | 10.0    | 10.0          | 93.3               |
|       | 4 or more | 2         | 6.7     | 6.7           | 100.0              |
|       | Total     | 30        | 100.0   | 100.0         |                    |

**q23 How many courses take away from BR campus**

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid |                  | 3         | 10.0    | 10.0          | 10.0               |
|       | 0                | 14        | 46.7    | 46.7          | 56.7               |
|       | 1                | 7         | 23.3    | 23.3          | 80.0               |
|       | 2-3 during HS    | 1         | 3.3     | 3.3           | 83.3               |
|       | 3                | 1         | 3.3     | 3.3           | 86.7               |
|       | 5                | 1         | 3.3     | 3.3           | 90.0               |
|       | All of them      | 2         | 6.7     | 6.7           | 96.7               |
|       | Student teaching | 1         | 3.3     | 3.3           | 100.0              |
|       | Total            | 30        | 100.0   | 100.0         |                    |

**q24 At which campus complete most coursework**

|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid |                 | 4         | 13.3    | 13.3          | 13.3               |
|       | Baker           | 1         | 3.3     | 3.3           | 16.7               |
|       | BR              | 23        | 76.7    | 76.7          | 93.3               |
|       | Flint           | 1         | 3.3     | 3.3           | 96.7               |
|       | LCC, Delta Coll | 1         | 3.3     | 3.3           | 100.0              |
|       | Total           | 30        | 100.0   | 100.0         |                    |

**q25 Satisfied w/ offerings at satellite locations**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Neither Agree nor Disagree | 24        | 80.0    | 80.0          | 83.3               |
|       | Somewhat Agree             | 3         | 10.0    | 10.0          | 93.3               |
|       | Strongly Agree             | 2         | 6.7     | 6.7           | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q26 No. hrs tchr observation is adequate for stu tch'g prep**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Somewhat Disagree          | 3         | 10.0    | 10.0          | 13.3               |
|       | Neither Agree nor Disagree | 3         | 10.0    | 10.0          | 23.3               |
|       | Somewhat Agree             | 17        | 56.7    | 56.7          | 80.0               |
|       | Strongly Agree             | 6         | 20.0    | 20.0          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q27 Stu tchr exper adequate to prep me for 1st/current pos'n**

|         |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid   | Strongly Disagree | 2         | 6.7     | 6.9           | 6.9                |
|         | Somewhat Agree    | 11        | 36.7    | 37.9          | 44.8               |
|         | Strongly Agree    | 16        | 53.3    | 55.2          | 100.0              |
|         | Total             | 29        | 96.7    | 100.0         |                    |
| Missing | System            | 1         | 3.3     |               |                    |
| Total   |                   | 30        | 100.0   |               |                    |

**q28 Satisfied w/ Mary Cline's profes'lism & effectiveness**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Somewhat Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Neither Agree nor Disagree | 6         | 20.0    | 20.0          | 23.3               |
|       | Somewhat Agree             | 9         | 30.0    | 30.0          | 53.3               |
|       | Strongly Agree             | 14        | 46.7    | 46.7          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q29 Satisfied w/ Kelly Thompson's profes'lism & effectiveness**

|         |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------------------|-----------|---------|---------------|--------------------|
| Valid   | Somewhat Disagree          | 1         | 3.3     | 3.4           | 3.4                |
|         | Neither Agree nor Disagree | 7         | 23.3    | 24.1          | 27.6               |
|         | Somewhat Agree             | 5         | 16.7    | 17.2          | 44.8               |
|         | Strongly Agree             | 16        | 53.3    | 55.2          | 100.0              |
|         | Total                      | 29        | 96.7    | 100.0         |                    |
| Missing | System                     | 1         | 3.3     |               |                    |
| Total   |                            | 30        | 100.0   |               |                    |

**q30 Would recommend Elem Ed prog**

|       |                            | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree          | 1         | 3.3     | 3.3           | 3.3                |
|       | Somewhat Disagree          | 6         | 20.0    | 20.0          | 23.3               |
|       | Neither Agree nor Disagree | 2         | 6.7     | 6.7           | 30.0               |
|       | Somewhat Agree             | 11        | 36.7    | 36.7          | 66.7               |
|       | Strongly Agree             | 10        | 33.3    | 33.3          | 100.0              |
|       | Total                      | 30        | 100.0   | 100.0         |                    |

**q31 How easy to find job in elem ed tch'g field**

|       |                      | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Difficult            | 13        | 43.3    | 43.3          | 43.3               |
|       | Moderately Difficult | 10        | 33.3    | 33.3          | 76.7               |
|       | Moderately Easy      | 3         | 10.0    | 10.0          | 86.7               |
|       | Easy                 | 1         | 3.3     | 3.3           | 90.0               |
|       | Not Applicable       | 3         | 10.0    | 10.0          | 100.0              |
|       | Total                | 30        | 100.0   | 100.0         |                    |

**q32 Please rate prog's overall quality in prep'g future tchrs**

|       |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | Poor      | 1         | 3.3     | 3.3           | 3.3                |
|       | Fair      | 6         | 20.0    | 20.0          | 23.3               |
|       | Good      | 7         | 23.3    | 23.3          | 46.7               |
|       | Very Good | 13        | 43.3    | 43.3          | 90.0               |
|       | Excellent | 3         | 10.0    | 10.0          | 100.0              |
|       | Total     | 30        | 100.0   | 100.0         |                    |

**q33 Who most influential fac member on your career**

|       |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid |  | 2         | 6.7     | 6.7           | 6.7                |
|       | Burmeisters  | 1         | 3.3     | 3.3           | 10.0               |
|       | Dr. Betsy Brown  | 8         | 26.7    | 26.7          | 36.7               |
|       | Dr. Betsy Brown & Karen Baar                                   | 1         | 3.3     | 3.3           | 40.0               |
|       | Dr. Betsy Brown & Nancy Lashaway-Bokina                        | 2         | 6.7     | 6.7           | 46.7               |
|       | Dr. Betsy Brown, Mary Cline                                    | 1         | 3.3     | 3.3           | 50.0               |
|       | Dr. Betsy Brown, Nancy Lashaway-Bokina & Ron Schreer           | 1         | 3.3     | 3.3           | 53.3               |
|       | Dr. Brown, Dr. Lashaway, Dr. Templeton                         | 1         | 3.3     | 3.3           | 56.7               |
|       | Dr. Carey-the best   | 1         | 3.3     | 3.3           | 60.0               |
|       | Dr. Carey was very helpful to me.                              | 1         | 3.3     | 3.3           | 63.3               |
|       | Dr. James Carey  | 1         | 3.3     | 3.3           | 66.7               |
|       | Dr. James Carey & Frances Allegretto                           | 1         | 3.3     | 3.3           | 70.0               |
|       | Dr. Lashaway-Bokina & Mr. Schreer                              | 1         | 3.3     | 3.3           | 73.3               |
|       | Dr. Nancy Lashaway-Bokina                                      | 2         | 6.7     | 6.7           | 80.0               |
|       | Dr. Nancy Lashaway-Bokina & Br. Betsy Brown-I loved them both. | 1         | 3.3     | 3.3           | 83.3               |
|       | Dr. Ted Walker   | 1         | 3.3     | 3.3           | 86.7               |
|       | Dr. Virginia Hines   | 1         | 3.3     | 3.3           | 90.0               |
|       | Gary Huey; Kevin Miller; James Carey; Nancy Lashaway-Bokina    | 1         | 3.3     | 3.3           | 93.3               |
|       | Liza Ing, Patsy Eisler equally                                 | 1         | 3.3     | 3.3           | 96.7               |
|       | Nancy Stephan  | 1         | 3.3     | 3.3           | 100.0              |
| Total | 30   | 100.0     | 100.0   |               |                    |



q34 Please identify 2-3 strengths of prog

|  | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-----------|---------|---------------|--------------------|
|  | 3         | 10.0    | 10.0          | 10.0               |
| 2 req'd minors; Integration of current lingo & fads in tchg.   | 1         | 3.3     | 3.3           | 13.3               |
| 99% of tchg staff is terrific; They know your name & get to know you; They really know what they are tchg you & do so w/ enthusiasm; Tchg is how to differentiate btw good & bad mat'l for our classrms. | 1         | 3.3     | 3.3           | 16.7               |
| Excellent flexibility in course substitution; Good on-going stu eval & assistance; Great class availability & crs coordination-everything integrates well.   | 1         | 3.3     | 3.3           | 20.0               |
| Faculty classrm experience; Hrs in classrm.  | 1         | 3.3     | 3.3           | 23.3               |
| Gen'l knowledge of mat'l/content; Good intro to GLCEs, how to use them.  | 1         | 3.3     | 3.3           | 26.7               |
| Great tchrs that care about their students.  | 1         | 3.3     | 3.3           | 30.0               |
| Hands-on experience; Tchg of read'g  | 1         | 3.3     | 3.3           | 33.3               |
| Haven't found tchg job yet; Content in lang arts minor; Profes'ls tchg crses.  | 1         | 3.3     | 3.3           | 36.7               |
| I learned that the same rules don't always apply to every student discipline.  | 1         | 3.3     | 3.3           | 40.0               |
| Lang Arts minor was by far the best part of the prog.  | 1         | 3.3     | 3.3           | 43.3               |
| Lang Arts minor; Amt of units, thematic lessons, integrated curric req'd; Hrs req'd to do serve & tch in placemts.   | 1         | 3.3     | 3.3           | 46.7               |
| Lang Arts prog great; Elem Math-w/ Mary F; Love-n-care from the idrs in this field Dr. Lashaway-Bokina & Dr. Brown.  | 1         | 3.3     | 3.3           | 50.0               |
| Learned how to write lesson plans; Hands-on math & science, art/music & Ceym methods classes; Some planned prog instructors would make connection for us to use as tchrs w/ our stu's someday.           | 1         | 3.3     | 3.3           | 53.3               |
| Lots of field exper; Hands-on learn'g; Great mentors.  | 1         | 3.3     | 3.3           | 56.7               |
| Methods; Classrm experience; Planning.   | 1         | 3.3     | 3.3           | 60.0               |
| Observation hrs really helped the most; Intense stu tchg & expectations were great.  | 1         | 3.3     | 3.3           | 63.3               |
| Pre-stu tchg hrs; Supervisors during stu tchg.   | 1         | 3.3     | 3.3           | 66.7               |
| Preparing us to write lesson plans based on benchmarks.  | 1         | 3.3     | 3.3           | 70.0               |
| Prof's that care; The length of stu tchg criteria.   | 1         | 3.3     | 3.3           | 73.3               |
| Rdg methods; Helpful faculty; Allow'g stu tch in so many different areas.  | 1         | 3.3     | 3.3           | 76.7               |
| Rdg; Whole lang; Up-to-date research on educat'l matters.  | 1         | 3.3     | 3.3           | 80.0               |
| Small classes; Betsy Brown   | 1         | 3.3     | 3.3           | 83.3               |
| Taught me how to write lessons aligned w/ benchmarks; Had a variety of field placemts.   | 1         | 3.3     | 3.3           | 86.7               |
| Tchr observations prior to stu tchg; Availability of fac outside class time; Small class sizes.  | 1         | 3.3     | 3.3           | 90.0               |
| Technology; Preparation.   | 1         | 3.3     | 3.3           | 93.3               |
| The # of observation hrs was appropriate; Methods classes were helpful for prep for stu tchg.  | 1         | 3.3     | 3.3           | 96.7               |
| The Lang Arts prog was very helpful. I saw many strategies in class that I was in; The req'd # of hrs seemed good-it wasn't too many or too little.  | 1         | 3.3     | 3.3           | 100.0              |
| Total  | 30        | 100.0   | 100.0         |                    |

Valid

**q35 Please make 2-3 suggestions to strengthen prog**

|   | Frequency | Percent      | Valid Percent | Cumulative Percent |
|---|-----------|--------------|---------------|--------------------|
|   | 4         | 13.3         | 13.3          | 13.3               |
| Better/more portfolio instruction.  | 1         | 3.3          | 3.3           | 16.7               |
| Classes should be relevant to field-FSU offered 2; Teach class on classrm mgmt techniques & how to start 1st days of school; Assign 1 advisor to ea stu & notify stu if change them; help stu's when have questions & not refer them on-line.                   | 1         | 3.3          | 3.3           | 20.0               |
| Classrm discipline; Time mgmt; Additional exposure to different elem texts-learn how to read them, use them, develop lesson plans from them, use them w/ peers in small grps.   | 1         | 3.3          | 3.3           | 23.3               |
| Communication btw fac mem's; Strengthen methods & make it organized; More time in class; Higher expectations.   | 1         | 3.3          | 3.3           | 26.7               |
| Do away w/ methods; 1 full yr stu tchg.   | 1         | 3.3          | 3.3           | 30.0               |
| Drop Bio, every school I've seen req's DX endorsemt to teach El Ed science-DA doesn't cut it; Be accredited to award middle level endorsemt cert. Incorporate mock job interviews into Ed prog; Elem schools want many cert's & seem to go hand-in-hand.....    | 1         | 3.3          | 3.3           | 33.3               |
| GPA should be higher-want intelligent educators.  | 1         | 3.3          | 3.3           | 36.7               |
| Have stu's at some point toward the end witness/discuss 1st day of school yr; Adjust math minor to focus on tchg math, not taking difficult classes; Don't allow stu's to re-take math for elem tchr more than once. Those are basic skills & if can't do,..... | 1         | 3.3          | 3.3           | 40.0               |
| Maybe a class on parental involvement & classrm mgmt would have been helpful; Econ is NO help at all for the prog-shouldn't be req'd.   | 1         | 3.3          | 3.3           | 43.3               |
| More hands-on exper going from an observer to lead tchr was a tough transition for me. Some stu's need help know'g it is ok to work & discipline in front of tchrs; Explain test'g better.  | 1         | 3.3          | 3.3           | 46.7               |
| More info on creating a good portfolio before stu tchg; More practice w/ interview tips & questions.  | 1         | 3.3          | 3.3           | 50.0               |
| More observations while stu tchg; I believe the prog prep'd me well for classroom. Min GPA should be higher.  | 1         | 3.3          | 3.3           | 53.3               |
| More pre-stu tchg hrs, so stu's can see numerous grades; More experienced prof's. They need to have spent time in elem class.   | 1         | 3.3          | 3.3           | 56.7               |
| More running record; MLPP, Ms Q training would be very beneficial.  | 1         | 3.3          | 3.3           | 60.0               |
| More tchrs who have actually been in elem setting recently would be helpful; Encourage more ppl to get 2A endorsemt & find out what schools are looking for in tchrs.   | 1         | 3.3          | 3.3           | 63.3               |
| More time on actually doing guided read'g w/ stu's; Prep'g stu's for std'ized tests (MEAP).   | 1         | 3.3          | 3.3           | 66.7               |
| More work w/ curriculums; Less writing out lesson plans, more practicing them; Add elementary PE as minor.  | 1         | 3.3          | 3.3           | 70.0               |
| My tchr was a very poor example & though I notified FSU of this, she (my mentor tchr) continues to get stu tchrs.   | 1         | 3.3          | 3.3           | 73.3               |
| N/A   | 1         | 3.3          | 3.3           | 76.7               |
| Scheduling (why have hold if advisors aren't really advising-so hard to reach); Too much theory-why not have a class in protecting yourself & students from out of control student (PPI train'g).   | 1         | 3.3          | 3.3           | 80.0               |
| Set up job fairs for tchrs & work harder to get their tchrs & grads jobs in education.  | 1         | 3.3          | 3.3           | 83.3               |
| Start observations earlier than 330; More direct feedback on pre-stu tchg; Lose thematic units-I haven't seen tchr use one yet-or at least incorporate more practical lesson plans.   | 1         | 3.3          | 3.3           | 86.7               |
| Tchr job fairs; Internships nationwide; Better/further rel'ships w/ area schools; informed graduated stu's of jobs  | 1         | 3.3          | 3.3           | 90.0               |
| The # of grads in the prog is far too great for MI--too many grads, not enough jobs. Method classes & creating 9-wk them unit very stressful & unrealistic. More observation & tch'g lessons in real classrooms.  | 1         | 3.3          | 3.3           | 93.3               |
| There is a great need to have method instructors w/ ele teaching experience.  | 1         | 3.3          | 3.3           | 96.7               |
| There should be a course that talks more about laws, CA-60, etc.; There should be a course right in the begin'g talking about portfolios & possibly interviews.   | 1         | 3.3          | 3.3           | 100.0              |
| <b>Total</b>  | <b>30</b> | <b>100.0</b> | <b>100.0</b>  |                    |

Valid

**q36 What skills expected of you that NOT included in prog**

|       |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--|-----------|---------|---------------|--------------------|
| Valid |  | 6         | 20.0    | 20.0          | 20.0               |
|       | Ability to take a school's curric & develop lesson plans-teach the lesson-share ideas w/ peers, brainstorm; Go through product catalogs & talk about new & innovative ed products.   | 1         | 3.3     | 3.3           | 23.3               |
|       | Classroom mgmt.  | 1         | 3.3     | 3.3           | 26.7               |
|       | Having to be a supervisor.   | 1         | 3.3     | 3.3           | 30.0               |
|       | I can't fully answer that b/c I am not employed as a teacher full time. From sub'g, more classes on classrm mgmt & discipline would have helped. Thank you for offering it & trying to improve the prog.   | 1         | 3.3     | 3.3           | 33.3               |
|       | I can't think of anything off hand.  | 1         | 3.3     | 3.3           | 36.7               |
|       | I feel unprepared for various tests I will have to perform on future students.   | 1         | 3.3     | 3.3           | 40.0               |
|       | I taught in a very small school right out of coll & wasn't just expected to teach. I was on sev'l committees, etc. Was very overwhelmed. I guess let stu's know even though they are 1st yr tchrs, they may be expected to carry the load of veteran tchr. | 1         | 3.3     | 3.3           | 43.3               |
|       | I would have liked more info on the employmt side (union, contracts, etc.) of being a tchr.  | 1         | 3.3     | 3.3           | 46.7               |
|       | Interview prep.  | 1         | 3.3     | 3.3           | 50.0               |
|       | Job fairs-why not make one req'd; Experm't'g tchg in variety of grades; How to grade papers fairly, write comments to parents, etc. (real life).   | 1         | 3.3     | 3.3           | 53.3               |
|       | Knowledge about IEPs; CA-60, & other paperwork; IEPs are for special ed, but there are stu's w/ special needs in every classrm.  | 1         | 3.3     | 3.3           | 56.7               |
|       | Literacy first; ESOL.  | 1         | 3.3     | 3.3           | 60.0               |
|       | Little knowledge of Special Ed; What boundaries have as tchr & how to deal w/ unruly kids & parents.   | 1         | 3.3     | 3.3           | 63.3               |

**q36 What skills expected of you that NOT included in prog**

|       |   | Frequency | Percent      | Valid Percent | Cumulative Percent |
|-------|---|-----------|--------------|---------------|--------------------|
| Valid | MEAP training, observation, etc.; Interview/resume course or at least touch upon make FSU more marketable in competitive field.                                       | 1         | 3.3          | 3.3           | 66.7               |
|       | MLPP certification.   | 1         | 3.3          | 3.3           | 70.0               |
|       | MLPP train'g-coll grads have to have this, I didn't; Seminar during stu tch'g not as helpful w/ Dan J.-we needed to share more ideas not teach in front of our peers. | 1         | 3.3          | 3.3           | 73.3               |
|       | More practical lesson plans (creating plans based on actual curriculum or text).  | 1         | 3.3          | 3.3           | 76.7               |
|       | Mostly just guided read'g. I think pre-svc tchrs need to be taught how to teach read'g strategies.  | 1         | 3.3          | 3.3           | 80.0               |
|       | N/A-can't find job yet.   | 1         | 3.3          | 3.3           | 83.3               |
|       | N/A   | 2         | 6.7          | 6.7           | 90.0               |
|       | None.   | 1         | 3.3          | 3.3           | 93.3               |
|       | Phonics instruction (most FSU profs detest it & I understand that, but I still have to use & teach it).   | 1         | 3.3          | 3.3           | 96.7               |
|       | There were many things I didn't feel prepared for because of the lack of instructors w/ real elem tchg experience.  | 1         | 3.3          | 3.3           | 100.0              |
|       | <b>Total</b>  | <b>30</b> | <b>100.0</b> | <b>100.0</b>  |                    |

1 **B. Employer Follow-Up Survey-This activity is intended to aid in assessing the**  
2 **employers' experiences with graduates and their perceptions of the program itself.**  
3 **A mailed or emailed instrument should be used to conduct the survey; however, if**  
4 **justified, telephone or personal interviews may suffice.**

5 Only three graduates have responded to the Alumni Office that they are  
6 employed. Of those three, one is a temporary substitute in an industrial expulsion  
7 program. Attempts to reach the principals for the other two have been unsuccessful.  
8 When contact is made, the information will be forwarded to the committee.

9 The Institutional and Testing Office and one of the Elementary Education faculty  
10 members will be working together to locate and distribute a survey to employers. Prior to  
11 this committee's development, we did not realize that it was our responsibility to  
12 accumulate this data.

13 Most of the graduates from this program who are employed have only been  
14 employed for a very short time. The committee plans on independently contacting each  
15 graduate, assessing their current employment status, and following-up with employers  
16 during the 2005-2006 academic year. We have been apprised by personal contacts and  
17 word of mouth that quite a few were newly hired for the current year. It is too early for  
18 employer assessments to be meaningful, so contact will not occur until the spring. It is  
19 our hope that the employer comments will assist us as we fine-tune our program.

20 A sample employer survey follows.  
21  
22  
23

**Academic Program Review Evaluation  
 Ferris State University  
 Elementary Teacher Education Program  
Employer Survey**

*Please aid us in our study and evaluation of our program and our graduates' success by completing the following survey. Please circle your response or provide the information in the space provided. Thank you for your participation.*

1. Do you currently employ a graduate of the Ferris State University Elementary Teacher Education Program? Yes                      No
  
2. What is the total number of FSU Elementary Teacher Education graduates employed by you? \_\_\_\_\_
  
3. Have you had FSU Elementary Teacher Education students in the past? Yes                      No
  
4. What is the total number of FSU Elementary Teacher Education students you have hosted as student teachers and employees? (Past and present) \_\_\_\_\_
  
5. The starting salary in your organization for a full-time worker who has earned a Bachelor's degree is  
 a) below \$20,000                      b)\$20,000-25,000                      c)\$25,000-30,000                      d) above \$30,000

**Please rate the interns/graduates on the following items on a scale of 1-5; 5 being strongly agree and 1 being strongly disagree.**

|   | Strongly Agree | Somewhat Agree | Neither Agree or Disagree | Somewhat Disagree | Strongly Disagree |
|---|----------------|----------------|---------------------------|-------------------|-------------------|
| 1. The FSU graduates were well prepared for the workplace   | 5              | 4              | 3                         | 2                 | 1                 |
| 2. FSU graduates have a good knowledge base that demonstrates an understanding of child development   | 5              | 4              | 3                         | 2                 | 1                 |
| 3. The FSU graduates demonstrate developmentally appropriate practices in the classroom   | 5              | 4              | 3                         | 2                 | 1                 |
| 4. The FSU graduate has demonstrated an attitude conducive to the working/learning environment  | 5              | 4              | 3                         | 2                 | 1                 |
| 5. The FSU graduate has demonstrated dependability of a professional child care giver   | 5              | 4              | 3                         | 2                 | 1                 |
| 6. The FSU graduate has demonstrated communication skills of a professional child care giver  | 5              | 4              | 3                         | 2                 | 1                 |
| 7. The FSU graduate has demonstrated the skills and behaviors to effectively relate to children in the learning environment                       | 5              | 4              | 3                         | 2                 | 1                 |
| 8. The FSU graduate has demonstrated the skills and behaviors to effectively plan curriculum for children in the classroom environment            | 5              | 4              | 3                         | 2                 | 1                 |
| 9. The FSU graduate has demonstrated the skills and behaviors to effectively implement learning activities for children in the school environment | 5              | 4              | 3                         | 2                 | 1                 |
| 10. The FSU graduate is as prepared as graduates from other college programs  | 5              | 4              | 3                         | 2                 | 1                 |
| 11. Our organization would hire another FSU Elementary Teacher Education Program graduate   | 5              | 4              | 3                         | 2                 | 1                 |

**Please provide us with any additional comments or suggestions for the improvement of our program below:**

1 **C. Graduate Exit Survey-Graduating students are surveyed every year on an**  
2 **ongoing basis to obtain information regarding quality of instruction, relevance of**  
3 **courses, and satisfaction with program outcomes based on their own expectations.**  
4 **The survey must seek student suggestions on ways to improve the effectiveness of**  
5 **the program and to enhance the fulfillment of their expectations. This survey is**  
6 **mandatory for all program graduates.**

7  
8 A separate graduate exit survey has not been administered in the past, but plans  
9 are in place to administer one in the future. The Elementary Education faculty were not  
10 aware that they should be gathering this data on an annual basis. We have had  
11 inconsistent administrative leadership for the past two years and were never informed that  
12 this data was our responsibility.

13 Elementary Education students are not on-campus during their student teaching  
14 practicum, but they meet with their student teaching supervisor at a seminar once a  
15 month. This meeting does not always occur on the Big Rapids campus. Plans are to  
16 develop and present an exit survey to be distributed at the final seminar meeting. All of  
17 the seminar instructors are currently adjunct faculty. Information regarding program  
18 effectiveness was reflected in the Graduate Follow-up Survey summary reported in  
19 section A of this report.

20 Information regarding program effectiveness was reflected in the Graduate  
21 Follow-up Survey summary reported in section A of this report.

1 **D. Student Program Evaluation-Current students are surveyed to obtain**  
 2 **information regarding quality of instruction, relevance of courses, and**  
 3 **satisfaction with program outcomes based on their own expectations. The**  
 4 **survey must seek student suggestions on ways to improve the effectiveness of**  
 5 **the program and to enhance the fulfillment of their expectations. This survey**  
 6 **should be conducted during the year before the PRP report is submitted.**

7 Elementary education students were surveyed during the last two weeks of the  
 8 Winter Semester 2005. The surveys that they completed were modeled after surveys from  
 9 other departments and were distributed by faculty to their winter 2005 class participants.  
 10 Prior to this time no student program evaluations had been done in relation to this  
 11 program. Because of the timing of the survey all classes were not able to be surveyed.  
 12 But, surveys were completed in EDUC 289, EDUC 205, EDUC 251, EDUC 420, and in  
 13 EDUC 421. Since the same students who enroll in EDUC 421 are normally enrolled in  
 14 EDUC 431, 432, and 433, the majority of the students who were in levels one and two  
 15 completed the survey. None of the off-campus programs were evaluated. Ninety-six  
 16 students completed at least part of the survey. Some students marked more than one  
 17 response to several questions. The following is a chart of their responses followed by  
 18 their open-ended comments with percentages.

19 The elementary education faculty realize that the survey was long, but we were  
 20 trying to capture as much data as possible before the end of the semester.

|                                    |  |    |     |
|------------------------------------|--|----|-----|
| <b>1. At FSU you are mostly a:</b> |  |    |     |
| A: Part Time Student               |  | 1  | 1%  |
| B: Full Time Student               |  | 95 | 99% |



| <b>2. Your completed credits classify you as:</b> |    |     |
|---|----|-----|
| A: Freshman                                       | 3  | 3%  |
| B: Sophomore                                      | 7  | 7%  |
| C: Junior   | 22 | 23% |
| D: Senior   | 60 | 63% |
| E: Graduate Student                               | 4  | 4%  |

1

| <b>3. Are you also working toward your ZA endorsement? (Early Childhood)</b> |    |     |  |
|--|----|-----|--|
| A: Yes   | 33 | 35% |  |
| B: No  | 62 | 65% |  |

| <b>4. Your gender is:</b> |    |     |
|---------------------------|----|-----|
| A: Male                   | 16 | 17% |
| B: Female                 | 80 | 83% |

| <b>5. Your overall GPA is:</b> |    |     |
|--------------------------------|----|-----|
| A: Less than 2.00              | 0  | 0%  |
| B: 2.01-2.50                   | 7  | 7%  |
| C: 2.51-3.00                   | 36 | 38% |
| D: 3.01-3.50                   | 26 | 27% |
| E: 3.51-4.00                   | 27 | 28% |

| <b>6. How many hours per week are you currently working at an outside job this semester (Winter 2005)?</b> |    |     |
|--|----|-----|
| A: Not Working   | 27 | 28% |
| B: 1-9 hours per week  | 14 | 15% |
| C: 10-19 hours per week  | 31 | 32% |
| D: 20-29 hours per week  | 16 | 17% |
| E: 30 or more hours per week   | 8  | 8%  |

| <b>7. How often have you met with your advisor?</b> |  |    |     |
|---|--|----|-----|
| A: Once every semester                              |  | 63 | 65% |
| B: More than once per semester                      |  | 29 | 30% |
| C: Never  |  | 2  | 2%  |
| D: Meet with other faculty                          |  | 3  | 3%  |

2

**8. If you could start college again would you choose to attend FSU?**

|                   |    |     |  |
|-------------------|----|-----|--|
| A: Definitely yes | 24 | 25% |  |
| B: Probably yes   | 24 | 25% |  |
| C: Uncertain      | 25 | 25% |  |
| D: Probably no    | 18 | 19% |  |
| E: Definitely no  | 6  | 6%  |  |

1

**9. If you could start college again would you choose Elementary Education?**

|                   |    |     |  |
|-------------------|----|-----|--|
| A: Definitely yes | 55 | 57% |  |
| B: Probably yes   | 19 | 20% |  |
| C: Uncertain      | 13 | 13% |  |
| D: Probably no    | 8  | 8%  |  |
| E: Definitely no  | 2  | 2%  |  |

**10. What was your most important reason for attending FSU as an Elementary Education major?**

|   |    |     |
|---|----|-----|
| A: Academic reputation of Elementary Ed program       | 7  | 7%  |
| B: Advice of parents, friends, or high school teacher | 9  | 9%  |
| C: Cost and/or location                               | 42 | 42% |
| D: Admissions standards                               | 6  | 6%  |
| E: None of the above                                  | 35 | 35% |

**11. After graduation do you plan to:**

|                                    |    |     |
|------------------------------------|----|-----|
| A: Teach in Michigan               | 29 | 29% |
| B: Teach out of state              | 20 | 20% |
| C: Teach wherever I can find a job | 48 | 48% |
| D: Change fields                   | 2  | 2%  |
| E: None of the above               | 2  | 2%  |

**12. If you plan to pursue a Master's Degree what field are you interested in?**

|                      |    |     |
|----------------------|----|-----|
| A: Administration    | 20 | 21% |
| B: Reading           | 16 | 16% |
| C: Special Education | 28 | 29% |
| D: Content Minor     | 12 | 12% |
| E: Other             | 21 | 22% |

| <b>13. Availability of my advisor</b> |    |     |
|---------------------------------------|----|-----|
| A: Excellent                          | 36 | 36% |
| B: Good                               | 32 | 32% |
| C: Fair                               | 18 | 18% |
| D: Poor                               | 11 | 11% |
| E: Unacceptable                       | 2  | 2%  |

1

| <b>14. Willingness of my advisor to help me</b> |    |     |
|---|----|-----|
| A: Excellent                                    | 44 | 46% |
| B: Good   | 32 | 33% |
| C: Fair   | 12 | 13% |
| D: Poor   | 8  | 8%  |
| E: Unacceptable                                 | 0  | 0%  |

| <b>15. Sound advice about Elementary Ed program</b> |    |     |
|---|----|-----|
| A: Excellent  | 22 | 23% |
| B: Good   | 36 | 38% |
| C: Fair   | 29 | 30% |
| D: Poor   | 8  | 8%  |
| E: Unacceptable                                     | 1  | 1%  |

| <b>16. Grading fairness in Elementary Ed program</b> |    |     |
|--|----|-----|
| A: Excellent   | 25 | 26% |
| B: Good  | 55 | 57% |
| C: Fair  | 16 | 17% |
| D: Poor  | 0  | 0%  |
| E: Unacceptable                                      | 0  | 0%  |

| <b>17. Availability of instructors to outside of class</b> |    |     |
|--|----|-----|
| A: Excellent   | 27 | 28% |
| B: Good  | 48 | 49% |
| C: Fair  | 18 | 19% |
| D: Poor  | 2  | 2%  |
| E: Unacceptable  | 2  | 2%  |

| <b>18. Willingness of instructors to help</b> |    |     |
|---|----|-----|
| A: Excellent                                  | 34 | 35% |
| B: Good                                       | 50 | 52% |
| C: Fair                                       | 11 | 11% |
| D: Poor                                       | 0  | 0%  |
| E: Unacceptable                               | 2  | 2%  |

1

| <b>19. Faculty attitude toward students</b> |    |     |
|---|----|-----|
| A: Excellent                                | 28 | 29% |
| B: Good                                     | 39 | 40% |
| C: Fair                                     | 26 | 27% |
| D: Poor                                     | 1  | 1%  |
| E: Unacceptable                             | 3  | 3%  |

| <b>20. Quality of courses as preparation for employment</b> |    |     |  |
|---|----|-----|--|
| A: Excellent  | 22 | 23% |  |
| B: Good   | 41 | 43% |  |
| C: Fair   | 29 | 30% |  |
| D: Poor   | 3  | 3%  |  |
| E: Unacceptable   | 1  | 1%  |  |

| <b>21. Amount of field experience</b> |    |     |
|---------------------------------------|----|-----|
| A: Excellent                          | 26 | 27% |
| B: Good                               | 45 | 47% |
| C: Fair                               | 19 | 20% |
| D: Poor                               | 4  | 4%  |
| E: Unacceptable                       | 1  | 1%  |

| <b>22. Quality of field experience</b> |    |     |
|--|----|-----|
| A: Excellent                           | 29 | 31% |
| B: Good                                | 41 | 44% |
| C: Fair                                | 18 | 19% |
| D: Poor                                | 4  | 4%  |
| E: Unacceptable                        | 1  | 1%  |

| <b>23. Location of Elementary Education classrooms</b> |    |     |  |
|--|----|-----|--|
| A: Excellent   | 23 | 24% |  |
| B: Good  | 33 | 34% |  |
| C: Fair  | 25 | 26% |  |
| D: Poor  | 14 | 14% |  |
| E: Unacceptable  | 0  | 0%  |  |

| <b>24. Quality of Elementary Education classrooms</b> |    |     |  |
|---|----|-----|--|
| A: Excellent  | 17 | 18% |  |
| B: Good   | 47 | 49% |  |
| C: Fair   | 22 | 23% |  |
| D: Poor   | 8  | 8%  |  |
| E: Unacceptable                                       | 2  | 2%  |  |

1

| <b>25. Quality of Elementary Education textbooks</b> |    |     |  |
|--|----|-----|--|
| A: Excellent   | 20 | 21% |  |
| B: Good  | 53 | 55% |  |
| C: Fair  | 22 | 23% |  |
| D: Poor  | 1  | 1%  |  |
| E: Unacceptable                                      | 0  | 0%  |  |

| <b>26. Overall quality of Elementary Education program</b> |    |     |  |
|--|----|-----|--|
| A: Excellent   | 8  | 9%  |  |
| B: Good  | 60 | 66% |  |
| C: Fair  | 21 | 23% |  |
| D: Poor  | 2  | 2%  |  |
| E: Unacceptable  | 0  | 0%  |  |

| <b>27. Your feeling of preparedness for teaching</b> |    |     |  |
|--|----|-----|--|
| A: Excellent   | 16 | 16% |  |
| B: Good  | 47 | 47% |  |
| C: Fair  | 32 | 32% |  |
| D: Poor  | 6  | 6%  |  |
| E: Unacceptable                                      | 0  | 0%  |  |

| <b>28. EDUC 251 Life Span Human Growth &amp; Development</b> |    |     |  |
|--|----|-----|--|
| A: Not useful at all   | 3  | 4%  |  |
| B: Somewhat not useful                                       | 11 | 16% |  |
| C: Somewhat useful   | 19 | 28% |  |
| D: Very useful   | 35 | 51% |  |

1

| <b>29. EDUC 205 Educational Technology in Elementary School Classroom</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all  | 1  | 1%  |  |
| B: Somewhat not useful  | 17 | 24% |  |
| C: Somewhat useful  | 32 | 44% |  |
| D: Very useful  | 22 | 31% |  |

| <b>30. EDUC 289 Principles of Teaching and Learning</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all                                    | 5  | 7%  |  |
| B: Somewhat not useful                                  | 3  | 4%  |  |
| C: Somewhat useful                                      | 31 | 44% |  |
| D: Very useful  | 31 | 44% |  |

| <b>31. EDUC 303 School, Work, and Society</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all                          | 4  | 5%  |  |
| B: Somewhat not useful                        | 10 | 14% |  |
| C: Somewhat useful                            | 30 | 41% |  |
| D: Very useful                                | 29 | 40% |  |

| <b>32. EDUC 308 Teaching Strategies for Special Education</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all  | 5  | 8%  |  |
| B: Somewhat not useful  | 10 | 15% |  |
| C: Somewhat useful  | 24 | 37% |  |
| D: Very useful  | 26 | 40% |  |

2

3

| <b>33. EDUC 407 Instructional Planning &amp; Delivery for Elementary Education</b> |    |     |  |
|--|----|-----|--|
| A: Not useful at all   | 7  | 12% |  |
| B: Somewhat not useful   | 7  | 12% |  |
| C: Somewhat useful   | 21 | 36% |  |
| D: Very useful   | 24 | 41% |  |

1

2

| <b>34. EDUC 420 Teaching Reading in the Elementary School I</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all  | 1  | 2%  |  |
| B: Somewhat not useful  | 3  | 5%  |  |
| C: Somewhat useful  | 14 | 25% |  |
| D: Very useful  | 38 | 68% |  |

| <b>35. EDUC 421 Teaching Reading in the Elementary School II</b> |    |     |  |
|--|----|-----|--|
| A: Not useful at all   | 2  | 5%  |  |
| B: Somewhat not useful   | 0  | 0%  |  |
| C: Somewhat useful   | 4  | 9%  |  |
| D: Very useful   | 38 | 86% |  |

| <b>36. EDUC 431 Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School</b> |    |     |  |
|---|----|-----|--|
| A: Not useful at all  | 4  | 9%  |  |
| B: Somewhat not useful  | 8  | 19% |  |
| C: Somewhat useful  | 7  | 16% |  |
| D: Very useful  | 24 | 56% |  |

|                        |    |     |  |
|------------------------|----|-----|--|
| A: Not useful at all   | 1  | 2%  |  |
| B: Somewhat not useful | 1  | 2%  |  |
| C: Somewhat useful     | 3  | 7%  |  |
| D: Very useful         | 39 | 89% |  |

1

|  |    |     |  |
|--|----|-----|--|
| <b>38. EDUC 433 Methods of Integrating, Teaching, and Evaluating Art, Music, Health &amp; P.E. in the Elementary/Middle School</b> |    |     |  |
| A: Not useful at all   | 9  | 21% |  |
| B: Somewhat not useful   | 8  | 19% |  |
| C: Somewhat useful   | 4  | 9%  |  |
| D: Very useful   | 22 | 51% |  |

|  |    |     |  |
|--|----|-----|--|
| <b>39. EDUC 493 Elementary/Middle School Directed Teaching</b> |    |     |  |
| A: Not useful at all   | 0  | 0%  |  |
| B: Somewhat not useful   | 1  | 5%  |  |
| C: Somewhat useful   | 5  | 26% |  |
| D: Very useful   | 13 | 68% |  |

|  |    |     |  |
|--|----|-----|--|
| <b>40. EDUC 499 Professional Seminar</b> |    |     |  |
| A: Not useful at all                     | 1  | 6%  |  |
| B: Somewhat not useful                   | 1  | 6%  |  |
| C: Somewhat useful                       | 2  | 11% |  |
| D: Very useful                           | 14 | 78% |  |

*Regarding students' advisors*

|   |    |     |  |
|---|----|-----|--|
| <b>41. I felt comfortable and welcome</b> |    |     |  |
| A: Strongly Disagree                      | 5  | 5%  |  |
| B: Disagree                               | 8  | 8%  |  |
| C: Agree                                  | 29 | 31% |  |
| D: Strongly Agree                         | 53 | 56% |  |

2



1

| <b>42. My program of study was clearly explained</b> |    |     |
|--|----|-----|
| A: Strongly Disagree                                 | 8  | 8%  |
| B: Disagree  | 23 | 24% |
| C: Agree   | 31 | 33% |
| D: Strongly Agree                                    | 33 | 35% |

2

| <b>43. The atmosphere was professional</b> |    |     |
|--|----|-----|
| A: Strongly Disagree                       | 5  | 5%  |
| B: Disagree                                | 12 | 23% |
| C: Agree                                   | 41 | 43% |
| D: Strongly Agree                          | 37 | 39% |

| <b>44. My questions were answered clearly</b> |    |     |
|---|----|-----|
| A: Strongly Disagree                          | 4  | 4%  |
| B: Disagree                                   | 12 | 13% |
| C: Agree                                      | 50 | 53% |
| D: Strongly Agree                             | 29 | 31% |

| <b>45. The advisor treated me with respect</b> |    |     |
|--|----|-----|
| A: Strongly Disagree                           | 2  | 2%  |
| B: Disagree                                    | 5  | 5%  |
| C: Agree                                       | 40 | 43% |
| D: Strongly Agree                              | 47 | 50% |

| <b>46. After the advising session, I felt confident about my educational plan</b> |    |     |  |
|---|----|-----|--|
| A: Strongly Disagree  | 4  | 4%  |  |
| B: Disagree   | 20 | 21% |  |
| C: Agree  | 37 | 39% |  |
| D: Strongly Agree   | 33 | 36% |  |

| <b>47. My advisor was knowledgeable about my program</b> |    |     |  |
|--|----|-----|--|
| A: Strongly Disagree                                     | 5  | 5%  |  |
| B: Disagree  | 8  | 9%  |  |
| C: Agree   | 38 | 40% |  |
| D: Strongly Agree  | 43 | 46% |  |

1

2 **Students' Comments:**

- 3       • \_\_\_\_\_ and \_\_\_\_\_ helped me a lot throughout this program
- 4       • If you transfer they take no time with you to make sure that you aren't repeating
- 5       classes, etc...
- 6       • I ended up changing my advisor three times, but by the time I got my 3rd advisor
- 7       it was great!
- 8       • \_\_\_\_\_ is a lovely person.
- 9       • I felt like my 1st three years here at FSU were useless.
- 10      • \_\_\_\_\_ went above and beyond for me-helping me with transfer credits &
- 11      getting into the classes I needed
- 12      • Did most of class selection myself. Lack of science program cost me time and
- 13      money.
- 14      • Don't switch advisors-this is confusing
- 15      • It would be helpful if our advisors would tell us if some of the classes are being
- 16      taken out of the program.
- 17      • Methods instructor could have been more available to answer questions, help with
- 18      assignments, and provide immediate feedback

- 1 • \_\_\_\_\_ helped me map out what to take together and in what order I should take
- 2 classes. Helped me figure out what classes were only offered in fall or spring
- 3 also.
- 4 • \_\_\_\_\_ was always able to take the time to help me with registering
- 5 • My advisor \_\_\_\_\_ was always there for me when I had any questions
- 6 and helped to make sure I was on the right path. She's awesome!
- 7 • I have switched advisors numerous times due to Ferris complications and the only
- 8 advisor I am rating on this sheet is \_\_\_\_\_. (All were strongly agree, with
- 9 one agree)
- 10 • I truly enjoyed having \_\_\_\_\_ as my advisor for the past 5 years.
- 11 • My advisor was changed, but I keep going to my original one because she knew
- 12 me better.
- 13 • There was a time when I had no idea what I was doing in my program. I still get
- 14 confused sometimes about what I am supposed to be doing. The advisor should
- 15 ask more questions to the students to make sure they are on task.
- 16

| <b>48. Most of my classes in the FSU education program were informative</b> |    |     |  |
|---|----|-----|--|
| A: Strongly Agree   | 32 | 35% |  |
| B: Agree  | 48 | 53% |  |
| C: No opinion   | 9  | 10% |  |
| D: Disagree   | 2  | 2%  |  |
| E: Strongly Disagree  | 0  | 0%  |  |

| <b>49. Most of my professors were good educators</b> |    |     |  |
|--|----|-----|--|
| A: Strongly Agree                                    | 34 | 37% |  |
| B: Agree   | 43 | 46% |  |
| C: No opinion  | 10 | 11% |  |
| D: Disagree  | 5  | 5%  |  |
| E: Strongly Disagree                                 | 1  | 1%  |  |

| <b>50. My professors were available outside of class to help students</b> |    |     |  |
|---|----|-----|--|
| A: Strongly Agree   | 34 | 36% |  |
| B: Agree  | 48 | 51% |  |
| C: No opinion   | 7  | 7%  |  |
| D: Disagree   | 3  | 3%  |  |
| E: Strongly Disagree  | 1  | 1%  |  |

| <b>51. The learning environment was supportive</b> |    |     |  |
|--|----|-----|--|
| A: Strongly Agree                                  | 35 | 38% |  |
| B: Agree   | 48 | 52% |  |
| C: No opinion                                      | 8  | 9%  |  |
| D: Disagree  | 0  | 0%  |  |
| E: Strongly Disagree                               | 2  | 2%  |  |

| <b>52. This program prepared me well for a career in education</b> |    |     |  |
|--|----|-----|--|
| A: Strongly Agree  | 30 | 32% |  |
| B: Agree   | 40 | 43% |  |
| C: No opinion  | 16 | 7%  |  |
| D: Disagree  | 4  | 4%  |  |
| E: Strongly Disagree   | 3  | 3%  |  |

1

2

3

1 **Students' Comments:**

- 2 • The professors (most of them) truly care about helping us to become well-
- 3 informed and educated
- 4 • Most of my classes at FSU were informative but they seemed very repetitive!
- 5 Everything seemed like a waste except a couple! I do not feel that I have had a lot
- 6 of training in classroom management or special education. This scares me!
- 7 Especially considering that many SPED students are mainstreamed!
- 8 • I would like to see a classroom management class.
- 9 • No classroom mgt. Methods
- 10 • More field experience needed-have them become substitutes
- 11 • There was a combination of both good and bad professors
- 12 • Methods instructor was not available outside of class
- 13 • Need more classes that actually discuss how to run a classroom. More on
- 14 classroom management and how to get through the first year.
- 15 • I was very pleased in my educational experiences at Ferris until my last semester
- 16 with \_\_\_\_\_. Assignments were unclear, teacher to student communication
- 17 was poor, and the sense of urgency to become a teacher is not like it was a year
- 18 ago due to these circumstances.
- 19 • Most of the instructors really took the time to teach us the most valuable
- 20 information to be prepared for our careers.
- 21 • The classes I took with \_\_\_\_\_, this applies mostly to. She made my last couple
- 22 years hell. (Two no opinions, three disagree)
- 23 • More education classes on management

- 1 • Most professors were available outside of class and very helpful. There was some  
 2 that were very rude and not helpful at all.

- 3 •

| <b>53. In general, how satisfied were you with your educational experience at FSU?</b> |  |    |     |  |
|--|--|----|-----|--|
| A: Very satisfied  |  | 16 | 18% |  |
| B: Satisfied   |  | 65 | 73% |  |
| C: Dissatisfied  |  | 8  | 9%  |  |
| D: Very dissatisfied   |  | 0  | 0%  |  |

| <b>54. In regards to your professors, did they provide quality instructions when assigning a particular task or assignment?</b> |    |  |    |  |
|---|----|--|----|--|
| A: Yes  | 72 |  | 84 |  |
| B: No   | 14 |  | 16 |  |

4

| <b>55. Were the courses you took relevant to your field of study?</b> |  |    |     |  |
|---|--|----|-----|--|
| A: Yes, all the courses were relevant                                 |  | 17 | 19% |  |
| B: Yes, most of the courses were relevant                             |  | 56 | 62% |  |
| C: Yes, some of the courses were relevant                             |  | 17 | 19% |  |
| D: No, none of the courses related to my program                      |  | 0  |     |  |

| <b>56. Based on your expectations of this program, how would you rate the program overall?</b> |    |  |     |  |
|--|----|--|-----|--|
| A: Excellent   | 9  |  | 10% |  |
| B: Good  | 53 |  | 59% |  |
| C: Average   | 24 |  | 27% |  |
| D: Below Average   | 4  |  | 4%  |  |
| E: Terrible  | 0  |  | 0%  |  |

|   |    |     |  |
|---|----|-----|--|
| <b>57. Upon completing your degree requirements, do you plan on pursuing a teaching position?</b> |    |     |  |
| A: Yes  | 81 | 90% |  |
| B: No   | 2  | 2%  |  |
| C: Possibly   | 7  | 8%  |  |

1  
2 This evaluation shows that an overwhelming majority of the students in the  
3 Elementary Education program are full-time females (83%). Students indicated that the  
4 majority of the overall GPA of the students is above a 2.5. The majority of the students  
5 (72%) hold some sort of work while completing their degrees, with the higher percentage  
6 working between 10 and 19 hours per week (32%). This shows that these students are  
7 able to handle course work and hold down a job. Fifty percent of the students stated that  
8 they would choose to attend FSU again if given the choice. Seventy-seven percent would  
9 choose Elementary Education again. When asked what they would choose as a Master's  
10 degree program, 29% said Special Education.

11 In relation to advising, 68% of the students stated that their advisor was available  
12 and 79% stated that they were willing to help them. The majority of students (87%)  
13 indicated that their advisors made them feel welcome and comfortable. They also  
14 indicated that their program was clear (68%) and that the atmosphere was professional  
15 (82%). The advisors were rated highly as it pertains to treating with respect (93%),  
16 confident in educational plan (75%) and advisor knowledge about program (86%). The  
17 last question about whether students will pursue a teaching position in our opinion should  
18 be at 100%; therefore it will be important that all faculty who advise students in the  
19 Elementary Education program be trained and up-to-date in their knowledge regarding all  
20 aspects of the program. Student open-ended responses follow:

1 *Faculty Advising: Strengths*

- 2 • Good advising.
- 3 • Check sheets are helpful
- 4 • \_\_\_\_\_ went above and beyond for me- helping me with transfer credits and
- 5 getting into the classes I needed.
- 6 • \_\_\_\_\_ was always able to take the time to help me with registering.
- 7 • \_\_\_\_\_ and \_\_\_\_\_ helped me a lot throughout this program.
- 8 • My advisor was always there for me when I had any questions and helped me
- 9 make sure I was on the right path. She's awesome.
- 10 • I truly enjoyed having \_\_\_\_\_ for the past 5 years.
- 11 • He helped me map out what to take together and in what order. Helped me figure
- 12 out what classes were only offered in Fall or Winter.

13 *Weaknesses*

- 14 • The advisors should have fewer students. I didn't know my advisor for the first
- 15 two years. He would just sign my papers and take my holds off.
- 16 • Sometimes they are too busy to advise as they should.
- 17 • I was not told about the ZA endorsement until the end of my second year. By
- 18 then, I did not know how to fit it into my schedule.
- 19 • Semester by semester outline would be helpful including what classes to not take
- 20 together.
- 21 • Faculty do not often know answers during advising.
- 22 • As a transfer student I do not feel that my advisor helped me to make sure that I
- 23 was not repeating classes.



- 1 • I ended up changing advisors three times; by the time I got to the third she was  
2 great.
- 3 • My advisor was switched numerous times due to Ferris State University  
4 complications.
- 5 • There was a time when I had no idea what I was doing in the program.

6 In relation to quality of instruction students felt that faculty attitude was positive  
7 (69%), instructors were willing to help (87%), textbooks were good to excellent (76%),  
8 instructors were good educators (83%) and 84% felt that the instructors provided quality  
9 instruction as it related to assignments and tasks. Students were also asked to rate  
10 individual classes and field experiences. Overall the students rated the program high.  
11 Seventy-four percent stated that there was good to excellent amount of field experience  
12 and that the quality was good (75%). Sixty-three percent indicated that they felt that they  
13 were prepared to be a teacher. All courses were rated favorably as for their usefulness in  
14 the preparation of becoming a teacher. Overall the majority of students (69%) rated the  
15 program as good to excellent. The responses to the open-ended questions and comments  
16 follow:

17 *Faculty strengths:*

- 18 • Professors often give real life examples of their previous classroom experiences.
- 19 • Most of the professors are concerned about how I am doing in their classes and  
20 are helpful.
- 21 • The elementary education faculty seem to be very knowledgeable in their content  
22 areas.
- 23 • Faculty are understanding and generally care about students.

- 1 • Most of the faculty and staff are exceptional. They are great resources and very
- 2 knowledgeable.
- 3 • They were very good! Very professional and reliable inside and outside of class.
- 4 • They encourage and push you.
- 5 • Profs love for students and education.
- 6 • Two professors really opened the doors for us. If it wasn't for them, I'm not sure
- 7 I would still want to be a teacher.
- 8 • I do not have experience with any other programs. In my opinion this program is
- 9 good.
- 10 • I especially have enjoyed the teachers that have come in from the public schools.
- 11 They have brought in some new and practical insights that I may not have gotten
- 12 from other college professors.

13 *Weaknesses:*

- 14 • Hire more profs so we aren't stressing the ones we have so much.
- 15 • Have the person who is in charge of the overall method courses be dedicated to
- 16 preparing us for our career.
- 17 • It is harder to contact people who don't have an office on campus.
- 18 • Everyone needs to be on the same page (on same agenda).
- 19 • Faculty seem to have a very radical view. I would like to see a mix of both sides
- 20 of the spectrum.
- 21 • If the professors are going to tell us the correct way to teach then maybe they
- 22 should listen to themselves -this is not all of them.
- 23 • One faculty member does not make herself available outside of class to help.

- 1 • Some professors are not good at getting papers back to students. It is hard to get
- 2 all expected work into a notebook and anthology when work isn't returned.
- 3 • Some need to be in an elementary classroom themselves.
- 4 • Some days I do not think the professors know what they are doing.
- 5 • Some professors weren't as knowledgeable as others. But as a student, I learned
- 6 who to go to.

### 7 *Curriculum Strengths*

- 8 • We are well prepared. Most schools do not have as many placement hours or
- 9 lesson plans as us, which I feel is important.
- 10 • Going to elementary schools to get a feel of the job.
- 11 • Prepared me for MLPP and for when I have a job
- 12 • Most of the textbooks were excellent and very helpful
- 13 • The courses are good.
- 14 • Quality of classes
- 15 • The minors are well developed
- 16 • The Language Arts minor is and was fantastic
- 17 • The program outline is easy to follow
- 18 • There were good places for classroom observation hours

### 19 *Weaknesses*

- 20 • Lack of a science program
- 21 • Some classes are not needed or related to the field
- 22 • For methods-more condensing of art, music, PE. We don't need one whole
- 23 semester of this.

- 1 • The classes need to be consistent no matter which professor is teaching
- 2 • The course numbers are always changing
- 3 • Need more minor options
- 4 • There is no PE minor, or special education
- 5 • Too many repeats. My classes are repetitive
- 6 • Combine some of the classes. The curriculum is very similar between some
- 7 EDUC classes and they should/could be compacted
- 8 • Have some of the general education classes dropped. They don't seem to be
- 9 useful.
- 10 • The methods courses need to be revised.
- 11 • Professors should decide on a general template for lesson plans and book files.
- 12 The same format should be used for all classes. It is very confusing when you
- 13 have different templates for each class.
- 14 • I think that I missed a lot by not having language arts minor and wish that I would
- 15 have known sooner.
- 16 • Do not make it so hard to get into classes.

17 *Suggestions for Assignments and Curriculum Changes*

- 18 • Get rid of LiveText
- 19 • There is too much busy work
- 20 • There should not be so many lesson plans due for field experience
- 21 • There should be group work for the final unit
- 22 • Change methods so that there are fewer lesson plans, and some of those must be
- 23 taught in your classroom.

- 1 • Don't make us outline chapter books
- 2 • Add more field experiences and times in cooperating classrooms
- 3 • It would be fun to do some teaching abroad.
- 4 • More on special ed. teaching-because of inclusion
- 5 • A handwriting course
- 6 • Add a classroom management class
- 7 • I would tell you that we should get the class creating safe schools back into the
- 8 program
- 9 • Bring in outside experiences into the class-have teachers come and talk to us.
- 10 • Change some of the classes in minors so they relate to the program more closely.
- 11 For example, the econ classes required were way too difficult.
- 12 • Provide more options for minors
- 13 • We don't start getting hands-on classroom experiences (observations) soon
- 14 enough.
- 15 • Reduce the observation hours.
- 16 • For all (elementary classroom placements) place students one year in advance
- 17 otherwise, allow students to self-place.
- 18 • Require more language arts classes for the non-language arts minor students.
- 19 • The head professor should not teach any classes, but methods, because at this
- 20 point we (students) need their help and availability.

21 *Other Comments:*

- 22 • There should be more work space for students in Bishop Hall.
- 23 • There should be nicer classrooms in Bishop Hall.

- 1 • The teacher to student ratio is good.
- 2 • Small, close knit program.
- 3 • Don't schedule a lot of classes at the same time.
- 4 • Don't schedule all of the summer classes during the first summer session.
- 5 • Methods needs to be less work with more learning.
- 6 • Ferris just needs to fine tune the program.
- 7 • Less required classes.
- 8 • Certain instructors professionalism-model what you teach
- 9 • In many cases, the professors let their true colors show in regards to other
- 10 professors.
- 11 • There was a lack of professionalism by the field experience supervisor.
- 12 • One professor talks about the importance of professional disposition but does not
- 13 model it within the classroom.
- 14 • If I were to model Ferris' teaching strategy by (faculty name omitted), I would not
- 15 tell my students how to do assignments, return assignments to students late, and
- 16 intimidate them by my authority.
- 17 • They did not complete their tasks of visiting our field placement or anything.
- 18 • You need to reevaluate a few professors.
- 19 • One bad teacher can ruin the experience.
- 20 • Get rid of poor teachers.
- 21 Many of the weaknesses identified by the students are currently being evaluated.
- 22 This program began in fall 2000 and is relatively new. It was expected that there would
- 23 need to be some adjustments made to the program. Some changes have already occurred

1 as the result of the student survey while others are beyond the faculty's control as they  
2 are mandated by the Michigan Department of Education.

3 The Elementary Education faculty will be working on curriculum mapping to  
4 determine overlaps in programming and to eliminate unnecessary repetition. Advisor  
5 training occurred in the winter 2005. This training should assist with some of the issues  
6 identified by the students.

7 Another change that has been suggested is that a satisfaction survey be completed  
8 every semester for students in pre-student and student teaching. We also need to evaluate  
9 our off-campus programs more closely. It is vital to the integrity of the program to assess  
10 adjunct faculty's effectiveness in the method's classes.

11

12

13

14

15

16

17

18

19

20

21

22

23

# ELEMENTARY EDUCATION STUDENT SATISFACTION QUESTIONNAIRE

1. At FSU you are mostly a
  - A. part-time student
  - B. Full time student
2. Your completed credits classify you as
  - A. Freshman
  - B. Sophomore
  - C. Junior
  - D. Senior
3. Are you also working toward your ZA endorsement
  - A. Yes
  - B. No
4. Your gender is
  - A. Male
  - B. Female
5. Your overall GPA is
  - A. Less than 2.00
  - B. 2.01-2.50
  - C. 2.51-3.00
  - D. 3.01-3.50
  - E. 3.51-4.00
6. How many hours per week are you currently working at an outside job this semester?
  - A. Not working
  - B. 1-9 hours per week
  - C. 10-19 hours per week
  - D. 20-29 per week
  - E. 30 or more
7. How often have you met with your advisor?
  - A. Once every semester
  - B. More than once per semester
  - C. Never
  - D. Meet with other faculty
8. If you could start college again would you choose to attend FSU?
  - A. Definitely yes
  - B. Probably yes
  - C. Uncertain
  - D. Probably no
  - E. Definitely no
9. If you could start college again would you choose Elementary Education?
  - A. Definitely yes
  - B. Probably yes
  - C. Uncertain
  - D. Probably no
  - E. Definitely no



10. What was your most important reason for attending FSU as an Elementary Education major?
- A. Academic reputation of Elementary Ed program
  - B. Advice of parents, friends, or high school teachers
  - C. Cost and/or location
  - D. Admission standards
  - E. None of the above
11. After graduation do you plan to
- A. Teach in Michigan
  - B. Teach out of state
  - C. Teach wherever I can find a job
  - D. Change fields
  - E. None of the above
12. If you plan to pursue a Master's Degree what field are you interested in?
- A. Administration
  - B. Reading
  - C. Special Education
  - D. Content minor
  - E. Other

20

21

22

23

Indicate the letter that best describes your response to the following statements.

Excellent Good Fair Poor Unacceptable

13. Availability of my advisor A B C D E

14. Willingness of my advisor to help me A B C D E

15. Sound advice about El Ed program A B C D E

16. Grading fairness in El Ed courses A B C D E

17. Availability of instructors outside class A B C D E

18. Willingness of instructors to help A B C D E

19. Faculty attitude toward students A B C D E

20. Quality of courses as preparation for employment A B C D E

21. Amount of field experience A B C D E

22. Quality of field experience A B C D E

23. Location of El Ed classrooms A B C D E

24. Quality of El Ed classrooms A B C D E

25. Quality of El Ed textbooks A B C D E

26. Overall quality of El Ed program

A B C D E

27. Your feeling of preparedness for teaching A B C D E

**Student Satisfactory Survey for Current Students in the Elementary Education Program**

For questions 1. thru 13. respond in regards to course usefulness. The response scale will be in the range of 1-4 (1= not useful at all, 2= somewhat not useful, 3=somewhat useful and 4=very useful.), circle the number that best fits your thoughts of the courses taken at Ferris State University.

1. EDUC 251 Life Span Human Growth & Development : 1 2 3 4
2. EDUC 205 Educational Technology in Elementary School Classroom: 1 2 3 4
3. EDUC 289 Principles of Teaching & Learning: 1 2 3 4
4. EDUC 303 School, Work, and Society: 1 2 3 4
5. EDUC 308 Teaching Strategies for Special Education: 1 2 3 4
6. EDUC 407 Instructional Planning & Delivery for Elementary Ed: 1 2 3 4
7. EDUC 420 Teaching Reading in the Elementary School I: 1 2 3 4
8. EDUC 421 Teaching Reading in the Elementary School II: 1 2 3 4
9. EDUC 431 Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School: 1 2 3 4
10. EDUC 432 Methods of Integrating, Teaching, and Evaluating Math and Science in the Elementary/Middle School: 1 2 3 4
11. EDUC 433 Methods of Integrating, Teaching, and Evaluating, Art, Music, Health & P.E. in the Elementary/Middle School: 1 2 3 4
12. EDUC 493 Elementary/Middle Directed Teaching: 1 2 3 4
13. EDUC 499 Professional Seminar: 1 2 3 4

In this section of the survey students will evaluate their advising faculty about your advising experience. On a scale of 1-5, please rate your Education Advisor according to the attributes listed below. For each statement, check the box of your choice.

| Attribute   | Strongly Disagree (1) | Disagree(2) | Agree(3) | Strongly Agree(4) |
|---|-----------------------|-------------|----------|-------------------|
| I felt comfortable and welcome.   |                       |             |          |                   |
| My program of study was clearly explained.                              |                       |             |          |                   |
| The atmosphere was professional.  |                       |             |          |                   |
| My questions were answered clearly.                                     |                       |             |          |                   |
| The advisor treated me with respect.                                    |                       |             |          |                   |
| After the advising session, I felt confident about my educational plan. |                       |             |          |                   |
| My advisor was knowledgeable about my program.                          |                       |             |          |                   |
| COMMENTS:   |                       |             |          |                   |

| Please check the box to the right of the statements below which best represents your opinion. | Strongly Agree | Disagree | No Opinion | Disagree | Strongly Disagree |
|---|----------------|----------|------------|----------|-------------------|
| Most of my classes in the FSU education program were informative.                             |                |          |            |          |                   |
| Most of my professors were good educators   |                |          |            |          |                   |
| My professors were available outside of class to help students.                               |                |          |            |          |                   |
| The learning environment was supportive   |                |          |            |          |                   |
| This program prepared me well for a career in education.                                      |                |          |            |          |                   |
| COMMENTS:   |                |          |            |          |                   |

Circle one:

In general, how satisfied were you with your educational experience at FSU?

- (1.) very satisfied
- (2.) satisfied
- (3.) dissatisfied
- (4.) very dissatisfied

In regards to your professors, did they provide quality instructions when assigning a particular task or assignment?

- (1.) yes
- (2.) no

Were the courses you took relevant to your field of study?

- (1.) yes, all the courses were relevant
- (2.) yes, most of the courses were relevant
- (3.) yes, some of the courses were relevant
- (4.) no, none of the course related to my program

Based on your expectations of this program, how would you rate the program overall?

- (1.) A (excellent)
- (2.) B (good)
- (3.) C (average)
- (4.) D (below average)
- (5.) F (terrible)

Upon completing your degree requirements, do you plan on pursuing a teaching position?

- (1.) yes
- (2.) no
- (3.) possibly

Provide a short response:

If approached, how would you respond to the statement; on ways to possibly improve in the effectiveness of the program.

**Comments about the Elementary Education faculty and staff.**

**Comments about Elementary Education Program in general.**

**Strengths:**

**Weaknesses:**

**Suggestions for improvement of Elementary Education Program**

**Thank You for your Time.**

1 **E. Faculty Perceptions-The purpose of this activity is to assess faculty perceptions**  
2 **regarding the following aspects of the program: curriculum, resources, admission**  
3 **standards, degree of commitment by the administration, processes and procedures**  
4 **used, and their overall feelings. Additional items that may be unique to the program**  
5 **can be incorporated in this survey.**

6 This survey was administered as an on-line survey sent by Institutional Research  
7 and Testing. It was distributed to both tenure-track and adjunct faculty. Fifty-four  
8 surveys were sent out and seventeen surveys were returned.

9 The majority of faculty who responded to the survey agreed that the Elementary  
10 Education program is consistent with the FSU mission statement (82%). Fewer  
11 respondents felt that “compared to the recent University Planning Document, the  
12 Elementary Education program is consistent with the objectives and goals of the School  
13 of Education...” In response to this question, 59% reported that they strongly or  
14 somewhat agree, while 12% neither agree nor disagree. Sixty-four percent of the  
15 respondents felt that the Elementary Education program is an integral part of the College  
16 of Education and Human Services while another 6% neither agree nor disagree.

17 The survey indicated that there is a definite need in terms of resources to support  
18 this program. Forty-seven percent of the faculty felt that the administration at the college  
19 level does not adequately support the program needs to thrive and optimize its potential.  
20 Similarly, a large percentage of faculty members (47%) indicated that they do not believe  
21 that the School of Education administration supported the program needs.

22 Sufficiency of computer facilities was evenly distributed with 35% of the faculty  
23 agreeing or somewhat agreeing that the facilities are sufficient. Seventeen percent

1 Sufficiency of computer facilities was evenly distributed with 35% of the faculty  
2 agreeing or somewhat agreeing that the facilities are sufficient. Seventeen percent  
3 neither agreed nor disagreed, while 47% disagreed or somewhat disagreed. In response  
4 to the COEHS providing sufficient resources to the program the majority (64%) felt that  
5 the resources were not sufficient. (questions 4-7)

6 The next set of questions referred to the coursework and preparedness of students  
7 to teach in Michigan. Only about half of the faculty supported the belief that students  
8 completing the Elementary Education program meet the needs of a future teacher (52%).  
9 Faculty's response to this question was a surprise and the members of the Elementary  
10 Education program will need to do some research to determine why this question was not  
11 rated higher.

12 The majority of the respondents believe that the program prepares students to pass  
13 the Basic Skills Michigan Test for Teacher Certification (MTTC) (64%) Twenty-nine  
14 percent responded with either agree or disagree.

15 Sixty-six percent of respondents felt that the coursework in students' content  
16 minors adequately prepare them to pass the subject area portions of the Michigan Test for  
17 Teacher Certification.

18 Responses related to GPA requirements varied depending on the section being  
19 evaluated. In the planned program, 59% believed that the 2.5 GPA requirement is  
20 sufficient. For the professional sequence, 47% felt that the 2.75 requirement is adequate  
21 while 53% felt that it is not. Responses about the content area minors stated that 41% of  
22 the faculty felt that the grade point average in these minors, 2.5-3.0, is appropriate; six



1 percent neither agreed nor disagreed, and 53% felt that the grade point requirements are  
2 not high enough.

3 In response to the question on whether the Elementary Education program at FSU  
4 appears to have prepared students to become a teacher as well as those elementary  
5 education students from other universities, the responses were 41% strongly agreed or  
6 somewhat agreed, 23.5% were undeclared, and 35% somewhat disagreed or strongly  
7 disagreed . (questions 8-14)

8 The next section on the survey related to academic advising. Faculty was evenly  
9 divided in response to the question about the effectiveness of academic advising (53%-  
10 not effective, 47% yes-effective). Over 59% of the faculty believe that there is an  
11 inconsistency among advisors. Content area advising shows a higher level of positive  
12 responses than general advising (59%) with 23.5% of the faculty reporting that they  
13 neither agreed nor disagreed. The majority of the faculty believe with the statement that  
14 advising is helpful. In relation to the number of advisees faculty members have,  
15 responses were almost equal (46% agree, 36% disagree and 18% were undetermined).  
16 (questions 15-18)

17 Questions 19 and 20 on the faculty survey were open-ended questions. They  
18 referred to the number and frequency of off-campus teaching. The total number of  
19 courses taught off-campus by faculty was 14. Nine of the reporting faculty members had  
20 never taught at an off-campus site. Three of the individuals indicated that they had taught  
21 one off-campus course, one reported that he/she had taught at three campuses, and two  
22 indicated that all of the courses they taught were off-campus. As the elementary faculty  
23 study the results of this survey, it would be beneficial to know if the views expressed in

1 the survey came from adjunct professors or tenure track professors who are more familiar  
2 with the elementary education program.

3 The question related to satisfaction of FSU's satellite locations in the program did  
4 not receive enough positive responses to report faculty satisfaction nor dissatisfaction.  
5 Forty-one percent of the faculty stated they agreed with the locations, but an even larger  
6 percent, 47%, stated that they neither agree nor disagree with the locations.

7 The number of teacher observations required in the program was very positively  
8 rated (82%) as well as the assistance of Mary Cline (88%) and Kelly Thompson (94%).  
9 Sixty-five percent of the faculty would recommend FSU's Elementary Education  
10 program to someone considering a career as an elementary teacher. Twelve percent were  
11 unsure of this question and 23% of the faculty stated that they would not recommend the  
12 program to a potential teacher candidate.

13 As evident in faculty's response to question 26, they recognize the teacher  
14 employment situation in Michigan. Seventy-one percent of the faculty identified  
15 employment in elementary education as difficult to find or moderately difficult to find.  
16 Given the current job market, it is surprising that 29% of them reported that it is  
17 moderately easy or easy to find employment in Michigan.

18 On a five point scale, respondents rated the overall quality of the program (47%)  
19 from good to excellent. Another 29% rated it as fair and 23.5% rated it as poor. Three  
20 open-ended questions completed the report. Faculty members' comments follow.

21 Question 28: Based on your work experience, please identify 2 or 3 strengths of  
22 the program.

23

1 ***Faculty's Comments:***

- 2 • The program's revised field based assignments.
- 3 • The quality of the majority of the professors.
- 4 • The integrated nature of the method's courses.
- 5 • **Student** centered focus.
- 6 • **High** grade point average requirements.
- 7 • Ease of transfer, multiple locations, and evening classes
- 8 • Small enough to know and care for students
- 9 • Our best elementary students are excellent—so we are attracting good students. Just
- 10 need more!
- 11 • Most of the elementary professors are truly passionate about their work.
- 12 • Hire more faculty instead of relying on so many adjuncts to serve this purpose.

13

14 Question 29: Based on your work experience, please make 2 or 3 suggestions to further  
15 strengthen the program.

16 ***Faculty's Comments:***

- 17 • Too much overlap, look at the curriculum for this
- 18 • Better advising
- 19 • Too many students in Elementary Education are coming out with minors in social
- 20 studies and language arts
- 21 • Better screening/higher standards for those admitted to the program
- 22 • Consistency between campuses, continue to hold meetings for off-campus locations
- 23 • Streamline course offerings to reduce redundancy

- 1 • Include a variety of reading techniques and assessments
- 2 • Far more preparations and planning time and pay for the integrated studies to be fully
- 3 affective
- 4 • More tenure-track faculty and less reliance on adjuncts
- 5 • Targeted recruitment of excellent students.
- 6 • More pay for teaching methods and for adjunct faculty who teach in the integrated
- 7 program. The prep time for a method's course is beyond that of a normal course
- 8 • Someone to advise students when they do not belong in the program
- 9 • We need more graduates with minors in reading and math
- 10 • Method's block needs to be given a greater faculty weight
- 11 • Greater challenges for our academically able students
- 12 • Clearer expectations and rationale for mentor teachers.

13

14 Question 30: What additional resources do you recommend to make the elementary  
15 education program stronger?

16 ***Faculty's Comments:***

- 17 • A curricular library or resource room
- 18 • Better partnerships with the public schools
- 19 • At least one more faculty
- 20 • Stronger relationships with students (time/programs)
- 21 Funds for student research in education, student travel to conferences, funds for closer
- 22 mentoring of students.
- 23 • Money for improved facilities

- 1 • A teacher friendly, more practical math minor for elementary teachers
- 2 • Better access to computer labs
- 3 • A classroom designed to model a “typical” K-8 classroom where modeling can take
- 4 place
- 5 Lengthen the method’s course to maximize the potential to help students in their
- 6 classrooms

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

# Ferris State University Faculty Survey

## *Elementary Education*

Please indicate your level of agreement with each of the following statements about the Elementary Education program at Ferris State University.

**Q1 The Elementary Education program is consistent with the FSU Mission Statement.**

*Strongly Disagree* .....17.6%  
*Somewhat Disagree*.....0.0%  
*Neither Agree nor Disagree* .....0.0%  
*Somewhat Agree* .....29.4%  
*Strongly Agree* .....52.9%

**Q3 The Elementary Education program is an integral part of the College of Education and Human Services.**

*Strongly Disagree* .....17.6%  
*Somewhat Disagree*.....0.0%  
*Neither Agree nor Disagree* .....5.9%  
*Somewhat Agree* .....0.0%  
*Strongly Agree* .....64.7%

**Q2 Compared to the recent University Planning Document, the Elementary Education program is consistent with the objectives and goals of the School of Education at Ferris State University.**

*Strongly Disagree* .....5.9%  
*Somewhat Disagree*.....11.8%  
*Neither Agree nor Disagree* .....11.8%  
*Somewhat Agree* .....5.9%  
*Strongly Agree* .....52.9%

The next set of questions pertains to the **resources that support** this program. Please indicate your level of agreement with each of the following statements.

**Q4 The FSU administration at the college level provides the support the Elementary Education program needs to thrive and optimize its potential.**

*Strongly Disagree* .....35.3%  
*Somewhat Disagree*.....11.8%  
*Neither Agree nor Disagree* .....0.0%  
*Somewhat Agree* .....41.2%  
*Strongly Agree* .....11.8%

**Q5 The FSU administration at the School of Education level provides the support the Elementary Education program needs to thrive and optimize its potential.**

*Strongly Disagree* .....29.4%  
*Somewhat Disagree*.....17.6%  
*Neither Agree nor Disagree* .....0.0%  
*Somewhat Agree* .....47.1%  
*Strongly Agree* .....5.9%

**Q6 The College of Education and Human Services computer facilities are sufficient.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 35.3% |
| <i>Somewhat Disagree</i> .....          | 11.8% |
| <i>Neither Agree nor Disagree</i> ..... | 17.6% |
| <i>Somewhat Agree</i> .....             | 17.6% |
| <i>Strongly Agree</i> .....             | 17.6% |

**Q7 The College of Education and Human Services provides sufficient resources to the Elementary Education program.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 5.9%  |
| <i>Somewhat Disagree</i> .....          | 58.8% |
| <i>Neither Agree nor Disagree</i> ..... | 5.9%  |
| <i>Somewhat Agree</i> .....             | 35.3% |
| <i>Strongly Agree</i> .....             | 0.0%  |

The next set of questions pertains to the **coursework and preparedness of the students** to teach in Michigan upon completion of this program. Please indicate your level of agreement with each of the following statements.

**Q8 The Elementary Education curriculum meets the students' needs as future teachers.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 17.6% |
| <i>Somewhat Disagree</i> .....          | 29.4% |
| <i>Neither Agree nor Disagree</i> ..... | 0.0%  |
| <i>Somewhat Agree</i> .....             | 23.5% |
| <i>Strongly Agree</i> .....             | 29.4% |

**Q11 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the planned program.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 29.4% |
| <i>Somewhat Disagree</i> .....          | 11.8% |
| <i>Neither Agree nor Disagree</i> ..... | 0.0%  |
| <i>Somewhat Agree</i> .....             | 47.1% |
| <i>Strongly Agree</i> .....             | 11.8% |

**Q9 The coursework in the planned program and professional sequence of classes adequately prepares students to pass the Basic Skills portion of the Michigan Test for Teacher Certification.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 0.0%  |
| <i>Somewhat Disagree</i> .....          | 0.0%  |
| <i>Neither Agree nor Disagree</i> ..... | 29.4% |
| <i>Somewhat Agree</i> .....             | 52.9% |
| <i>Strongly Agree</i> .....             | 17.6% |

**Q12 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the professional sequence.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 35.3% |
| <i>Somewhat Disagree</i> .....          | 17.6% |
| <i>Neither Agree nor Disagree</i> ..... | 0.0%  |
| <i>Somewhat Agree</i> .....             | 23.5% |
| <i>Strongly Agree</i> .....             | 23.5% |

**Q10 The coursework in the students' content minors adequately prepare them to pass the Subject Area portions of the Michigan Test for Teacher Certification.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 11.8% |
| <i>Somewhat Disagree</i> .....          | 5.9%  |
| <i>Neither Agree nor Disagree</i> ..... | 0.0%  |
| <i>Somewhat Agree</i> .....             | 58.8% |
| <i>Strongly Agree</i> .....             | 17.6% |

**Q13 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the content area minors.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 47.1% |
| <i>Somewhat Disagree</i> .....          | 5.9%  |
| <i>Neither Agree nor Disagree</i> ..... | 5.9%  |
| <i>Somewhat Agree</i> .....             | 17.6% |
| <i>Strongly Agree</i> .....             | 23.5% |

**Q14 The Elementary Education program at Ferris State University appears to have prepared my students as a teacher as well as those elementary education students from other Michigan Universities.**

*Strongly Disagree* .....35.3%  
*Somewhat Disagree*..... 0.0%  
*Neither Agree nor Disagree* .....23.5%  
*Somewhat Agree* .....11.8%  
*Strongly Agree* .....29.4%

The following set of items assess your overall level of agreement with the following statements about the Elementary Education program at Ferris State University.

**Q15 The academic advising is effective.**

*Strongly Disagree* .....17.6%  
*Somewhat Disagree*.....35.3%  
*Neither Agree nor Disagree* ..... 0.0%  
*Somewhat Agree* .....17.6%  
*Strongly Agree* .....29.4%

**Q19 How many courses have you taught away from the Big rapids Campus for the Elementary Education program?**

82.4%

**Q16 The academic advising is consistent among advisors.**

*Strongly Disagree* .....23.5%  
*Somewhat Disagree*.....35.3%  
*Neither Agree nor Disagree* ..... 5.9%  
*Somewhat Agree* .....23.5%  
*Strongly Agree* ..... 5.9%

**Q20 Which campus do you teach the majority of your courses?**

82.4%

**Q17 The academic advising in content areas is helpful.**

*Strongly Disagree* .....17.6%  
*Somewhat Disagree*..... 0.0%  
*Neither Agree nor Disagree* .....23.5%  
*Somewhat Agree* .....35.3%  
*Strongly Agree* .....23.5%

**Q18 I have the proper number of academic advisees.**

*Strongly Disagree* .....17.6%  
*Somewhat Disagree*.....11.8%  
*Neither Agree nor Disagree* .....23.5%  
*Somewhat Agree* .....17.6%  
*Strongly Agree* .....23.5%



**Q21 I am satisfied with the offerings at FSU's satellite locations in the program.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 0.0%  |
| <i>Somewhat Disagree</i> .....          | 11.8% |
| <i>Neither Agree nor Disagree</i> ..... | 47.1% |
| <i>Somewhat Agree</i> .....             | 35.3% |
| <i>Strongly Agree</i> .....             | 5.9%  |

**Q22 The number of hours of teacher observation is adequate to prepare students to student teach.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 0.0%  |
| <i>Somewhat Disagree</i> .....          | 0.0%  |
| <i>Neither Agree nor Disagree</i> ..... | 5.9%  |
| <i>Somewhat Agree</i> .....             | 29.4% |
| <i>Strongly Agree</i> .....             | 52.9% |

**Q23 I am satisfied with the professionalism and effectiveness of FSU's College of Education Counselor, Mary Cline.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 0.0%  |
| <i>Somewhat Disagree</i> .....          | 0.0%  |
| <i>Neither Agree nor Disagree</i> ..... | 5.9%  |
| <i>Somewhat Agree</i> .....             | 47.1% |
| <i>Strongly Agree</i> .....             | 41.2% |

**Q24 I am satisfied with the professionalism and effectiveness of FSU's College of Education Teacher Certification Officer, Kelly Thompson.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 0.0%  |
| <i>Somewhat Disagree</i> .....          | 0.0%  |
| <i>Neither Agree nor Disagree</i> ..... | 5.9%  |
| <i>Somewhat Agree</i> .....             | 52.9% |
| <i>Strongly Agree</i> .....             | 41.2% |

**Q25 I would recommend FSU's Elementary Education program to someone considering a career as an elementary school teacher.**

|   |       |
|---|-------|
| <i>Strongly Disagree</i> .....          | 17.6% |
| <i>Somewhat Disagree</i> .....          | 5.9%  |
| <i>Neither Agree nor Disagree</i> ..... | 11.8% |
| <i>Somewhat Agree</i> .....             | 29.4% |
| <i>Strongly Agree</i> .....             | 35.3% |

**Q26 How easy is it for your advisees to find employment in the elementary education teaching field upon completion of their degree?**

|   |       |
|---|-------|
| <i>Difficult to Find</i> .....            | 29.4% |
| <i>Moderately Difficult to Find</i> ..... | 41.2% |
| <i>Moderately Easy to Find</i> .....      | 17.6% |
| <i>Easy to Find</i> .....                 | 11.8% |
| <i>Not Applicable</i> .....               | 0.0%  |

**Q27 Please rate the overall quality of the program in preparing future teachers.**

|                        |       |
|------------------------|-------|
| <i>Poor</i> .....      | 23.5% |
| <i>Fair</i> .....      | 29.4% |
| <i>Good</i> .....      | 5.9%  |
| <i>Very Good</i> ..... | 23.5% |
| <i>Excellent</i> ..... | 17.6% |

**Q28 Based on your work experience, please identify 2 or 3 strengths of the program.**

70.6%

**Q29 Based on your work experience, please make 2 or 3 suggestions to further strengthen the program.**

76.5%

**Q30 What additional resources do you recommend to make the elementary education program more successful?**

64.7%

Thank you for taking the time to complete the survey.

**Q19**

**How many courses have you taught away from the Big rapids...**

None

One

None

none

none

None

One

None

none

One

All

none

I have taught at Traverse City, Big Rapids and the Grand Rapids campus sites.

Total courses equal about 6. Note, I am an adjunct faculty.

None

**Q20**

**Which campus do you teach the majority of your courses?**

Big Rapids

Big Rapids

BR

FSU main campus

FSU main campus

Big Rapids

Big Rapids

BR

FSU main campus

Big Rapids

GR

Big Rapids

Grand Rapids

Main

**Q28**

**Based on your work experience, please identify 2 or 3 strengths of the program.**

The program's revised field experience assignments The quality of the majority of professors

1)Quality of field-based experiences. 2)Integrated nature of the methods courses.

A good variety of courses. High GPA requirements

integrated studies

Quality of faculty. Better out-of-class experiences

Improved field experiences for students

Better GPA requirements for students

Student centered focus Flexibility with transfer credits Flexibility of timing of course offerings

transferability/ease of transfer multiple locations evening classes

Small enough to know, care for all students.

Our best ed ed students are excellent--so we are attracting good students. Just need more!

Most of the ed ed professors are truly passionate about their work.

**Q29**

**Based on your work experience, please make 2 or 3 suggestions to improve the program.**

Curricular mapping of the program Deal with the grade inflation issue

1) Create a center for advising. 2) More frequent supervision of student teachers done by full-time faculty (instead of such a heavy reliance upon adjuncts to serve this purpose).

Too much overlap- look at curriculum for this. Include a variety of reading techniques and assessments not just miscue analysis.

Far more preparation and planning time and pay for the integrated studies to be fully affective. It could be great but the support is weak both for prep time needed and pay for that prep time.

Curriculum issues

Better advising

Streamline course offerings to reduce redundancy

DO NOT require the reduction of hours in the program

Consistency between campuses, continue to hold meetings for off-campus locations. Welcome them.

Better screening/higher standards for those admitted into the el ed program. I have seen too many students who would not make effective teachers. No one advises them to consider another career. I would not want many of them to teach any of my children!

Too many students in the Elem Program are coming out with dual minors in LA and SocStudies. With competition for jobs and NCLB, we need more grads with minors in Reading and Math!!!

More tenure-track faculty and less reliance on adjuncts. Targeted recruitment of excellent students.

Methods block needs to be a full load.

**Q30**

**What additional resources do you recommend to make the elementary education program stronger?**

A curricular resource library Better partnerships with the public schools (PDS) Opportunity to share expectatiios and ratinales with the mentoring teachers

1) Those resources necessary to create a center for student advising for the COEHS. 2) At least one classroom designed specifically to "model" a typical K-8 classroom.

More faculty

More time and money for preparation for the integrated course. Also the course should be longer to really maximize the potention of its help for students as they enter classrooms and work with other teachers.

Stronger relationships with students (time/programs)

Money for improved facilities

More faculty

Better access to technology (computer labs), and dedicated el ed classrooms with larger space and integrated curriculum lab.

A teacher friendly, more practical math minor for elementary teacher grads.

Funds for student research in education, student travel to conferences, funds for closer mentoring of students who are academically challenged

# Ferris State University Faculty Survey

## Elementary Education

Please indicate your level of agreement with each of the following statements about the Elementary Education program at Ferris State University.

- Q1 The Elementary Education program is consistent with the FSU Mission Statement.**
- Strongly Disagree* ..... 3
  - Somewhat Disagree*..... 0
  - Neither Agree nor Disagree* ..... 0
  - Somewhat Agree* ..... 5
  - Strongly Agree* ..... 9

- Q3 The Elementary Education program is an integral part of the College of Education and Human Services.**
- Strongly Disagree* ..... 3
  - Somewhat Disagree*..... 0
  - Neither Agree nor Disagree* ..... 1
  - Somewhat Agree* ..... 0
  - Strongly Agree* ..... 11

- Q2 Compared to the recent University Planning Document, the Elementary Education program is consistent with the objectives and goals of the School of Education at Ferris State University.**
- Strongly Disagree* ..... 1
  - Somewhat Disagree*..... 2
  - Neither Agree nor Disagree* ..... 2
  - Somewhat Agree* ..... 1
  - Strongly Agree* ..... 9

The next set of questions pertains to the **resources that support** this program. Please indicate your level of agreement with each of the following statements.

- Q4 The FSU administration at the college level provides the support the Elementary Education program needs to thrive and optimize its potential.**
- Strongly Disagree* ..... 6
  - Somewhat Disagree*..... 2
  - Neither Agree nor Disagree* ..... 0
  - Somewhat Agree* ..... 7
  - Strongly Agree* ..... 2

- Q5 The FSU administration at the School of Education level provides the support the Elementary Education program needs to thrive and optimize its potential.**
- Strongly Disagree* ..... 5
  - Somewhat Disagree*..... 3
  - Neither Agree nor Disagree* ..... 0
  - Somewhat Agree* ..... 8
  - Strongly Agree* ..... 1

**Q6 The College of Education and Human Services computer facilities are sufficient.**

- Strongly Disagree* ..... 6
- Somewhat Disagree*..... 2
- Neither Agree nor Disagree* ..... 3
- Somewhat Agree* ..... 3
- Strongly Agree* ..... 3

**Q7 The College of Education and Human Services provides sufficient resources to the Elementary Education program.**

- Strongly Disagree* ..... 1
- Somewhat Disagree*..... 10
- Neither Agree nor Disagree* ..... 1
- Somewhat Agree* ..... 6
- Strongly Agree* ..... 0

The next set of questions pertains to the **coursework and preparedness of the students** to teach in Michigan upon completion of this program. Please indicate your level of agreement with each of the following statements.

**Q8 The Elementary Education curriculum meets the students' needs as future teachers.**

- Strongly Disagree* ..... 3
- Somewhat Disagree*..... 5
- Neither Agree nor Disagree* ..... 0
- Somewhat Agree* ..... 4
- Strongly Agree* ..... 5

**Q11 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the planned program.**

- Strongly Disagree* ..... 5
- Somewhat Disagree*..... 2
- Neither Agree nor Disagree* ..... 0
- Somewhat Agree* ..... 8
- Strongly Agree* ..... 2

**Q9 The coursework in the planned program and professional sequence of classes adequately prepares students to pass the Basic Skills portion of the Michigan Test for Teacher Certification.**

- Strongly Disagree* ..... 0
- Somewhat Disagree*..... 0
- Neither Agree nor Disagree* ..... 5
- Somewhat Agree* ..... 9
- Strongly Agree* ..... 3

**Q12 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the professional sequence.**

- Strongly Disagree* ..... 6
- Somewhat Disagree*..... 3
- Neither Agree nor Disagree* ..... 0
- Somewhat Agree* ..... 4
- Strongly Agree* ..... 4

**Q10 The coursework in the students' content minors adequately prepare them to pass the Subject Area portions of the Michigan Test for Teacher Certification.**

- Strongly Disagree* ..... 2
- Somewhat Disagree*..... 1
- Neither Agree nor Disagree* ..... 0
- Somewhat Agree* ..... 10
- Strongly Agree* ..... 3

**Q13 The FSU College of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) are high enough for the content area minors.**

- Strongly Disagree* ..... 8
- Somewhat Disagree*..... 1
- Neither Agree nor Disagree* ..... 1
- Somewhat Agree* ..... 3
- Strongly Agree* ..... 4

**Q14 The Elementary Education program at Ferris State University appears to have prepared my students as a teacher as well as those elementary education students from other Michigan Universities.**

- Strongly Disagree* ..... 6
- Somewhat Disagree*..... 0
- Neither Agree nor Disagree* ..... 4
- Somewhat Agree* ..... 2
- Strongly Agree* ..... 5

The following set of items assess your overall level of agreement with the following statements about the Elementary Education program at Ferris State University.

**Q15 The academic advising is effective.**

- Strongly Disagree* ..... 3
- Somewhat Disagree*..... 6
- Neither Agree nor Disagree* ..... 0
- Somewhat Agree* ..... 3
- Strongly Agree* ..... 5

**Q19 How many courses have you taught away from the Big rapids Campus for the Elementary Education program? (SIC)**

14

**Q16 The academic advising is consistent among advisors.**

- Strongly Disagree* ..... 4
- Somewhat Disagree*..... 6
- Neither Agree nor Disagree* ..... 1
- Somewhat Agree* ..... 4
- Strongly Agree* ..... 1

**Q20 Which campus do you (SIC) teach the majority of your courses?**

14

**Q17 The academic advising in content areas is helpful.**

- Strongly Disagree* ..... 3
- Somewhat Disagree*..... 0
- Neither Agree nor Disagree* ..... 4
- Somewhat Agree* ..... 6
- Strongly Agree* ..... 4

**Q18 I have the proper number of academic advisees.**

- Strongly Disagree* ..... 3
- Somewhat Disagree*..... 2
- Neither Agree nor Disagree* ..... 4
- Somewhat Agree* ..... 3
- Strongly Agree* ..... 4

**Q21 I am satisfied with the offerings at FSU's satellite locations in the program.**

|   |   |
|---|---|
| <i>Strongly Disagree</i> .....          | 0 |
| <i>Somewhat Disagree</i> .....          | 2 |
| <i>Neither Agree nor Disagree</i> ..... | 8 |
| <i>Somewhat Agree</i> .....             | 6 |
| <i>Strongly Agree</i> .....             | 1 |

**Q22 The number of hours of teacher observation is adequate to prepare students to student teach.**

|   |   |
|---|---|
| <i>Strongly Disagree</i> .....          | 0 |
| <i>Somewhat Disagree</i> .....          | 0 |
| <i>Neither Agree nor Disagree</i> ..... | 1 |
| <i>Somewhat Agree</i> .....             | 5 |
| <i>Strongly Agree</i> .....             | 9 |

**Q23 I am satisfied with the professionalism and effectiveness of FSU's College of Education Counselor, Mary Cline.**

|   |   |
|---|---|
| <i>Strongly Disagree</i> .....          | 0 |
| <i>Somewhat Disagree</i> .....          | 0 |
| <i>Neither Agree nor Disagree</i> ..... | 1 |
| <i>Somewhat Agree</i> .....             | 8 |
| <i>Strongly Agree</i> .....             | 7 |

**Q24 I am satisfied with the professionalism and effectiveness of FSU's College of Education Teacher Certification Officer, Kelly Thompson.**

|   |   |
|---|---|
| <i>Strongly Disagree</i> .....          | 0 |
| <i>Somewhat Disagree</i> .....          | 0 |
| <i>Neither Agree nor Disagree</i> ..... | 1 |
| <i>Somewhat Agree</i> .....             | 9 |
| <i>Strongly Agree</i> .....             | 7 |

**Q25 I would recommend FSU's Elementary Education program to someone considering a career as an elementary school teacher.**

|   |   |
|---|---|
| <i>Strongly Disagree</i> .....          | 3 |
| <i>Somewhat Disagree</i> .....          | 1 |
| <i>Neither Agree nor Disagree</i> ..... | 2 |
| <i>Somewhat Agree</i> .....             | 5 |
| <i>Strongly Agree</i> .....             | 6 |

**Q26 How easy is it for your advisees to find employment in the elementary education teaching field upon completion of their degree?**

|   |   |
|---|---|
| <i>Difficult to Find</i> .....            | 5 |
| <i>Moderately Difficult to Find</i> ..... | 7 |
| <i>Moderately Easy to Find</i> .....      | 3 |
| <i>Easy to Find</i> .....                 | 2 |
| <i>Not Applicable</i> .....               | 0 |

**Q27 Please rate the overall quality of the program in preparing future teachers.**

|                        |   |
|------------------------|---|
| <i>Poor</i> .....      | 4 |
| <i>Fair</i> .....      | 5 |
| <i>Good</i> .....      | 1 |
| <i>Very Good</i> ..... | 4 |
| <i>Excellent</i> ..... | 3 |

**Q28 Based on your work experience, please identify 2 or 3 strengths of the program.**

12



**Q29 Based on your work experience, please make 2 or 3 suggestions to further strengthen the program.**

8

**Q30 What additional resources do you recommend to make the elementary education program more successful?**

8

Thank you for taking the time to complete the survey.

# Elementary Education

APRC 2005-2006

section 3 of 6

1 **Advisory committee perceptions: The purpose of this survey is to obtain**  
2 **information from the members of the program advisory committee regarding this**  
3 **curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that**  
4 **might affect job placement (both positively and adversely), and other relevant**  
5 **information. Recommendations for improvement must be sought from this group.**  
6 **In the event that program does not have an advisory committee, a group of**  
7 **individuals may be identified to serve in that capacity on a temporary basis.**

8

9 A newly formed advisory group is currently being assembled. Recommendations  
10 for improvement to the program are sought from classroom teachers and administrators  
11 throughout the year as they work with our pre-service and student teachers.

12 Because of their feedback about wanting a regularly scheduled time for our pre-  
13 student teachers to be in their classrooms, in the winter 2006, pre-student teachers will be  
14 assigned to elementary classrooms for two full days a week for a continuous 5-6 week  
15 period. The other weeks in the semester, they will attend classes where they will learn  
16 classroom management techniques and how to integrate content areas.

17 Other feedback we have received from classroom teachers is that some of our  
18 students are weak in written expression. Therefore, a greater emphasis is being made to  
19 provide multiple opportunities for students to hone their writing skills in the minor and in  
20 the professional sequence classes.

21 We have learned that many public school districts in Michigan use the Seven  
22 Traits of Writing program. This program was not taught in any of our classes, but since

1 learning of the need for training, it will be included in the language arts portion of the  
2 methods courses.

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

# Section Three:

## Program Profile

|  |             |
|--|-------------|
| <b>A. Profile of Students.....</b>                       | <b>3-1</b>  |
| <b>B. Enrollment.....</b>                                | <b>3-13</b> |
| <b>C. Program Capacity.....</b>                          | <b>3-16</b> |
| <b>D. Retention and Graduation.....</b>                  | <b>3-17</b> |
| <b>E. Access.....</b>                                    | <b>3-21</b> |
| <b>F. Curriculum.....</b>                                | <b>3-24</b> |
| <b>G. Quality of Instruction.....</b>                    | <b>3-27</b> |
| <b>H. Composition and Quality of Faculty.....</b>        | <b>3-31</b> |
| <b>I. Service to Non-Majors.....</b>                     | <b>3-47</b> |
| <b>J. Degree Program Cost and Productivity Data.....</b> | <b>3-42</b> |
| <b>K. Assessment and Evaluation.....</b>                 | <b>3-43</b> |
| <b>L. Administration Effectiveness.....</b>              | <b>3-45</b> |

1 **SECTION III: Program Profile-Include Administrative Program Review document**  
2 **in this section. Provide the number and percentage for the variable addressed for**  
3 **each of the years since inception (for new programs) or the last program review.**

4 **A. Profile of Students**

5 **1) Student Demographic Profile.**

6 Rapid growth of student population has remained a constant for the Elementary  
7 Education Program. Since the inception of the program in 2000, the growth rate was at  
8 58% in 2001, 28% in 2002, and 16% in 2003. In 2004 the program had a decrease in  
9 enrollment resulting in a 1% loss. In numbers, our program has grown from 110 students  
10 during the 2000/01 year to 361 during 2004/05.

11 **a) Gender, race/ethnicity, age (use annual institutional data).**

12 Demographical information collected in reference to students enrolled during the  
13 2000-2004 academic years resulted in the following findings. The average male  
14 population of enrolled students is 15.5% of the total or average ratio of 16 males to every  
15 100 female students. Minority students average 9.4% of the overall enrollment, with  
16 African-American students being the highest represented minority in the program. The  
17 most under-represented group is that of Hispanic students. There has been a trend of  
18 decreased enrollment among minority students, with a .9% increase from the 2003 to  
19 2004 academic years.

20 **b) In-state and out-of-state.**

21 The Elementary Education enrollment consists primarily of in-state students  
22 attending full time. The program has not had a significant number of out-of-state  
23 students. The Midwest Student Exchange Program offers some financial relief for

1 Elementary Education students who want to attend Ferris from other states. But, thus far,  
 2 we have not seen growing numbers of students from other states coming to Ferris.

3 The average age of students enrolled in the program has increased each year.

4 This is most likely due to the increase of enrolled nontraditional students.

| <b>Demographics</b>    | <b>2000</b> | <b>%</b> | <b>2001</b> | <b>%</b> | <b>2002</b> | <b>%</b> | <b>2003</b> | <b>%</b> | <b>2004</b> | <b>%</b> |
|------------------------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
| Males                  | 14          | 15.5%    | 48          | 8.7%     | 63          | 21%      | 63          | 17.2%    | 72          | 17.1%    |
| Females                | 96          | 87.2%    | 215         | 81.7%    | 300         | 82.6%    | 365         | 85.2%    | 349         | 82.9%    |
| Average Age            | 21.3        |          | 21.7        |          | 22.3        |          | 22.6        |          | 23.2        |          |
| African-American       | 15          | 13.6%    | 19          | 8.1%     | 15          | 4.1%     | 24          | 5.6%     | 22          | 5.6%     |
| Hispanic               | 0           | 0        | 1           | .38%     | 1           | .27%     | 1           | .23%     | 1           | .25%     |
| Native-American        | 0           | 0        | 2           | .76%     | 4           | 1.1%     | 4           | .93%     | 3           | .76%     |
| Asian-Pacific Islander | 2           | 1.8%     | 1           | .38%     | 3           | .82%     | 2           | .46%     | 3           | .76%     |
| Caucasian              | 89          | 15%      | 234         | 9.62%    | 330         | 6.29%    | 383         | 7.22%    | 362         | 92.6%    |
| Total Enrollment       | 110         |          | 263         |          | 363         |          | 428         |          | 421         |          |

5 **c) Full-time and part-time.**

6 The following chart includes both on and off campus students. The majority of  
 7 our students attend full-time, but approximately 25% of our students attend part-time.

8 **d) Attend classes during the day, in the evenings, and on weekends.**

| <b>Attendance</b> | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> |
|-------------------|-------------|-------------|-------------|-------------|-------------|
| In-state          | 108         | 257         | 354         | 423         | 411         |
| Out-of-state      | 0           | 2           | 2           | 1           | 2           |
| Full-time         | 100         | 242         | 323         | 362         | 339         |
| Part-time         | 10          | 21          | 40          | 65          | 82          |
| On-line/Mixed     | 0           | 0           | 0           | 0           | 0           |
| Total Enrollment  | 110         | 263         | 363         | 428         | 421         |

9

10 According to the 2004/05 Fact Book (Institutional Research and Testing), 361  
 11 students attended FSU in 2004/05 on-campus and 61 attended off-campus.

12

1           **f) Enrolled in 100% on-line and/or mixed delivery courses.**

2           State guidelines prohibit coursework for individuals seeking initial certification to  
3 be fully delivered online; there are no students who are completing their program  
4 requirements 100% online or via mixed delivery. Courses are presented during daytime,  
5 evening and weekend formats on four different campuses. At this time, the program  
6 does not support 100% online delivery. The nature of course material differs and some  
7 courses do not lend themselves well to digital delivery.

8           **g) Discuss how the information presented in (a) through (f) impacts the**  
9           **curriculum, scheduling, and/or delivery methods in the program.**

10          The impact of the demographics of students on planning and delivery is varied.  
11 We need to recruit more minorities into the program and perhaps provide additional  
12 academic support for students who need it. We are pleased with the number of males in  
13 the program, but would like to see those numbers grow.

14          Courses are offered in the late afternoon, evenings, and on weekends to  
15 accommodate part-time students who are working full time. Summer enrollment on FSU  
16 satellite campuses helps students live at home, but to continue their program of study  
17 during the summer months.

18          A small percentage of our courses are offered online. Faculty schedule classes in  
19 the winter and fall after polling students about their upcoming needs. They also look at  
20 the number of students enrolled in prerequisites courses to determine future needs.

21          **2) Quality of Students.**

22                 **a) What is the range and average GPA of all students currently enrolled in**  
23                 **the program? ACT? Comment on this data.**



1           **b) What are the range and average GPA's of students graduating from the**  
2           **program? ACT? Comment on this data.**

3           **c) In addition to ACT and GPA, identify and evaluate measures that are used**  
4           **to assess the quality of students entering the program.**

5           The average GPA for students enrolled in the program has increased through the  
6           initial years. The average GPA over this period grew at a rate of 1.3% annually, with a  
7           GPA of 2.897 as the overall average for the five year period. The minimum GPA for the  
8           five year period was .967 with a GPA of 1.67 as the overall minimum average. The  
9           maximum GPA for the period was 4.0, with a GPA 3.99 as the average maximum.

10          Ferris State University accepts students into the university with the following  
11          qualifications: an ACT score of 16 or better or a high school GPA of 2.35. The average  
12          ACT score among enrolled students in the program is slightly higher, an overall average  
13          for the years since program introduction of 18.72. The maximum ACT score of enrolled  
14          students in 31 for this period with 11 being the minimum score. This outlier could be  
15          explained by several situations: transfer students or high GPA students. The scores have  
16          increased as student enrollment as grown.

17          Scores for all students who take the Basic Skills test are reported regularly to  
18          faculty as well as subject area test scores of the Michigan Test for Teacher Certification  
19          (MTTC). Faculty have access to students' transcripts to see how they have performed in  
20          their general education classes. Students may not enter the teacher education program  
21          with less than a B in ENGL 150 and ENGL 250.

22          Syllabi are shared between on-campus and off-campus faculty to promote  
23          consistent assessment and evaluation of students. Three separate field experiences are

1 required before graduation. These field experiences provide faculty with input from three  
2 classroom mentor teachers, as well as feedback from course assignments, to help  
3 determine the teacher candidate's potential as an elementary teacher.

| <b>Academic Qualities</b> | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| FSU Avg. GPA              | 2.792       | 2.814       | 2.882       | 2.947       | 3.054       |
| FSU Min. GPA              | 1.674       | 1.073       | 1.325       | 1.66        | .967        |
| Max GPA                   | 3.974       | 4.0         | 4.0         | 4.0         | 4.0         |
| Avg. ACT                  | 17.8        | 18.7        | 19.1        | 18.9        | 19.1        |
| Min. ACT                  | 11          | 12          | 11          | 11          | 11          |
| Max ACT                   | 25          | 30          | 30          | 31          | 31          |

4

5 **d) Identify academic awards (e.g., scholarships or fellowships) students in the**  
6 **program have earned. Comment on the significance of these awards to the**  
7 **program and students.**

8 Students in the elementary education program have revitalized the Kappa Delta  
9 Pi, an honorary educational society, to honor students who have a high grade point (3.0  
10 and above). Due to lack of participation when many of the initial students in the society  
11 graduated, the organization became inactive. Currently, the membership is up to 25  
12 active members. This group has had two service based projects this past year that served  
13 to improve the lives of children, adults, and FSU students. Monies from their Cans for  
14 the Needy drive were used to support five Mecosta county organizations. Monies from  
15 the *Scholastic* book fair went to purchase books for the FLITE library collection of  
16 children's books. Due to the hard work of the members of this group, it received a five  
17 star rating from the campus Student Leadership Association. Because of this five star  
18 rating, members will receive additional funding in 2005-2006 that will help to support

1 their attendance at a national conference. Angelina Robbins is currently the president of  
2 Kappa Delta Pi and Drs. Hines and Lashaway-Bokina have co-sponsored this group.

3 Two other professional organizations are now active and their membership is  
4 increasing; The Association of Future Educators and Phi Delta Kappa. The Association  
5 of Future Educators has a membership of approximately fifty students with a 50% active  
6 membership. Collaboration between this association and Kappa Delta Pi took place this  
7 year during the *Scholastic Book* drive.

8 Each spring the secondary and elementary education faculty are asked to  
9 nominate outstanding students within their program. Recipients and their guests are  
10 invited to attend the annual Alumni Banquet where they are recognized for their  
11 achievements. Although there is not a financial benefit to this award, it is considered to  
12 be an honor to receive the award. Elementary Education recipients of this award have  
13 been Lindsey McTaggart (2002-03), Catherine Wirth and Richard Hawley in (2003-04),  
14 and Autumn Park (2004-05).

15 In addition, each year the Alumni Association and the School of Education offer  
16 Alumni scholarships based on recommendations from the faculty. This award has grown  
17 in monetary value and has been available to a greater number of students as FSU alumni  
18 have become more active. In 2003-04, Lisa Janofski was the recipient of an alumni  
19 scholarship and in 2004-05 Stephanie Fetterley and Angelina Robbins were the recipients

20 Delta Kappa Gamma, an honorary professional society for teacher educators,  
21 provided three scholarships to perspective teachers in 2002-2004. This organization's  
22 membership consists of outstanding teachers and administrators throughout the world. Its  
23 main purpose is to recognize and to provide support for active, retired, and potentially

1 outstanding future teachers. To qualify for this scholarship, students must show a need,  
2 leadership ability, and above average scholarship. Lisa Janofski also received this  
3 scholarship in 2002-03. Laura Kingsley and Jill Swett were the recipients in 2003-04.

4 These awards are beneficial to our students both professionally and financially.  
5 With the cost of university tuition on the rise, students appreciate the monies that  
6 accompany the honors. Additionally, awards for scholarship reflected on students'  
7 resumes add strength to the resume.

8 **e) What scholarly/creative activities (e.g., symposium presentations, other  
9 presentations or awards) have students in the program participated in?**

10 **Comment on the significance of these activities to the program and students.**

11 Four language arts students attended and worked as facilitators at the Michigan  
12 Reading Conference last year (2004-2005). As student workers, they were allowed to  
13 attend any of the conference sessions and received free room and board. Part of their  
14 responsibilities were to help facilitate the distribution of materials, staff the HELP desk,  
15 and to direct conference participants toward rooms where individual conference sessions  
16 were taking place.

17 As a result of their volunteer work, students' names appeared in a post-conference  
18 newsletter with an appreciative note from the president of the Michigan Reading  
19 Association. Their participation provided a visible presence of Ferris State University  
20 and its growing teacher education program.

21 Many of our students are also outstanding athletes and are rewarded for their  
22 talents by winning All-State or District recognition. Lucy Demartin, Stephanie Benear,

1 Melissa Worsley, Rachel Cox, Alaina Olds, and others, have represented our department  
2 and the university with distinction.

3 **f) What are other accomplishments of students in the program? Comment on**  
4 **the significance of these accomplishments to the program and students.**

5 Although the elementary education faculty expects our students to be  
6 very successful and to eventually bring many honors to the program, at this time, due to  
7 the newness of the program, other accomplishments are unknown.

8 **3) Employability of students.**

9 **a) How many graduates have become employed full-time in the field within one**  
10 **year of receiving their degree? Comment on this data.**

11 The first graduating class for this program was in 2003. The Administrative  
12 Program Review 2004 published by Institutional Research and Testing indicated that  
13 during the 02/03 academic year, 13 students graduated from the Elementary Education  
14 Program. The next year, (2003/2004) 31 students graduated.

15 The lack of immediate employment for graduates of the program is determined by  
16 two major factors: the current economic status of schools in the state of Michigan and  
17 the lack of graduate motivation to move outside of their own locales to urban areas or to  
18 move out-of-state. The economies of the school districts in the rural and suburban areas  
19 of Michigan have restricted the hiring of additional personnel. However, the two largest  
20 urban districts in the state (Grand Rapids Public Schools and Detroit Public Schools)  
21 have difficulty finding highly qualified teachers to work with their diverse populations.  
22 Additionally, representatives from other states actively recruit Michigan teachers each  
23 year due to shortages in their regions.

1           The Elementary Graduate Survey frequency statistical report  
2   (Institutional Research and Testing, 08/05) indicated that half of the responding graduates  
3   are currently employed as an educator (number of respondents 30). Of the respondents  
4   who indicated that they were employed (15) students, 11 of them were employed full-  
5   time, one was part-time, and eight others indicated that they were employed on a  
6   temporary basis as a substitute teacher. Question five on the elementary education  
7   graduate survey asked, In what state or province you are employed? The report indicated  
8   that 21 students identified Michigan as their state of employment. This information is  
9   different than that reported the year before in the Administrative Program Review due to  
10  the later publication which included eight, 2005 graduates.

11           The employability of FSU graduates is consistent with the number of graduates  
12  from other Michigan Universities who are employed within the state. As stated earlier in  
13  this report, the State Board of Education is aware that many teachers are leaving  
14  Michigan to seek employment elsewhere and have placed a moratorium on the  
15  establishment of any new teacher education programs until the study is complete.

16           **b) What is the average starting salary of graduates who become employed**  
17           **full-time in the field since inception (for new programs) or the last program**  
18           **review? Compare with regional and national trends.**

19           The graduate survey did not address the issue of starting salaries.

20           “According to the American Federation of Teachers, beginning teachers with a  
21  bachelor’s degree earned an average of \$30,719 in the 2001-02 school year  
22  (<http://bls.gov/oco/ocos069.htm>)

1           A *Detroit Free Press Education News* article (July 5, 2003) reported that , “New  
2 teachers in Michigan earn an average starting salary of \$32,649.” This figure places them  
3 eighth highest in the country. ([www.freep.com/news/education/pay5\\_20030705.htm](http://www.freep.com/news/education/pay5_20030705.htm))  
4 Nationally, beginning teachers received \$30,719. These figures were based on teachers’  
5 salaries during the 2001-2002 school year.

6           A report based on revised data from state departments of education compiled by  
7 the American Federation of Teachers for 2002-2003 about beginning teachers reflected a  
8 small gain in beginning teachers’ salaries. A 2.9 increase took place which placed  
9 beginning salaries at \$33,596.

10           **c) How many graduates have become employed as part-time or temporary**  
11           **workers in the field within one year of receiving their degree? Comment on**  
12           **this data.**

13           Respondents who identified themselves as full-time, part-time employees or  
14 substitute teachers in the Institutional Testing survey, have not had sufficient time to  
15 work a full year. The program has graduated a limited number of students in the past two  
16 years. With this limited amount of data available, it is estimated that around 30-40  
17 percent of our recent graduates are employed in education in some capacity.

18           **d) Describe the career assistance available to the students. What is student**  
19           **perception of career assistance?**

20           Career assistance begins during FSU classes that new students are required to take  
21 and during faculty advising that takes place each semester. As teaching positions become  
22 available, faculty and staff post vacancy announcements, provide websites where  
23 employers post openings, provide training in interviewing techniques, and assist students

1 in the application process by completing references. Ferris students can meet potential  
2 employers in a face-to-face recruiting environment at the career job fairs that are offered  
3 each semester.

4 Graduate survey respondents requested that this area of the program be  
5 strengthened and that more instruction in the areas of career searches and preparation be  
6 instituted. The committee will work with the recruiting office to see how they can assist  
7 in this area.

8 **e) How many graduates continue to be employed in the field? Comment on**  
9 **this data.**

10 Students have not been employed in their profession long enough to plot the  
11 data. To this date, the program has only graduated around 45 students. During the next  
12 program review, information will be available to assess the rate of FSU students who  
13 leave teaching after the first year or two.

14 **f) Describe and comment on the geographic distribution of employed**  
15 **graduates.**

16 According to the 08/05 Institutional Research Report, one student was employed  
17 in FL, one in IL, 21 in MI, and 1 one in Virginia. Feedback to department faculty since  
18 the distribution of this report is that one of our students has been employed in the Reed  
19 City School District, two have been employed in the Norfolk, Virginia School District,  
20 two have secured positions in FL, one has been employed at the Big Rapids Charter  
21 School (Crossroads), and one has secured a position in Las Vegas, NV.

22 **g) How many students and/or graduates go on for additional educational**  
23 **training? (Give annual average.) Comment on this data.**



1 All provisionally certified teachers in the state of Michigan must obtain additional  
2 credit hours within five years to maintain their certification. Ferris offers numerous  
3 pathways for the attainment of these credit hours at the undergraduate level and graduate  
4 level. Given the enrollment in the graduate studies program in the School of Education  
5 exceeds 500 students, it is apparent that many students return to Ferris. However,  
6 graduates may obtain their additional education at any college or university offering  
7 teacher education programs. The legislation states that within a five year period after the  
8 provisional certification has been issued, teachers must continue their training through the  
9 acquisition of an additional 18 credit hours in a planned program through a School of  
10 Education.

11 Ferris offers a graduate degree program (M.Ed.) with concentrations in  
12 Curriculum and Instruction, Special Education, Reading, Educational Administration, and  
13 Content Specialization to facilitate the continuing education process. An additional  
14 concentration is currently being proposed for National Board of Professional Teaching  
15 Standards (NBPTS) and has been approved at the college level. A number of the  
16 graduate program courses in teacher education are offered on-line to assist off-campus  
17 and working students to obtain the additional 18 credit hours.

18 **h) Where do most students and/or graduates obtain their additional**  
19 **educational training? Comment on this data.**

20 Most FSU graduates return to Ferris to attend graduate school. The large numbers  
21 of students enrolled in our graduate programs who teach in the area attest to this trend.  
22 The number of transfer students into the graduate program is increasing, but not by

1 significant amounts at this time. Most of our current transfer students are from Central  
2 Michigan University or Michigan State University.

3 **B. Enrollment**

4 **1) What is the anticipated fall enrollment for the program?**

5 The enrollment for the fall semester of 2005 is expected to remain constant at  
6 approximately 350 students. While the pattern has been increased growth it is anticipated  
7 that the program will see a leveling off and maintain current enrollment levels.

8 **2) Have enrollment and student credit hour production (SCH) increased or  
9 decreased since the last program review? Supply a table and comment on  
10 any enrollment trends.**

11 Given that this is the initial program review for the elementary education  
12 program, there is no baseline for the comparison of growth from previous review periods.  
13 Additionally, the data regarding the student credit hours (SCH) is not disaggregated  
14 except for those in the Language Arts minor. Table A identifies the SCH for the School  
15 of Education and the disaggregated data for the EDLA minor.

16 **Table A**

|      | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|------|-----------|-----------|-----------|-----------|
| EDUC | 404.7     | 413.78    | 411.85    | 399.17    |
| EDLA | 0         | 0         | 764.3     | 504.32    |

17  
18 The School of Education SCH has remained constant with little statistical  
19 variation during the targeted review period. However, there was a marked decline in the  
20 SCH associated with the EDLA minor during the academic years of 2002-2003 and

1 2003-2004. This decline is directly associated with the addition of two full-time faculty  
2 members during that period.

3 A comparison of the SCH associated with the School of Education and the  
4 University SCH (Table B) note that while there is some variation within the student credit  
5 hours; it is of little statistical significance.

6 **Table B**

|            | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|------------|-----------|-----------|-----------|-----------|
| University | 451.32    | 446.69    | 439.43    | 454.22    |

7

8 **3) Since the last program review, how many students apply to the program**  
9 **annually?**

10 According to December 20, 2004 Weekly Enrollment Report/Institutional  
11 Research and Testing report, 373 students applied for the Elementary Education program.  
12 Teacher candidates are not admitted to the teacher education program until they have  
13 completed most of their General Education and Level One courses, passed the Basic  
14 Skills test, and have the appropriate grade point average in their content area minors that  
15 students are actually admitted to the program. Elementary Education students are  
16 required to meet with their advisor every semester before enrolling in classes. Students  
17 who have met the above requirements have their adviser holds lifted and are admitted  
18 into Elementary Education classes at Level Two.

19 **4) Of those who apply, how many and what percentage are admitted?**

20 Of the 2004 fall 373 applicants, 99% (370) were accepted.

21

1 **5) Of those who are admitted, how many and what percentage enroll?**

2 Approximately 95% of students who have completed the requirements and met  
3 with their advisor to have the hold released continue with the Elementary Education  
4 program. Infrequently, a student will request to transfer to another department or to  
5 enroll in the Secondary Teacher Education program.

6 **6) What are the program's current enrollment goals, strategy, and efforts to**  
7 **maintain/increase/decrease the number of students in the program? Please explain.**

8 Because of the over reliance on adjunct faculty, it is not in the best interest of our  
9 students to increase the demand on current faculty's teaching loads. Therefore, our goal  
10 is to retain the students we have by providing quality instruction and service. As new  
11 faculty are hired, we will vigorously recruit new students.

12 This year, two tenure track faculty members have been hired to address the needs  
13 of our students and to maintain consistency within the program between campuses. Until  
14 this fall, the program relied heavily upon numerous adjunct instructors for level one and  
15 level 2 method's courses assistance. Although our adjunct faculty have tried to meet the  
16 needs of our students, they do not attend department meetings or attend content area  
17 conferences frequently to keep familiar with new trends or state mandates.

18 One of the new faculty members will teach on-campus physical education courses  
19 in the elementary and secondary programs. The second, will share his time between the  
20 Big Rapids and Grand Rapids campuses and teach mathematics, science, and technology  
21 courses. This semester, he will only be on-campus one day a week. As on- and off-  
22 campus Elementary Education programs have grown in Grand Rapids and Flint, the

1 demand for classes has increased. Therefore, this new faculty member will teach  
2 primarily at the Grand Rapids campus.

3 The program goals are focused on gradual growth and the strengthening of  
4 program capacity in relation to faculty and physical facilities. Faculty would like to see  
5 an international Elementary Education program develop where teacher and student  
6 exchanges could take place with other countries. Central Michigan University has a very  
7 active program that allows students to have an international experience during their  
8 undergraduate program.

9 Faculty and administrators participate in University-wide informational meetings  
10 throughout the year sponsored by the marketing department where they answer questions  
11 posed by perspective students and their parents. One of the goals of the department is to  
12 become more visible within and to work more closely with area public schools.

### 13 **C. Program Capacity**

14 **1) What is the appropriate program enrollment capacity, given the available**  
15 **faculty, physical resources, funding, accreditation requirements, state and**  
16 **federal regulations, and other factors? Which of these items limits program**  
17 **enrollment capacity? Please explain any difference between capacity and**  
18 **current enrollment.**

19 With the addition of new tenure-track faculty members, the program has the ability to  
20 deliver instruction and to develop/refine the program. However, given the rapid growth  
21 trend, limited physical resources places barriers to an effective and efficient delivery of  
22 programs in this department as well as in the entire School of Education.

23  
24

1 **D. Retention and Graduation**

2 **1) Give the annual attrition rate (number and percent of students) in the**  
3 **program.** The program was initiated in the fall semester of 2000. Therefore, the first  
4 graduates did not receive degrees until the 2002-2003 academic year. During the second  
5 academic year, (2003-2004) there were 31 graduates.

6 Retention and Graduation Rates of Full-Time FTIAC students by major were  
7 reported by Institutional Research and Testing through 2003. Information from that  
8 report follows:

9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23

| <b>Entering Fall Term Major</b> | <b>Number of Students</b> |                     | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------------|---------------------------|---------------------|---------------|---------------|---------------|---------------|
| 2000F ELED                      | 53                        | % Graduated by      | 0             | 0             | 3%=2          | 13%=7         |
|                                 |                           | %Still enrolled in  | 66%=35        | 62%=33        | 51%=27        | 39%=21        |
|                                 |                           | % Persisters        | 66%=35        | 62%=33        | 54%=29        | 52%=28        |
|                                 |                           | % Non-persisters    | 34%=18        | 38%=10        | 46%=24        | 48%=25        |
| 2001F ELED                      | 69                        | % Graduated by      | 0             | 0             | 1%=1          |               |
|                                 |                           | % Still enrolled in | 57%=39        | 43%=30        | 38%=26        |               |
|                                 |                           | % Persisters        | 57%=39        | 43%=30        | 39%=27        |               |
|                                 |                           | %Non-Persisters     | 43%=30        | 57%=39        | 61%=42        |               |
| 2002F                           | 64                        | %Graduated by       | 0             | 0             |               |               |
|                                 |                           | %Still Enrolled in  | 57%=36        | 40%=26        |               |               |
|                                 |                           | %Persisters         | 57%=36        | 40%=26        |               |               |
|                                 |                           | %Non-Persisters     | 43%=28        | 60%=38        |               |               |
| 2003F                           | 58                        | %Graduated by       | 0             |               |               |               |
|                                 |                           | %Still Enrolled in  | 68%=39        |               |               |               |
|                                 |                           | %Persisters         | 68%=39        |               |               |               |
|                                 |                           | %Non-Persisters     | 32%=19        |               |               |               |

1

2           To improve the retention rate of students in the Elementary Education program it  
3 is important for careful monitoring and advising of students to take place. Elementary  
4 Education faculty maintain office hours and are willing to schedule appointments with

1 students whose schedules do not allow them to meet with their advisor during his or her  
2 posted times.

3 **2) What are the program's current goals, strategy and efforts to retain students**  
4 **in the program?**

5 Because the program requires adherence to state guidelines and standards,  
6 students are closely advised while enrolled in the program. They are also counseled to  
7 use the resources available on campus to facilitate their success (The Writing Center).  
8 Students are advised regarding testing strategies in preparation for the Michigan Teachers  
9 Test for Certification, Basic Skill, and Content Area exams required by law.

10 To retain students in the program, faculty will need to consider offering more  
11 on-line delivery of classes. On-line classes allow students to combine scholarship with  
12 employment and personal schedules. The transferability of many of our courses from  
13 junior colleges and other universities includes courses taken on-line. Therefore, students  
14 have greater flexibility than ever before on arranging their schedules to meet their needs.

15 Faculty would like a full-time adviser who would be available eight hours a day to  
16 answer students' questions. Immediate feedback can relieve frustrated students anxiety  
17 and may result in a higher program retention rate.

18 Financial difficulties often plague students. The Elementary Education faculty  
19 will continue to encourage students to apply for scholarships and grants to support their  
20 educational goals and to encourage alumni and friends of education to support the  
21 Elementary Education program by providing money for scholarships.



1 Elementary Education faculty are currently examining ways to reduce the number  
2 of credit hours that students have to complete before graduating. Fewer credit hours will  
3 help students enter the job market sooner and help to retain students.

4 **3) Describe and assess trends in number of degrees awarded in the program.**

5 Given the growth of enrollment, it is understood that there will be a direct  
6 correlation to the degrees granted. The majority of our students graduate with minors in  
7 Language Arts and Social Studies. Faculty project that the new Integrated Science Minor  
8 for Elementary Education will attract a number of students and make students more  
9 employable. Nationwide, there is a shortage of elementary teachers with majors or  
10 minors in math and science.

11 Faculty members from the Arts and Sciences have been working with those in the  
12 Elementary Education program to align the math minor more closely with the needs of  
13 elementary teachers. Once this alignment takes place, it is anticipated that more students  
14 will choose mathematics as one of their minors.

15 The early childhood minor, an additional third minor, is attracting many students  
16 and growth is projected in this minor. Districts are requiring that teacher candidates have  
17 their ZA (Early Childhood) endorsement to be considered for kindergarten, first and  
18 second grade positions.

19 **4) How many students who enroll in the program graduate from it within the**  
20 **prescribed time? Comment on any trends.**

21 Longitudinal data is not available to support the identification of trends in terms

1 of graduation/attrition rates for this program. Three year data from 2000-2003 reported  
2 in section D1 indicates that less than half of the students who have begun the program  
3 have completed it at this time.

4 **5) On average, how long does it take a student to graduate from the program?**

5 **Please comment.**

6 The completion of a degree with certification takes 4.5 to 5 years or nine to ten  
7 semesters on average. Students must complete extensive coursework in general  
8 education, two minors, the planned program as well as the professional sequence. The  
9 planned program meets the requirements for teacher preparation programs set forth by the  
10 Michigan Department of Education, meeting the Entry Level Standards for Michigan  
11 Teachers.

12 Courses in the planned program consist of classes from a variety of academic  
13 disciplines providing a breadth and depth of understanding. However, because of the  
14 current structure of FSU required general education, much of the coursework in the  
15 planned program is not acceptable within that structure. Therefore, careful advising and  
16 students' adherence to specific recommendations are essential to the successful  
17 completion of the program within that aforementioned time frame.

18 **E. Access**

19 **1) Describe and assess the program's actions to make itself accessible to**  
20 **students. Use examples such as off-site courses, accelerated courses or**  
21 **other types of flexible learning, use of summer courses, multiple program**  
22 **entry points, e-learning, mixed delivery courses, scheduling.**

23 The School of Education has made great strides in providing accessibility of

1 program offerings to their constituents. During the five-year period partnerships with  
2 community colleges have provided fluid transfer of credits applied to the planned  
3 program. Additionally, coursework has been offered at the Grand Rapids, Flint, and  
4 Traverse City campuses, with additional offerings to be made at a newly established  
5 Livingston County campus. At each campus the program has been able to establish and  
6 fill staff positions that are directly related to teacher education advisement and field  
7 experience placement. Grand Rapids (current) and Livingston (proposed) campuses each  
8 host/will host a full-time elementary education faculty member.

9 Over half of the Elementary Education courses offered during the regular school  
10 year were offered in an accelerated format during the 2003-05 summer school sessions.  
11 Elementary Education faculty work to schedule classes during regular and summer  
12 sessions so that they do not conflict with one another. In addition to online classes,  
13 weekend and evening classes are often scheduled. On occasion, faculty have facilitated  
14 independent studies with students.

15 **2) Discuss what effects the actions described in (1) have had on the program.**

16 **Use examples such as program visibility, market share, enrollment,**  
17 **faculty load, computer and other resources.**

18 Course delivery has adapted to the growth in enrollment and regional  
19 accessibility. While the majority of the courses in the elementary education program  
20 maintain a traditional structure of face-to-face instruction, there has been an increase in  
21 the number of summer courses, weekend formats and on-line delivery.

22 Each of the Elementary Education faculty taught summer school and an overload  
23 each semester since its inception. Enrollment in summer school has increased and more

1 students are requesting summer classes. Advisers are doing a more effective job guiding  
2 students through their requirements and encouraging students to consider taking a  
3 summer class to speed up their program. Participation in summer school often allows  
4 students to graduate within a shorter time frame. This often saves students money for  
5 housing and other added expenses.

6 Similar to the regular year, summer faculty members are assigned to work in  
7 buildings other than Bishop. Bishop does not have enough classrooms to accommodate  
8 both the Teacher Education program and other Human Services summer programs.

9 One of the goals of the Elementary Education faculty is to prepare students to use  
10 technology in their teaching. The School of Education has recently purchased a smart  
11 cart with 25 laptop computers that can be used with a whole classroom of students.

12 These computers will have Internet access and will be a valuable resource when students  
13 begin to prepare their digital portfolio.

14 **3) How do the actions described in (1) advance or hinder program goals and**  
15 **priorities?**

16 Given the growth rate of enrollment in Elementary Education and an increase in  
17 program offerings, the program visibility has been enhanced.

18 Faculty who do not teach classes in Bishop will not have access to the individual  
19 laptop computers for students.

20 Currently, there is no reimbursement for faculty members who work with students  
21 to complete an independent study. These one-on-one meetings take additional time for  
22 preparation, evaluation, and scheduling and take time away from other faculty duties such  
23 as committee work and research.

1 **F. Curriculum-The curriculum review section must also contain appropriate**  
2 **checksheets and example syllabi, which may be attached as an appendix. See**  
3 **Appendix A**

4 **1) Program requirements. Describe and assess the program-related courses**  
5 **required for graduation.**

6 The Michigan Department of Education has established a framework for the  
7 education of elementary teachers to which the program is aligned and has received state  
8 approval. This framework, the Entry Level Requirements for Michigan Teachers is  
9 referred to in all coursework, syllabi, and assessments. The requirements for program  
10 completion are also in alignment with the standards of national accrediting agencies, thus  
11 producing highly qualified teacher candidates.

12 **a) As part of the graduation requirements of the current program, list**  
13 **directed electives and directed General Education courses. Provide the**  
14 **rationale for these selections.**

15 The General Education Requirements for the Elementary Education program  
16 consist of: 1) Communication courses (12 credit hours- ENGL 150, ENGL 250, COMM  
17 105 or 121, and ENGL 321; 2) Scientific Understanding (BIOL 103, PHSC 110, or  
18 PHSC 115- 7-8 hours); 3) Quantitative Skills, (MATH 115- 3 hours); Cultural  
19 Enrichment, (HIST 121 or 122, LITR 326, and LITR 380, 9 credit hours); 4) Social  
20 Awareness, (ECON 221, GEOG 100 or 112, ANTH 122 and PLSC 121 or ECON 222, 9  
21 credit hours), and Global Consciousness, (GEOG 112 or ANTH 122, 3 hours). These  
22 courses total 44-45 hours. A number of the same courses appear in students' planned

1 programs or minors. Therefore, students can often “double count” many of the General  
2 Education courses.

3 Because of these stringent requirements, there are limited choices for students in  
4 terms of electives. However, they do have choice in the selection of the minors.

5 Unlike Secondary teachers, Elementary Education teachers are responsible for the  
6 delivery of content area instruction in all content areas. Therefore, they must have a  
7 well-rounded background in each content area. The General Education Requirements  
8 guarantee that this takes place.

9 Courses in global and social awareness help to prepare teacher candidates to meet  
10 the multiple needs of students and to understand the similarities and differences among  
11 and between cultures. The United States has a diverse population. These courses are  
12 designed to help students recognize their own bias’ and to understand ways to help  
13 students value and respect each other.

14 **b) Indicate any hidden prerequisites (instances where, in order to take a**  
15 **program required course, the student has to take an additional course.**  
16 **Do not include extra courses taken for remedial purposes).**

17 While there are no hidden prerequisites in the professional sequence or the  
18 planned program, some do exist in the minors. These issues are being examined among  
19 faculty within the departments requiring them.

20 **2) Has the program been significantly revised since the last review, and if so,**  
21 **how?**

22 Some courses were modified during the academic year of 2003-2004 in an effort

1 to align coursework with “best practices” of teacher education. Some prerequisites that  
2 didn’t exist before the capstone EDLA 476 are now in place. Other proposals included a  
3 close examination of clinical hours (fieldwork) and particular class assignments. The  
4 structure of a cluster of classes was also modified.

5 **3) Are there any curricular or program changes currently in the review**  
6 **process? If so, what are they?**

7 During the academic year of 2004-2005, the faculty reviewed the course  
8 prerequisite requirements for various program courses. It was discovered that some  
9 clarification was needed in order to provide developmentally appropriate structure to the  
10 educative process. Therefore, numerous modifications to courses were proposed during  
11 the year and a recommendation was made to increase students’ required observation  
12 hours during level I classes. Courses that faculty felt should be prerequisites to level 2  
13 courses were moved from level 2 to level 1 and course numbers were changed to reflect  
14 the two hundred level designation. Other proposals are currently in the process of being  
15 approved by the various entities in the curricular process.

16 **4) Are there plans to revise the current program within the next three to five**  
17 **years? If so, what plans are envisioned and why?**

18 The faculty will review the Planned Program requirements and the professional  
19 sequence coursework this academic year in an effort to identify areas that can be  
20 streamlined to reduce redundancy and to facilitate the required number of credit hours  
21 needed to gain certification from the state as an elementary teacher. Curricular alignment  
22 was listed as an important goal at the both of the faculty retreats in the last two years.

23 Redundancy of coursework was also a concern of students.

1 **G. Quality of Instruction**

2 **1) Discuss student and alumni perceptions of the quality of instruction.**

3 Results from the student survey (May, 2005) indicated that students felt that the  
4 faculty attitude was positive (69%), that instructors were willing to help (87%), that  
5 textbooks were good to excellent (76%), that the instructors were good educators (83%),  
6 and that the instructors provided quality instruction as it related to assignments and tasks.

7 Although eighty percent of the graduates who responded to the graduate survey  
8 felt that their general education coursework prepared them for the Basis Skills Test only  
9 50% of them felt that the minor coursework prepared them for the subject area tests  
10 (mathematics, social studies, science, and English). Sixty percent of the graduates  
11 reported that they felt that Ferris State University prepared them as well as their co-  
12 workers from other universities (somewhat agree or strongly agree). Another 13% of the  
13 graduates responded with neither agree nor disagree to this question.

14 **2) Discuss advisory committee and employer perceptions of the quality of**  
15 **instruction.**

16 The advisory committee for the Elementary Education committee has been  
17 inactive since its conception. Elementary Education faculty were not aware that this  
18 group even existed until this program review took place. Since one of the goals of the  
19 faculty is to work more closely with school districts, a new advisory committee has been  
20 formed.

21 Employer perceptions are still being gathered and will be reported to the  
22 committee when they are received.



1           **3) What departmental and individual efforts have been made to improve the**  
2           **learning environment, add and use appropriate technology, train and**  
3           **increase the number of undergraduate and graduate assistants, etc.?**

4           In the Fall of 2003 and 2004, all teacher education full-time faculty, adjuncts, and  
5           student teaching supervisors were invited to participate in a two-day working retreat at  
6           The Shack in White Cloud. This event served multiple purposes. It provided an  
7           environment that eliminated the constant interruptions of university work and served to  
8           provide a forum where goals could be set, problems could be discussed, and planning  
9           could occur.

10           Dr. Susanne Chandler, our chair before her transfer to The University of  
11           Michigan, Flint Campus, tried various means to improve the learning environment. She  
12           provided snacks in the faculty workroom on a steady basis, sheltered the faculty from  
13           unnecessary lengthy meetings, and sought, listened to, and valued faculty input.

14           Technology is updated within our department as needed and elementary faculty  
15           members, who have requested them, have laptop computers. Colored printers are not  
16           provided but can be purchased with grants provided through campus incentive programs.

17           Faculty need to be trained to use *LiveText* if it is to be required for student use in  
18           methods classes. This training is scheduled to take place soon.

19           The department does not employ undergraduate or graduate assistants although  
20           some individual faculty members have work study students who assist them. On the job  
21           training takes place with one-on-one instruction. The initial proposal for the Elementary  
22           Education program asked for graduate assistants, but this request was not supported from  
23           the conception of the program.

**4) Describe the types of professional development faculty have participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).**

Program faculty members have engaged in extensive professional development opportunities within the university and outside. All members have WebCT training, all have attended sessions hosted by the Center for Teaching and Learning, and all have attended professional conferences at the state, regional, national, and/or international levels. One faculty member has used WebCT extensively, with all classes having assignments, discussions, and assessments online. Additionally, she has developed three classes online using the WebCT format. This faculty member also uses LiveText as a means to promote reflective practice among our students, preparing them for a depth of understanding of alignment issues and development of portfolios for professional presentation within a digital format.

All faculty members have been engaged in literature research to enhance their personal instruction and/or action-based research (on site study of schools/teaching/students). One faculty member took a course through the Center for Teaching and Learning on experiential learning in the fall 2004 and attended the 2004 Lilly Conference in Oxford, Ohio.

Another faculty member attended the 2003 Assessment Institute in Indianapolis sponsored by Indiana University-Purdue and the Lilly Teaching and Learning Conference in Pamona, CA. Two faculty members attended an NP Endorsement Workshop at Michigan State University to learn about the proposal process in applying for a special technology funding through the state.

1           **5) What efforts have been made to increase the interaction of students with**  
2           **faculty and peers? Include such items as developmental activities, seminars,**  
3           **workshops, guest lectures, special events, and student participation in the**  
4           **Honors Program Symposium.**

5           Instructors have implemented/attended a variety of initiatives to enhance student-  
6           faculty interaction. These include: Meet Your Professor Night (COEHS sponsored),  
7           Student Appreciation Day (COEHS sponsored), DAWG Days, advising and speaking at  
8           the various professional organizations for teacher candidates (KDP, PDK), and the use of  
9           digital formats to provide asynchronous discussions (BLOGs and WebCT). Faculty also  
10          participate in student instigated book drives, bake sales, etc. to help support worthy  
11          projects.

12           **6) Discuss the extent to which current research and practice regarding**  
13           **inclusive pedagogy and curriculum infuse teaching and learning in this**  
14           **program.**

15          All faculty have made an effort to accommodate the diversity of student needs  
16          from personal tutoring and advising to the public inclusion of statements affirming  
17          inclusive practices on syllabi. Some members have attended conferences and training  
18          addressing diversity, have engaged in research addressing the issue, or have reflected  
19          upon their practice to make necessary adjustments to accommodate diverse learners.

20           **7) What effects have actions described in (5) and (6) had on the quality of**  
21           **teaching and learning in the program?**

22          Minority students are accepted, valued, and appreciated for the diversity they  
23          bring to classroom discussions. The information they share with their peers is vital to

1 teacher candidates and contributes to their confidence level regarding urban area  
 2 teaching. A greater number of minority students appear to be comfortable interacting  
 3 with their professors. The result of their increased comfort level has attributed to more  
 4 contact and dialogue between professor and student.

5 **H. Composition and Quality of Faculty-Describe and assess the composition of**  
 6 **the faculty teaching courses in the program.**

7 **1) List the names of all tenured and tenure-track faculty by rank.**

8 **a) Identify their rank and qualifications.**

9 **Tenured and Tenure-track faculty who have worked or work in the Elementary Education program (vitae on CD)**  
 10

| <b>Faculty Member</b>     | <b>Title</b>                           | <b>Highest Degree</b>   | <b>Courses</b>  |
|---------------------------|--|---|---|
| Dr. Michelle Johnston     | Dean COEHS                             | Ph.D. Reading and Teacher Education                                       | EDUC 420  |
| Dr. Susanne Chandler      | Former Director of School of Education | Ph.D.   | EDUC 493, 499   |
| Dr. Roslynn Templeton     | Former Acting Chair                    | Ph.D. Curriculum and Instruction, Education and Policy Management         | EDUC 400, 431, 432, 433, 430, 439                                 |
| Dr. Tom Anderson          | Professor                              | Ph.D. Administration and Higher Education                                 | EDUC 205, 206   |
| Dr. James Carey           | Professor                              | Ph.D American History   | EDUC 251, 303, 491, 493   |
| Dr. Leonard Johnson       | Professor                              | Ph.D. Cultural Foundations of Education                                   | EDUC 289, 443   |
| Dr. Karen Norman          | Professor                              | Ed.D. Curriculum and Instruction  | EDUC 301 pre-student teaching supervisor                          |
| Dr. Liza Ing              | Associate Professor                    | Ed.D. Special Education, Early Childhood, Interim director of Teacher Ed. | EDUC 308  |
| Dr. Nancy Lashaway-Bokina | Associate Professor                    | Ph.D. Special Education, Gifted and Talented Ed.                          | EDUC 420, EDLA 342, 476, EDUC 431 pre-student teaching supervisor |

|                       |                     |   |  |
|-----------------------|---------------------|---|--|
| Dr. Virginia Hines    | Associate Professor | Ed.D. Curriculum and Instruction, Foundations | EDUC 407/413, EDLA 222, 431, pre-student teaching supervisor |
| Dr. Fredrick Van Sant | Associate Professor | Ph.D. Educational Leadership                  | EDUC 289, 308  |
| Dr. Elizabeth Brown   | Assistant Professor | Ph.D. Reading and Children's Literature       | EDUC 421, EDLA 207, 340, 342, EDUC 431, 432, 433             |
| Dr. Amy Kavanaugh     | Assistant Professor | Ph.D. Educational Leadership                  | EDUC 431   |

**Tenure track within Ferris State University who have taught in the Elementary Education Program in the past year**

(Full Vita on CD)

| <b>Faculty Member</b> | <b>Title</b>            | <b>Highest Degree</b> | <b>Courses</b> |
|-----------------------|-------------------------|-----------------------|----------------|
| Dr. Renalto Cerdena   | FSU Associate Professor |                       | EDUC 431       |
| Dr. Ruth Mirtz        | FSU Associate Professor | Ph.D. English         | EDUC 431       |

**b) Indicate the number of promotions or merit awards received by program faculty since the last program review.**

Two faculty members have received merit pay (Anderson and Johnson) during the first five years of the program and three faculty members have been promoted (Norman, Johnson, and Ing).

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations).**

*Full vitae are available on the CD enclosed with this report.*

Drs. Brown, Hines, and Lashaway-Bokina teach the majority of the Elementary Education and Language Arts classes. Therefore, their scholarly activities will be highlighted in this section of the report.

1 Dr. Virginia Hines began teaching in the Elementary Education program in  
2 August 2003. Since that time she has participated in WebCT and LiveText training,  
3 DAWG Days and in the Graduate School Orientation seminar. She is on the advisory  
4 board for the Card Wildlife Center and advisor for Kappa Delta Pi, an international honor  
5 society in education. She is the current chair of the Undergraduate Education Committee  
6 (EDUCC) and has recently assumed the role of graduate school coordinator. In addition,  
7 Dr. Hines is on the committee to develop an Educational Technology graduate  
8 endorsement and is a consultant to Bay Mills Community College for Ojibwa language  
9 major/minor certification effort in collaboration with FSU.

10 Dr. Hines is a recipient of a Michigan Association of Governing Boards  
11 Distinguished Faculty Member Award, and also holds memberships with Michigan  
12 Directors and Representatives of Teacher Education Programs, the Social Studies  
13 Michigan Educational Assessment Program Steering Committee, Eastern Educational  
14 Research Association (SIG Chair Rural Teacher Professional Development), Phi Delta  
15 Kappa, Kappa Delta Phi, and the MDE evaluation/review team for art education and art  
16 specialist programs. She served as a board member for the Mecosta County Council of  
17 the Arts from January 2004-December 2004.

18 In February, 2005, was a guest lecturer for Phi Delta Kappa where she spoke on  
19 the topic of "Placed-based education: A new look at situated learning." Additional  
20 service has included grant work and professional development with teachers in the  
21 Newaygo Regional Education Services Administration as well as the White Cloud Public  
22 Schools. In November 2003, she jointed Mrs. Patsy Eisler and Dr. Susanne Chandler as a

1 representative of the university to promote the support of NBPTS standards in education  
2 to Senator Carl Levin.

3 Currently, she is under contract to publish a book, *When the Wind was Singing*  
4 *Freedom: Reflections on Thomas Jefferson College* with Michigan State University  
5 Press. Work in progress includes a chapter on Thomas Jefferson College in the History  
6 of Grand Valley State University Project.

7 Dr. Hines has attended four conferences since arriving at FSU; 1) The  
8 International Society for Technology in Education conference in New Orleans in June  
9 2004; 2) the TEAC workshop in Philadelphia, PA, in October 2004; 3) the National  
10 Board of Professional Teaching Standards conference in Washington, D.C. in October  
11 2003; and 4) the Michigan Diversity Conference in March 2004.

12 Dr. Betsy Brown is a member of numerous organizations including the Michigan  
13 Reading Association, the International Reading Association, The National Council of  
14 Teachers of English, Phi Delta Kappa, Kappa Delta Pi, and the Association for  
15 Supervision and Curriculum Development.

16 Upon arriving at FSU in 2000, Dr. Brown was given the task of designing courses  
17 and establishing a time frame for Elementary Education students to complete a Language  
18 Arts minor. Since that time, she has served as chair and as a member of the  
19 Undergraduate Committee (EDUCC), she is currently a member of the graduate  
20 committee (GCC) and is the chair of the College-wide Sabbatical Committee and a  
21 member of the University-wide Sabbatical Committee. In addition, she has served two  
22 years on the Professional Development Committee and successfully wrote a grant

1 enabling herself and Dr. Lashaway-Bokina to attend a workshop on literature circles in  
2 January 2006.

3 Dr. Brown has been responsible for the implementation of the new graduate  
4 degree in Reading. She also teaches graduate courses, has attended the Lilly Conference  
5 on Teaching and Learning in Oxford, Ohio, and has completed WebCT training.

6 In addition, Dr. Brown served as consultant to local teachers as they formed and  
7 chartered the Rosen Council, a local chapter of the International Reading Association and  
8 she served as the FSU representative on the Big Rapids School District's Curriculum  
9 Council. She also served on the Language Arts and Social Studies Committees for Big  
10 Rapids Public Schools as they developed their Curriculum Map or COW (Curriculum on  
11 the Wall).

12 During the 2001-03 academic years, Dr. Brown traveled to Bay Mills where she  
13 taught most of the professional coursework to the first group of grant recipients on that  
14 campus. She also attended a meeting with the Bureau of Indian Affairs in Washington  
15 DC dealing with ongoing grant proposals. During this same period, she worked on two  
16 grants for enhancing training of regional teachers in the administration of the Michigan  
17 Literacy Progress Profile. A video tape program was disseminated to all regional  
18 elementary schools as a result of this grant.

19 In addition, Dr. Brown has served as local chair person for a Trainer of Trainers  
20 Conference at the Holiday Inn held in cooperation with the CharEmISD. She is a  
21 certified trainer herself and trains all students in the Language Arts minor.

22 Dr. Brown has also attended an international conference in Tucson, Arizona on  
23 current trends in Early Childhood Education, specifically Literacy.



1 Dr. Brown has also attended an international conference in Tucson, Arizona on  
2 current trends in Early Childhood Education, specifically Literacy.

3 Dr. Lashaway-Bokina has made presentations at the International Reading  
4 Association for the last three years and at the National Association for Gifted Children  
5 conference twice since coming to FSU. She has also been a guest reader during Reading  
6 Month at Tots' Place for the past two years.

7 This summer (2005), she presented at the 14<sup>th</sup> European Conference on Reading  
8 in Zagreb, Croatia. During the past year, she wrote a chapter for a colleague at Central  
9 Michigan University for an upcoming book on combining Gardner's Multiple  
10 Intelligences Theory and the teaching of reading. She has reviewed a manuscript on  
11 Female Dropouts for The National Research Center on the Gifted and Talented and has  
12 been invited to submit her doctoral dissertation for publication by Dr. Jean Gubbins,  
13 director and editor of the National Research Centers manuscript selection committee.

14 Dr. Lashaway-Bokina has been a co-adviser for Kappa Delta Pi, an international  
15 honorary society for educators, and participated in the Can for the Needy drive to help  
16 raise money for local community organizations. She has been a grant evaluator for a  
17 state grant in Language Arts with the Big Rapids Public Schools.

18 She teaches undergraduate and graduate courses and is a member of the College  
19 of Education Undergraduate Committee where she has served as chair and secretary. She  
20 is on the University-wide Student Life Committee and on the Michigan Education  
21 Department steering committee for Language Arts.

22 Included in her memberships are the International Association of Reading,  
23 Michigan Association of Reading, National Association for the Gifted and Talented,

1 Delta Kappa Gamma, Kappa Delta Pi, and Phi Delta Kappa. Dr. Lashaway-Bokina was  
 2 recently nominated by a student for *Who's Who Among American's Teachers* in 2004-05.  
 3 Her name will be listed in the ninth edition of this book with a brief autobiography of her  
 4 teaching career. Only five percent of our nation's teachers are nominated by students for  
 5 this honor.

6 Drs. Karen Norman, Michelle Johnston, Leonard Johnson, James Carey, Liza Ing,  
 7 Fredrick VanSant, Amy Kavanaugh, and Thomas Anderson have also provided valuable  
 8 instruction to students in the Elementary Education program. Their vitae are included in  
 9 the CD that accompanies this report.

10 **2) Workload**

11 **a) What is the normal, annualized teaching load in the program or**  
 12 **department? Indicate the basis of what determines a "normal" load. On a**  
 13 **semester-by-semester basis, how many faculty have accepted an overload**  
 14 **assignment?**

15 The normal annualized teaching load in the program is 24 credit hours per  
 16 calendar year. The table below indicates the number of tenure-track faculty who  
 17 accepted overload assignments in each semester.

| Number of Faculty Members Accepting Overloads | Fall 2000 | Winter 2001 | Fall 2001 | Winter 2002 | Fall 2002 | Winter 2003 | Fall 2003 | Winter 2004 | Fall 2004 | Wint 2005 |
|---|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-----------|
|   | 3         | 4           | 1         | 3           | 6         | 5           | 5         | 6           | 6         | 6         |

1           **b) List the activities for which faculty receive release time.**

2           Dr. Ing is currently serving as interim department chair and has been released  
3 from her teaching responsibilities. Dr. Van Sant is assisting with the Freedom to Learn  
4 grant and Dr. Hines is coordinating the graduate school. Dr. Johnson receives two credit  
5 hours of release time to coordinate the Bay Mills Community College Grant.

6           **3) Recruitment**

7           **a) What is the normal recruiting process for new faculty?**

8           The recruitment of new faculty is handled via the traditional advertisement of  
9 approved positions through national publications, Michigan Works, and via the Ferris  
10 Website. Some search committees members engage in the use of established professional  
11 networks to recruit qualified candidates.

12           **b) What qualifications (academic and experiential) are typically required for  
13 new faculty?**

14           Candidates for tenure-track positions are required to have an earned terminal  
15 degree in the field of education and have 3 years successful teaching experience in grades  
16 K-12. These individuals must also have a record or potential for excellence in teaching,  
17 research, and service.

18           **c) What are the program's diversity goals for both gender and race/ethnicity  
19 in the faculty?**

20           The Education faculty is evenly distributed between genders and includes a  
21 Japanese faculty member. Our goal in the past has been to hire the best candidate for the  
22 job regardless of gender or ethnicity. Therefore, no goals have been verbalized regarding  
23 diversity issues.

1           **d) Describe and assess the efforts being made to attain goals in (c).**

2           Teacher education faculty applicants' applications are screened for job  
3           qualifications, teaching experience, honors, and participation in scholarly research and  
4           events. Adjunct faculty applications are screened by at least two or three tenure-track  
5           faculty.

6           **4) Orientation. Describe and assess the orientation process for new faculty.**

7           Orientation for new faculty consists of the assignment of a mentor within the  
8           school, attendance at the University's Center for Teaching and Learning orientation  
9           session, and informational meetings regarding tenure and promotion policies provided by  
10          senior tenure faculty members. The newly added orientation week for new faculty  
11          members will provide much needed assistance to those making the transition to academe  
12          or to Ferris State University.

13          **5) Reward Structure: e.g., salary, professional development funds, travel funds,  
14          UCEL and FSUGR incentive money**

15               **a) Describe the reward structure in the program/department/college as it  
16               relates to program faculty. Indicate the type of reward and eligibility  
17               criteria.**

18          Travel funds are currently distributed at the discretion of the Dean of the School  
19          of Education and Human Services and by the chair of the College of Education. Grant  
20          coordination and/or evaluation possibilities are also handled by the administration.  
21          Faculty members are encouraged to apply for professional development funds as the need  
22          arises.

1 According to the FSU union contract, the dean appoints half of the merit  
2 committee members. Each program unit in the School of Education and Human Services  
3 is required to have a member on the promotion and merit committee.

4 **b) Does the existing salary structure have an impact on the program's ability  
5 to recruit and retain quality faculty?**

6 Quite possibly, but data does not exist to support this theory.

7 **c) Is the reward structure currently in place adequate to support faculty  
8 productivity in teaching, research, and service? If not, what  
9 recommendations would you make to correct the situation?**

10 Support is available for faculty members who wish to engage in research  
11 beyond the scope of their regular duties. Release time for a Sabbatical is available within  
12 boundaries. Work study students are available to use for filing, copying, and other  
13 general office work tasks. As per our contract, Merit pay is available if the faculty  
14 member meets the qualifications as stipulated in the FSU union contract.

15 **d) Is enhancing diversity and inclusion a component of the reward structure?**

16 **Please explain.**

17 Faculty who wish to attend diversity conferences have been encouraged. To our  
18 knowledge grants to enhance diversity on campus have not been submitted. Due to the  
19 amount of time that grant writing demands and teaching load and service responsibilities  
20 at FSU, faculty do not have periods of extended time to prepare grants.

21 No reward structure is evident although all program faculties have participated in  
22 activities that have been augmented by incentive funds. These include WebCT training,

1 the development of UCEL on-line course, professional development activities, and  
 2 research grants.

3 **6) Graduate Instruction (if applicable)**

4 **a) List all faculty teaching graduate courses.**

5 **Faculty teaching graduate courses in the past year**

| <b>Faculty Member</b>     | <b>Title</b>        | <b>Highest Degree</b>  | <b>Courses</b>                            |
|---------------------------|---------------------|--|---|
| Dr. James Carey           | Professor           | Ph.D. American History   | EDUC 501                                  |
| Dr. Virginia Hines        | Associate Professor | Ed.D. Curriculum and Instruction, Foundations                        | EDUC 503, 513, EDUC 521, 531,532, 533     |
| Dr. Nancy Lashaway-Bokina | Associate Professor | Ph.D. Special Education, Gifted and Talented Education               | EDUC 520, 511, EDUC 531,532, 533 ESPN 533 |
| Dr. Fredrick Van Sant     | Associate Professor | Ph.D. Educational Leadership   | EDUC 501                                  |
| Dr. Betsy Brown           | Assistant Professor | Ph.D. Reading and Children's Literature                              | EDUC 531, EDUC 521, EDUC 543, EDRL 501    |
| Dr. Amy Kavanaugh         | Assistant Professor | Ed.D. Educational Leadership   | EDUC 531                                  |
| Dr. Cheryl Thomas         | Assistant Professor | Ph..D. Curriculum and Instruction                                    | EDUC 503                                  |
| Catherine Amboy           | Adjunct             | M.A. Education   | EDUC 540                                  |
| Dr. Judy Donovan          | Adjunct             | Ed.D. Distance Learning and Instructional Technology                 | EDUC 540                                  |
| Katherine Downes Lewis    | Adjunct             | M.S. Educational Leadership  | EDUC 501                                  |
| Caron Mosey               | Adjunct             | M.Ed. Reading  | EDUC 540                                  |
| Leila Rivard              | Adjunct             | M.A. Educational Leadership and Secondary Ed. Curriculum Development | EDUC 501, 503                             |
| Dr. Kathleen Szuminski    | Adjunct             | Ed.D. Educational Leardship  | EDUC 501, 503                             |

6

1           **b) What percentage of graduate courses is taught by non-tenure-track**  
2           **faculty? Please comment.**

3           Approximately half of the courses in the graduate program are taught by adjunct  
4           faculty.

5           **c) What are the program's (or department's) criteria for graduate faculty?**

6           Graduate school faculty must have advanced degrees, be specialists in the area of  
7           instruction, and have classroom experience.

8           **d) Have all graduate faculty (including non-tenure-track faculty) met the**  
9           **criteria? Please comment.**

10          Yes, applications are review by members of the graduate committee prior to  
11          employment. Telephone interviews are conducted and personal references are often  
12          checked.

13          **7) Non-Tenure-Track and Adjunct Faculty.**

14           **a) Please provide a list for the last academic year of full-time non-tenure-**  
15           **track and adjunct faculty who taught courses in the program. For full-time**  
16           **non-tenure track faculty, indicate the length of their appointments and the**  
17           **number of years of service at the University. Comment on the program's**  
18           **ability to retain non-tenure track faculty.**

19           A list of all adjunct faculty that have taught in the Elementary Education since its  
20           conception follows. The university supervising adjunct faculty who oversee our teacher  
21           candidates are the only ones who have taught a full load each semester since the program  
22           began. Some of these adjunct faculty also supervise secondary education teacher  
23           candidates.  
24

1 Two individuals work full-time for the Elementary and Secondary Education  
 2 programs, but do not teach classes. Karen Baar is the coordinator of student teaching and  
 3 Dan Jarzabkowski assists in this role.

4  
 5 Non-tenured track  
 6 (Full Vita on CD)

| Staff Member     | Title  | Highest Degree                      | Contribution                  |
|------------------|--|-------------------------------------|-------------------------------|
| Karen Baar       | Coordinator of Student Teaching and Field Experience           | M.S. Career and Technical Education | Student Teacher Placement     |
| Dan Jarzabkowski | Assistant Coordinator of Student Teaching and Field Experience | M.A. Education Administration       | Student Observation Placement |

7  
 8  
 9  
 10 Adjunct Faculty who have taught in the past year  
 (Full Vita on CD)

| Faculty Member     | Title   | Highest Degree                   | Courses                           | Length of Service to the University |
|--------------------|---------|----------------------------------|-----------------------------------|-------------------------------------|
| Nancy Armbruster   | Adjunct | M.A. Guidance and Counseling     | EDUC 251, 301                     | Fall 2002-Fall 2005                 |
| Linda Baab         | Adjunct | M.A.T.                           | EDUC 330, 431, EDLA 207, 340, 342 | Fall 2004                           |
| Heather Bandeen    | Adjunct | M.A. Higher Education            | EDUC 407, EDLA 340, 342           | Fall 2004                           |
| Margo Berke        | Adjunct | B.A. History of Art              | EDUC 433                          | Fall 2003-Winter 2004               |
| Dan Burcham        | Adjunct | Ph.D. Curriculum and Instruction | EDUC 433                          | Fall 2004                           |
| William Burmeister | Adjunct | M.A. Social Work                 | EDUC 251, 301, 303                | Fall 2002-Fall 2005                 |
| David Byrnes       | Adjunct | B.A. Elementary Education        | EDUC 432                          | Fall 2003-Fall 2004                 |
| Jan Dalman         | Adjunct | Ed.D. Educational Leadership     | EDUC 431, 432                     | Fall 2004                           |
| Carol Deurloo      | Adjunct | M.A. History and English         | EDUC 431                          | Fall 2004                           |
| Judy Donovan       | Adjunct | Ed.D. Instructional              | EDUC 205, 206,                    | Fall 2002-Winter                    |



|                   |         |  |  |                         |
|-------------------|---------|--|--|-------------------------|
|                   |         | Technology and Distance Learning                     | 340  | 2005                    |
| Melissa Donovan   | Adjunct | M.A. Courses in Reading, Writing, and Technology     | EDUC 205, 206, 308, 330, 420, 421                | Fall 2004-Fall 2005     |
| Patsy Eisler      | Adjunct | Ed.S.  | EDUC 493, 499                                    | Fall 2004-Winter 2005   |
| Linda Eldred      | Adjunct | M.A. Parks and Recreation                            | EDUC 493, 499                                    | Fall 2003 (in elem)     |
| Doug Emington     | Adjunct | M.A. Health, Physical Education and Recreation       | EDUC 433   | Winter 2005             |
| Arlyse Fuller     | Adjunct | M.S.   | EDUC 493, 499                                    | Winter 2004-Winter 2005 |
| Kathleen Hall     | Adjunct | M.B.A. Reading                                       | EDUC 420, 421, 431, EDLA 207, 222, 340, 342, 476 | Winter 2005             |
| Rebecca Jackson   | Adjunct | M.A.   | EDUC 251, 289                                    | Fall 2004               |
| Patty Leary       | Adjunct | M.A.   | EDUC 251, 303                                    | Fall 2002-Fall 2005     |
| Stacey Mitchell   | Adjunct | M.A. Literacy K-8                                    | EDUC 421, EDLA 342, 476                          | Winter 2005-Fall 2005   |
| Robert Nista      | Adjunct | B.S. Group Science Education                         | EDUC 433   | Fall 2002-Fall 2004     |
| June Ohara        | Adjunct | B.S. Elementary Education                            | EDUC 432   | Fall 2003-Winter 2004   |
| Patricia Osborne  | Adjunct | M.A. Music Education                                 | EDUC 433   | Winter 2002-Winter 2005 |
| O'Reilly, Patrick | Adjunct | M.A.   | EDUC 499   | Fall 2004-Fall 2005     |
| Jody Pratt        | Adjunct | M.A. Educational Leadership and Elementary Education | EDUC 303, 421, EDLA 207, 222, 340, 342           | Fall 2003-Fall 2005     |
| Joan Peltola      | Adjunct | M.A. Administration                                  | EDUC 308   | Winter 2005             |
| Dennis Rosen      | Adjunct | Ph.D. Educational Leadership                         | EDUC 301, 303, 330, 420, 421, 491                | Winter 2003-Winter 2005 |
| Robert Schreer    | Adjunct | M.A. Education Administration                        | EDUC 431, 432, 433, 491                          | Fall 2004-Winter 2005   |
| David Smethurst   | Adjunct | M.A. Education Administration                        | EDUC 289, 303,                                   | Fall 2004-Winter 2005   |
| Michael Stein     | Adjunct | M.A. Curriculum and Instruction                      | EDUC 432   | Winter 2005             |
| Nancy Stephan     | Adjunct | M.A. Curriculum and Instruction                      | EDUC 330, 432                                    | Winter 2002-Winter 2005 |

|                  |         |                                  |  |                          |
|------------------|---------|----------------------------------|--|--------------------------|
| Larry Templeton  | Adjunct | M.S. Education Policy Management | EDUC 251, 289, 303                     | Fall 2003-Winter 2005    |
| Deborah Trachey  | Adjunct | M.S. Administration              | EDUC 431, EDLA 207, 222, 340, 342, 476 | Can't find on SIS screen |
| Barbara Van Sant | Adjunct | A.B.D. Special Education         | EDUC 251, 303                          | Fall 2004-Fall 2005      |
| Mark Vanderlist  | Adjunct | M.A. Special Education           | EDUC 308                               | Winter 2005              |
| Mari Yancho      | Adjunct | M.A. Music                       | EDUC 433                               | Fall 2004-Fall 2005      |

1

2

The Elementary Education program has been fortunate to hire a number of retired public school teachers to teach in the program. A few of them only teach in the fall, while others teach one or two courses for the program year round. The rapid growth of the on-campus and off-campus programs has made it difficult to keep up with qualified faculty.

7

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.**

8

9

Thirty-five adjunct faculty members have taught in the Elementary Education program since its initial development. Of these part time-adjunct faculty members, approximately 22 of them are still employed either on the Big Rapids campus or at the Flint, Traverse City, or Grand Rapids campuses. Courses that they are teaching or have taught are listed in the above table. The Flint campus has a group of Elementary Education students who have received the majority of their coursework from adjunct faculty.

16

Tenure-track faculty often teach on the Grand Rapids and Traverse City campuses, but seldom travel to Flint to teach a course. It is *estimated* that 80% of the

17

18

classes taught on the Big Rapids campus are taught by tenure-track faculty, while 60% of

1 the classes on the Grand Rapids campus are taught by the same group. A lesser amount  
2 of tenure-track faculty in the Elementary Education program teach at the Flint campus  
3 during the regular semester, but 50% have taught a summer or weekend class.

4 The Flint campus classes are a concern to the Elementary Education faculty. It is  
5 been questioned within the department as to whether the university has lived up to its  
6 signed agreement with the Flint-Mott off-campus administration.

7 **c) Describe the required qualifications (academic and experiential) for**  
8 **faculty listed in (a). Indicate if all faculty have met the criteria, and if not,**  
9 **what is being done to resolve the situation?**

10 All of the adjunct faculty have met the criteria of at least a master's degree and  
11 classroom experience in the area they are assigned. There are times though when classes  
12 have had to be canceled because we have been unable to find a qualified individual to  
13 teach the class.

14 **d) Does the program consider the current use of non-tenure-track faculty to**  
15 **be appropriate? Why or why not?**

16 The program committee does not feel that the over reliance on adjunct faculty  
17 is in the best interest of our students or the department. Adjunct faculty, although very  
18 valuable, are not familiar with the curriculum in other courses and are not active in the  
19 development of courses within the program. Therefore, their knowledge of the program  
20 is limited.

21 **e) If the program is accredited, what position if any does the accrediting body**  
22 **have regarding the use of non-tenured and adjunct faculty?**

23 The Michigan Department of Education requires that classroom teachers have

1 terminal degrees and be certified to teach in the area of their certification. Our program  
2 is scheduled to go under a state review within the next two years.

3 Department personnel recently voted to have TEAC as our accrediting agency.  
4 Currently, we have no information on what the accreditation requirements are for the use  
5 of non-tenured and adjunct faculty.

6 **I. Service to Non-Majors**-Describe and assess the impact that delivery of service  
7 courses offered by the program or the department has on the program.

8 **a) Identify and describe the General Education service courses provided by  
9 the program faculty for other departments at FSU.**

10 **b) Identify and describe any non-General Education service courses or  
11 courses required for other programs. Comment on your interaction with the  
12 departments or programs for which the courses are provided.**

13 **c) Discuss the impact of the provision of General Education and non-General  
14 Education courses has on the program.**

15 **d) Does the program plan to increase, decrease, or keep constant its level of  
16 service courses? Explain.**

17 The Elementary Education Program does not service non-majors at FSU.  
18  
19  
20  
21  
22  
23

1 **J. Degree Program Cost and Productivity Data-Submit Institutional Research**

2 **and Testing data. Comment on the data.**

3  
4 **Student Credit Hours (SCH for the COEHS)**

| <b>Year</b> | <b>Fall Semester</b> |
|-------------|----------------------|
| 2000-01     | 1429.00              |
| 2001-02     | 3624.00              |
| 2002-03     | 4947.00              |
| 2003-04     | 5573.00              |

5 **Full Time Equated Faculty (FTEF for the COEHS, Elementary Education Program)**

| <b>Year</b> | <b>Fall Semester</b> |
|-------------|----------------------|
| 2000-01     | 13.06                |
| 2001-02     | 14.87                |
| 2002-03     | 19.65                |
| 2003-04     | 21.62                |

6 **SCH/FTEF (COEHS)**

| <b>Year</b> | <b>Fall Semester</b> |
|-------------|----------------------|
| 2000-01     | 109.42               |
| 2001-02     | 243.71               |
| 2002-03     | 251.75               |
| 2003-04     | 257.77               |

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

|         | <b>SCH</b> | <b>FTEF</b> | <b>SCH/FTEF</b> |
|---------|------------|-------------|-----------------|
| 2000-01 | 1429.00    | 13.06       | 109.42          |
| 2001-02 | 3624.00    | 14.87       | 243.71          |
| 2002-03 | 4947.00    | 19.65       | 251.75          |
| 2003-04 | 5573.00    | 21.62       | 257.77          |

10  
11 **Student credit hours have continued to increase during the five year period that**  
12 **the program has been in existence. According to our chair, the teacher education**  
13 **program is a self-supporting program.**

1 **K. Assessment and Evaluation-Describe and evaluate the program's assessment**  
2 **mechanisms.**

3 **1) List and describe what variables are tracked and why when assessing the**  
4 **effectiveness of the program (e.g. mastery of essentials of subject area,**  
5 **graduation rates, employment rates, pass rates on professional exams).**

6 **2) Provide trend data for the variables listed in (1). Compare the data to**  
7 **accreditation benchmark standards if applicable, or provide some other type**  
8 **of assessment of the data.**

9 **3) Describe how the trend data in (2) is used to assess the rigor, breadth, and**  
10 **currency of the degree requirements and curriculum.**

11 **4) Describe how the trend data in (2) is used to assess the extent to which**  
12 **program goals are being met.**

13 Students enrolled in the program are assessed in a variety of means. Entrance to  
14 the program is allowed after the meeting of several criteria inclusive of passing the  
15 Michigan Teachers Test for Certification Basic Skills component. Due to state and  
16 national standards (highly qualified teacher status) the teacher candidate must meet  
17 rigorous criteria to continue, graduate from the program and gain certification as a  
18 teacher. Departmental assessments to assure achievement of the standards by students  
19 and program include, but are not limited to MTTC Basic Skills and Content area pass  
20 rates, evaluations of field performance, traditional grading of coursework, assessment of  
21 professional dispositions, criminal background checks, and the use of portfolio  
22 assessment. All forms of assessment are aligned with the Entry Level Standards for  
23 Michigan Teachers and the criteria articulated in national standards (Interstate Standards

1 for Teacher Education). These assessments and evaluations assure that state policy,  
2 guidelines, law and the mandates of No Child Left Behind are met by teacher candidates.

3 A time line that depicts the various criteria used for student and program  
4 assessment is as follows:

5 Level One: maintained GPA of 2.5 required

6 Level Two: maintained GPA of 2.5-3.0 in minors, 2.75 in educational coursework  
7 and overall required, passage of MTTC Basic Skills, Professional Dispositions,  
8 criminal background check, field evaluations

9 Level Three: (Student teaching and certification) maintained GPA of 2.5-3.0 in  
10 minors, 2.75 in educational coursework and overall required, Professional  
11 Dispositions, criminal background check, field evaluations, portfolio assessment,  
12 and passage of the MTTC content area examinations in majors and minor areas.

13 Program quality is measured by pass rates on the MTTC, Michigan Department of  
14 Education Periodic Program Review panels, and reported Title II data. Future assessment  
15 by state guidelines will include the 3-5 year tracking of graduated/employed novice  
16 teachers in relationship to their performance and their students' performance on  
17 standardized tests. These assessments are used to rank teacher education programs and  
18 provide guidance in curricular reform.

19 The faculty of the School of Education voted in the fall semester of 2005 to select  
20 TEAC as its accrediting body. The program will go under extensive review by outside  
21 evaluators within the next five years.

22

23

1 **L. Administration Effectiveness**

2 **1) Discuss the adequacy of administrative and clerical support for the**  
3 **program.**

4 There have been a number of administrative and clerical turnovers within the  
5 department over the last two years. We have had three chairs (Chandler, Templeton, and  
6 Ing), two of these three were interim. A search is currently being conducted to hire a new  
7 chair. A committee has been formed and the first set of applications have been reviewed.  
8 The committee recommended that readvertisement take place to seek a bigger pool of  
9 applicants. The position is scheduled to be readvertised in October, 2005.

10 Over the summer, two clerical positions became available and have just recently  
11 been filled. These two vacancies left the department very short staffed and made the  
12 program review more difficult than it might have been if requested documents had been  
13 easily accessible.

14 **2) Are the program and/or department run in an efficient manner? Please**  
15 **explain.**

16 The program and department have gone through growing pains as the numbers of  
17 students have increased, personnel have changed, and new faculty have been added. The  
18 lack of secretarial help and the loss of a data analyst this winter and summer have created  
19 additional work on the faculty. Now that a data analyst and secretary have been hired  
20 and once a permanent chair is named things are expected to improve.

21 **3) Are class and teaching schedules effectively and efficiently prepared?**  
22 **Please comment.**

23 It is always a challenge to meet every students' needs. A class rotation schedule



1 has been established that should help the administration determine what and how many  
2 classes need to be offered each semester.

3 Waiting lists often occur in level one courses and it is not uncommon for students  
4 to ask professors to override the system to allow them into a class. Five, level one and  
5 two, classes had waiting lists this semester, but the lists were slightly under the maximum  
6 needed to schedule another class. We believe that if the extra course had been offered, it  
7 would have filled.

8 Our belief is that when students tried to register for these courses, the computer  
9 system reported that the class was full. Therefore, they gave up and took something else  
10 instead of calling the office or their adviser to be added to the waiting list.

11 Elementary Education faculty have been discussing a cohort group rotation,  
12 similar to what Central Michigan University has to help administrators and faculty plan  
13 the number of sections of courses that will be needed each semester.

14 Instructors' syllabi reflect good teaching practices and are available in Appendix  
15 A. It is common for tenure-track faculty members to be asked to teach an overload each  
16 semester.

17 **4) Are students able to take the courses they need in a timely manner? Please**  
18 **comment.**

19 Elementary Education faculty are very aware of the struggles that students go  
20 through to create a workable schedule that allows them to move through the program  
21 with the minimum of time and money. Each semester, the chair requests input from us to  
22 help schedule and plan courses for the next semester. Faculty try not to schedule classes  
23 at the same time.

1 More and more of our students are enrolling in summer school to help eliminate  
2 another semester of campus work during student teaching. This allows them to live at  
3 home during the last semester of their professional career and to become visible in a  
4 district where they might want to teach.

# Section Four:

## Facilities and Equipment

|  |      |
|--|------|
| A. Instructional Environment.....        | 4-1  |
| B. Computer Access and Availability..... | 4-5  |
| C. Other Instructional Technology.....   | 4-8  |
| D. Library Resources.....                | 4-10 |

# Elementary Education

APRC 2005-2006

section 4 of 6

1 **SECTION VI: Facilities and Equipment**

2 **A. Instructional Environment**

3 **1) Are current classrooms, labs, and technology (both on-campus and at off-site**  
4 **locations) adequate? Explain.**

5           Some courses are taught in Bishop Hall with others located in the Business, Starr,  
6 and Alumni buildings. The classrooms in Bishop Hall are equipped with the most up-to-  
7 date technology, appropriate furnishings, and versatile layout available for use. The three  
8 fully equipped rooms have comfortable seating and moveable tables which allow for a  
9 wide variety of configurations appropriate for hands-on student centered instruction.  
10 Each classroom (including those with outmoded furnishings) is equipped with a VCR,  
11 Computer, and Visualizer that all project onto a large retractable screen. In addition,  
12 there are white boards in each room and some type of podium. None of the rooms has  
13 storage facilities available to the Elementary Education Program.

14           One room in Bishop Hall is equipped with 15 computers and is used for EDUC  
15 205, one of the Level One classes. The low number of computers limits the class size for  
16 this course to fifteen students. As a result, some sections of the course have been turned  
17 over to an adjunct who is teaching it on-line. This room also has limited open time  
18 frames for student use.

19           The off-campus sites have similar problems, some are well equipped with  
20 technology, tables, and comfortable seating and others are out-dated and lack fixed  
21 technology. These sites offer “smart carts” available by request that accommodate  
22 instructional technology needs.

1           Teacher candidates are expected to demonstrate competency in the use of  
2 technology in their pedagogy. Therefore, the availability of the fully equipped  
3 classrooms and the accommodations of portable technology has aided in the modeling  
4 and practice of teaching with technology by both faculty and students.

5 **2) How does the condition of current facilities impact program delivery? Explain.**

6           A number of Elementary Education courses are being taught in other campus  
7 buildings. Some of these classrooms are not appropriately equipped to use and model the  
8 Elementary Education's Constructivist Pedagogy. Rooms used by the Elementary  
9 Education faculty in Alumni lack adequate technology. Adjunct faculty have difficulty  
10 knowing who to contact for evening classes when the technology they need is not readily  
11 available. Faculty using some classrooms in the Starr building must order necessary  
12 equipment from media services well in advance of the projected need.

13           No other classrooms on campus that are utilized have visualizers instantly  
14 available to faculty. Rooms in Pennock, Pharmacy, Business, Science, and IRC have  
15 also been used. Many of the classrooms are long and narrow with individual desks that  
16 do not allow for group or project work. EDLA 222 and EDUC 433 in the past have each  
17 had an art component attached to the course that requires students to use tables, a water  
18 source, and storage for art supplies. At the present time, materials are transported  
19 between buildings and in and out of each class session.

20           The impact of inconsistent technology and cross campus travel on program  
21 delivery in some cases is significant. Instructional time is used to test or cue up media of  
22 unfamiliar hardware, in some instances, and the acoustics in some rooms makes  
23 communication difficult. Individual desks makes group work difficult and often students

1 must spread out on the floor to accomplish an assigned in-class task. Frequently, groups  
2 leave the main classroom and find more suitable places to work in other areas of the  
3 building. This makes it difficult and time consuming for the instructor to monitor  
4 progress and answer pertinent questions as they arise.

5 Travel across campus is also time consuming and often results in faculty arriving  
6 late if classes are scheduled back-to-back but are assigned to different buildings.  
7 Additionally, the transporting of props and equipment can become arduous during the  
8 winter months in particular.

9 **3) Describe the program's projected needs with respect to instructional facilities.**

10 As the program continues to grow it becomes more obvious that additional  
11 computer labs, up-dated technology in all classrooms, and more storage facilities are  
12 needed. The most pressing problem, however, is the need for faculty to be housed in the  
13 same building as the classrooms they utilize. Cross campus travel eats up time that could  
14 be better spent advising students, planning for lessons, completing paperwork, or  
15 engaging in committee work.

16 The stress of transporting crates of materials from office to automobile, to  
17 classroom and back again several times a day wears heavily on faculty morale. There is  
18 also a pressing need for a room that can be used for art activities that allows for ease in  
19 setup, cleanup and storage. Therefore, it is apparent that the projected growth and the  
20 needs of faculty will need to be closely examined to support effective instruction.

21 The COEHS has been slated to receive a new building in the future. At present,  
22 faculty have been provided the opportunity to comment and suggest specific needs for the  
23 design. One clear need is a wet laboratory that is designed age appropriate to be used by

1 EDLA 222, and EDUC 432. The State Board of Education has recently identified FSU's  
2 inadequacy of addressing the State Council of Lab Supervisors' Standards for Secondary  
3 Education's Integrated Science program. A wet lab would allow the Elementary  
4 Education's Math and Science Methods instructors to model age appropriate lab  
5 instruction, preparation, and stocking in accordance to the standards of State Council of  
6 Lab Supervisors. This same wet lab could be used by EDLA 222 instructors to better  
7 carry out art, drawing, and painting components of this course without carrying art  
8 supplies across campus.

9 An architect's rendering of the proposed School of Education and Human  
10 Services Building was provided in the winter semester of 2005. This new building will  
11 provide much needed room for instructional purposes and office space to house a  
12 growing student body and faculty.

13 An instructional media center is another important component for the new facility.  
14 Elementary teacher candidates need to have access to laminating machines, book binders,  
15 teachers' manuals, Ellis machines, professional journals, children's books, videos, dvds,  
16 digital cameras, tape recorders, and copy machines.

17 **4) Describe current plans for facilities improvements and indicate their status.**

18 As of this writing, there are plans for a new building for COEHS that is to be  
19 more centrally located and equipped to suit both current and projected needs. To our  
20 knowledge, we are slated to receive a new building but plans have not been finalized and  
21 funding has not been secured.

22 **5) Describe how proposed changes or improvements to facilities would enhance**  
23 **program delivery.**



1           When the current technology, storage, and classroom facilities are improved to  
2 address the needs previously listed, faculty will be better able to model “best practice” for  
3 Elementary Education students. This modeling is imperative to the professional  
4 education of the students. If they are expected to teach in accordance with what the  
5 current research recognizes as best practice, they must have the opportunity to experience  
6 the same practices as the students they will teach. Classrooms that were originally  
7 designed for lecture format with only an overhead for technology are woefully inadequate  
8 in today’s educational system.

#### 9    **B. COMPUTER ACCESS AND AVAILABILITY**

10   **1) Outside of computers in faculty and staff offices, identify the computing resources**  
11 **(hardware and software) that are allocated to the program.**

12           There is limited computer hardware specifically allocated to the Elementary  
13 Education Program. This allocation consists of two computers and one printer in the 4th  
14 floor workroom. Students may use this workroom to read and annotate assigned picture  
15 books or to work on lesson plans by utilizing the teaching manuals that are housed in this  
16 room. If students from other programs choose to use these computers they are permitted  
17 to do so. As enrollment has grown, and word about the workroom has spread, this room  
18 has seen an increase in usage.

19           Software allocations are demonstrated in EDUC 205 but are not signed out to  
20 students or available for individual student use except in room 205 which must be used  
21 when the instructor is available. This room currently is used as an instructional media  
22 center and classroom.

1 Faculty recommendations for new software and videos are considered by the  
2 department chair and purchased if the need can be justified and funds are available. It is  
3 the hope of the committee, when the new Teacher Education and Human Resources  
4 building is constructed there will be space available to house and distribute software,  
5 videos, DVDs, and CDs for faculty and student use. Currently, faculty store their favorite  
6 videos in their offices which makes them unavailable to other faculty members.

7 **2) Discuss how these resources are used.**

8 The two computers and printer on the 4<sup>th</sup> floor of Bishop are available from  
9 8 a.m.- 5 p.m. or later if a faculty member is present on the floor and willing to take  
10 responsibility for overseeing their use. Most students who use this lab are either working  
11 on their assigned children's literature annotations or have several classes in the building  
12 and do not want to walk to the library, go home, or back to work between classes.

13 There is a computer lab on the second floor with 15 computers used for  
14 the EDUC 205 and EDUC 206 classes. The lab has limited hours as it must be monitored  
15 by a student worker. When available, the lab is utilized by all COEHS students and  
16 faculty.

17 **3) Discuss the adequacy of these resources and identify needed additional resources.**

18 The two allocated computers and printer in the 4<sup>th</sup> floor teacher workroom, are  
19 inadequate for the needs of the program and the size of the Elementary Education  
20 program. It is not unusual to find several students waiting for access to the computers  
21 while others copy information obtained from the teachers' manuals in the room in  
22 longhand. The lab on the second floor is also inadequate as it is frequently used for  
23 classes and is seldom available for individual student use. A small computer lab (10

1 computers) with several printers is needed on the 4<sup>th</sup> floor and additional larger lab  
2 facilities somewhere else in the building need to be available for individual work during  
3 extended hours.

4 The current computer lab resources available for the Elementary Education  
5 Program are also inadequate for current and projected needs. Additional and larger lab  
6 classrooms are necessary to accommodate the demand for EDUC 205. This course is  
7 supposed to be taken during the sophomore year but many students cannot get into it until  
8 the end of their junior year or during their senior year. Content from this course is  
9 needed for students early in the program so they may apply their new skills as they  
10 complete the program.

11 **4) Does an acquisition plan to address these needs currently exist? Describe the**  
12 **plan. Has it been included in the department or college's planning documents?**

13 There are currently plans for a new building for the college that includes  
14 additional computing resources. Faculty input was sought during the faculty retreat  
15 regarding computer and software needs. We assume that this building will include  
16 additional computer labs.

17 A new smart cart with 25 laptop computers has recently been purchased for the  
18 School of Education. Although the computers should help to alleviate classroom faculty  
19 needs, there will still be a need for students to have easy access.

20 **5) Discuss the efficacy of online services (including WebCT) available to the**  
21 **program.**

22 All three full-time faculty on-campus have been through the WebCT training  
23 program and are beginning to utilize the service within their courses.

1 It is used in some classes for discussion, evaluation, and submission of finished  
2 work. The off-campus sites utilize the program to a greater extent as part of their mission  
3 is to bring classes to more remote geographical areas. In this case, on-line courses are  
4 extremely useful and desirable for the student population being served from these  
5 campuses. The online service has been valuable and as faculty become more adept at  
6 using it, the expectations are that students will too.

7 WebCT trainers have been extremely helpful and patient in answering our  
8 numerous questions. Their time and talents have been appreciated.

9 **6) Discuss the adequacy of computer support, including the support for on-line**  
10 **instruction if applicable.**

11 Computer support is available through the technology center on a call-as-needed-  
12 basis. Responses from the computer support staff have been professional and prompt.  
13 As students develop online portfolios and other digital media, expectations are that more  
14 support staff will be needed.

15 It would be very helpful to our current students to have an individual available  
16 during times when classes are not scheduled in the computer lab to help students with  
17 *LiveText*, a computer software program that is currently being used in some of our  
18 courses, and other computer software problems.

19 **C. Other Instructional Technology**

20 **1) Identify other types of instructional technology resources that are allocated or**  
21 **available to the program.**

22 Currently there are no other technology resources allocated to the

1 Elementary Education Program. There are older video cameras, a digital camera, a smart  
2 board, laminating machine, Ellison machine, and spiral book binder available for loan  
3 from the Early Childhood Program. Much of this equipment needs to be updated and its  
4 use needs to be closely supervised by a faculty member.

5 **2) Discuss how these resources are used.**

6 These resources are used infrequently because they are housed on the 2<sup>nd</sup> floor,  
7 away from faculty offices, and may only be accessed when a class is not in session. All  
8 Elementary Education students are taught how to use these materials during EDUC 205.

9 **3) Discuss the adequacy of these resources and identify needed additional resources.**

10 The department has one digital camera that is housed in the main office. The  
11 other video cameras that are available through secondary education and early childhood  
12 programs are old and many do not work well.

13 The laminator in room 205 is very sensitive and needs close supervision but is  
14 adequate if somewhat inconvenient to use. The Elementary Education Program needs to  
15 have its own digital, still and video cameras, and a spiral book binder machine. Teacher  
16 candidates are often asked to have their lessons video-taped for preview at the professor's  
17 convenience. Therefore, our most immediate needs are for digital video cameras.

18 **4) Does the acquisition plan to address these needs currently exist?**

19 One faculty member has already received a digital camera as incentive from the  
20 WebCT training and another is planning to do so. There are currently no plans to acquire  
21 digital video cameras. Recently, a request was submitted by two faculty members to the  
22 interim chair for the purchase of at least three video cameras.

23 **5) Discuss the impact of adequacy of other instructional technology resources.**

1           The lack of video cameras impacts faculty observation of pre-service teachers as  
2 they interact in the classroom. This is an important part of the assessment in the methods  
3 courses as the students prepare to go out for their final semester of student teaching.

#### 4 **D. Library Resources**

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

10           The current annual budget for the SOE library holdings is \$60,867. Of this,  
11 \$5,926 goes toward the Elementary Education book budget. Another \$5,500. is budgeted  
12 for serials that are used in the program. The department supports the purchase of  
13 periodicals as well as new texts for use by faculty and students. Our library liaison, Ms.  
14 Anne Kelly, seeks faculty input before ordering materials for the program and informs  
15 the faculty when the new materials have arrived. A culling project during the summer of  
16 2005 provided a much needed assessment of appropriate media, materials, and texts and  
17 the removal of antiquated volumes.

18           During the fall semester of 2004 a plan was initiated to improve the children's'  
19 literature holdings of the library. This movement was initially funded by a promise of a  
20 ten thousand dollar allocation to the purchase of new texts. It was further supplemented  
21 by donations from the professional student groups and individual faculty members.  
22 Another initiative currently being planned is the acquisition and housing of curricular  
23 design materials for student use. While there is a wealth of information available

1 electronically, there is a need for space and materials to support the collection of  
2 textbooks and curricular materials currently used by district schools. Students also are in  
3 need of space to accommodate the construction of supplemental instructional materials.

4 Effective instruction in the use of databases, electronic texts, and other resources  
5 is provided by the library liaison. Instructors are encouraged to schedule this instruction  
6 as a means to familiarize students with the resources available as well as support their  
7 research needs as teacher candidates..

#### 8 **1) Resources available through FLITE**

9 Resources that are available through FLITE help to support the Elementary  
10 Education Program. The children's literature collection is being updated. Old, colorless,  
11 dull children's texts are being weeded out and replaced by attractive, award winning  
12 texts.

#### 13 **2) Service and Instruction**

14 All students in the Elementary Education Program have had at least one session  
15 with Anne Kelly on how to do research and access on-line services available through  
16 FLITE. These services include interlibrary loan, e-books, and an array of on-line  
17 journals, and many texts.

#### 18 **3) Impact of FLITE budget.**

19 Access to children's books and professional journals is crucial to the success of  
20 our program. Many of our language arts classes have assignments that necessitate the  
21 use of these materials. Anne Kelly provides a very valuable service to our students by  
22 helping them navigate the databases to locate refereed journals.

## Section Five:

### Conclusions

|   |     |
|---|-----|
| A. Relationship to FSU Mission.....                             | 5-1 |
| B. Program Visibility and Distinctiveness.....                  | 5-1 |
| C. Program Value.....   | 5-2 |
| D. Enrollment.....  | 5-2 |
| E. Characteristics, Quality, and Employability of Students..... | 5-3 |
| F. Composition and Quality of Instruction.....                  | 5-4 |
| G. Composition and Quality of the Faculty.....                  | 5-5 |



1 **Section V: Conclusions based on data derived from Sections 2-4 and on the**  
2 **collective wisdom and judgment of the PRP. In arriving at these conclusions, the**  
3 **PRP should summarize the relationship of the program to each of the following**  
4 **specific categories and any other categories it deems appropriate:**

5 **A. Relationship to FSU Mission Ferris State University**

6 Given the extensive push for technology at the university and at the state level our  
7 program is going to infuse more technology to align with state standards and university  
8 mission.

9 We will begin using digital portfolios as an assessment tool and require our  
10 students to be engaged in more technology in their own learning and field experiences.

11 The faculty will be actively engaged in the articulation of goals which are in  
12 alignment with the University mission, School of Education's conceptual framework,  
13 Michigan Department of Education standards, and national accreditation expectations.

14 **B. Program Visibility and Distinctiveness**

15 Faculty are currently engaged in recruitment of minority students. Faculty are  
16 highly visible in the public schools through committee work, grant work, and supervision  
17 of pre-service teachers.

18 Faculty will continue to participate in DAWG Days and to be involved in various  
19 state committees in service to the Michigan Department of Education.

20 The integrated approach in the methods courses provides a distinctive alternative  
21 to other programs in the state. However, with the anticipated curricular mapping, it is the  
22 intent of the faculty to further refine the curriculum to make it more innovative and  
23 distinct among Elementary Education programs among the state and regions.

1 **C. Program Value**

2 Many of our students are first generation college students. They are proud to be  
3 at Ferris and their families share their joy. The Elementary Education program provides  
4 educational accessibility to a rural population.

5 Our pre-student teachers and student teachers provide multiple services to the  
6 public schools. They assist classroom teachers, tutor students, aid in home schooling,  
7 and substitute teach.

8 Upon request we provide professional development in areas of our expertise  
9 within the local districts. At other times, we bring in specialists who provide students  
10 with information that might otherwise be unavailable to them.

11 **D. Enrollment**

12 We have seen a rapid increase in enrollment since the implementation of the  
13 program that has resulted in increased demands for space, course offerings, and faculty  
14 advisement.

15 In the initial years, administration was slow to respond to the rapid growth of  
16 enrollment in terms of tenure-track lines. This resulted in a heavy demand upon faculty  
17 and a greater dependence on adjunct instructors. As noted previously, each semester we  
18 have approximately 25 adjuncts who teach classes on and off campus. Over the last two  
19 and a half years we have increased the tenure track faculty by two members (in the winter  
20 of 2003) and successful searches were conducted in 2005 for two additional lines. One of  
21 the new faculty members is only at the Big Rapids campus one day a week with his  
22 primary load at FSU-GR. The other faculty member is contributing to both Elementary  
23 and Secondary physical education.

1           The APR 00-04 enrollment by sex and ethnicity report (Institutional Research and  
2 Testing, 2/9/05) showed that 339 students were enrolled in the elementary education  
3 program. According to the earlier 01/26/05 Institutional Research and Testing office  
4 Administrative Program Review 2004, there were 69 on-campus sophomores who  
5 identified elementary teacher education as their program of study and 65 freshman. As  
6 the three hundred plus students move into the professional development classes, without  
7 additional faculty, the over-reliance on adjunct faculty members will continue and the  
8 quality of the program will suffer.

9           We recommend that 1-2 tenure-track faculty be hired. These new faculty  
10 members should have at least 3-5 years of elementary teaching experience as well as 3-5  
11 years of post-secondary experience.

#### 12 **E. Characteristics, Quality, and Employability of Students**

13           We realize that we need to actively recruit more minority students and implement  
14 a structure to support retention and successful completion of the program.

15           We have refined and formalized a tiered admission procedure for entry into  
16 teacher education programs. This refinement included an increase (2.5) in grade point  
17 average, passage of the Basic Skills test, a criminal background check, and prior  
18 experience in schools. The form may be found following this final section of the review.

19           We realize that the employability in Michigan is currently stalled and that it is the  
20 responsibility of the faculty to encourage students to seek employment in urban areas,  
21 high needs areas, and in districts out of state. Teacher candidates should be required to  
22 spend some time in urban schools to help them feel more confident and comfortable in  
23 that setting.

1 **F. Quality of Curriculum and Instruction**

2 Faculty will be engaged in extensive curricular analysis and mapping in an effort  
3 to further refine and strengthen the program. We hope to eliminate redundancy, to  
4 increase authentic assessment and experiences, and to provide situated learning. The  
5 results of the student and faculty surveys revealed valuable information about the needs  
6 of our program. We will revisit the survey results and try to revise areas of weakness that  
7 were identified.

8 We want to reactivate the Elementary Education Advisory Committee in an effort  
9 to provide a network for our students to facilitate employment and to improve our  
10 curriculum. This committee will be in a position to assess how our employed graduates  
11 in their region are doing and to keep us posted on potential employment opportunities for  
12 our students.

13 Feedback is crucial to the health of the program from our off-campus sites.  
14 Therefore, we believe that it is important to include members on the advisory council  
15 from school districts within the region of our off-campus sites. We would also like to  
16 include a special education teacher and an individual who could represent an instructional  
17 service center (ISD) on the council. Once this council is in place, faculty will be able to  
18 consult with them to ensure that our graduates are prepared to meet the needs of public  
19 schools.

20 Throughout the day, public school teachers need to make many decisions which  
21 affect students both educationally and socially. Currently, teacher candidates are not  
22 required to take a counseling class. As curricular revamping takes place, it would benefit  
23 our students to include a counseling course within their planned program and to have

1 more instruction in classroom management. Students requested more help in this area in  
2 their surveys and it is being addressed this semester more thoroughly in their pre-student  
3 teaching methods classes.

#### 4 5 **G. Composition and Quality of the Faculty**

6 As enrollment increases and students progress through the tiers, there will be an  
7 increased need for more tenure-track faculty with broad-based school experience. These  
8 individuals need expertise in content specific areas and terminal degrees. This increase in  
9 faculty will help to resolve student issues with accessibility to faculty for advisement and  
10 course availability if a full-time adviser isn't hired.

11 It is the current faculty's intention to continue to engage in research and  
12 professional development in an effort to refine their knowledge-based and pedagogical  
13 skills.

14 Among our priorities is the recruitment of underrepresented faculty minorities. It  
15 would be of value to the program to include a faculty member who could also teach  
16 Spanish.

#### 17 **Additional Program Views:**

18 The third floor of Bishop Hall has recently been vacated. With very little effort,  
19 these rooms could suffice as elementary and early childhood classrooms until the new  
20 education building is constructed. There are five classrooms available and a large room,  
21 that was used as the foreign language laboratory, that could be used as an instructional  
22 materials center. This large room has two storage rooms attached to it. There is also a  
23 small student lounge with a sink and eight small and three large offices. New elementary

1 faculty members' offices could be housed on this floor and faculty who are currently  
2 using storage closets for offices on the fourth floor could have the option of moving to  
3 the third floor.

4 We are anxiously awaiting state approval of the new integrated science minor and  
5 pleased that the mathematics department is considering revamping the math minor to  
6 make it more applicable to the needs of elementary teachers. A statistics course seems  
7 like a better fit for our students than calculus II since many of them will be helping  
8 students engage in research projects.

9

# Appendix A:

## Course Syllabi Check Sheets

### Elementary Education Courses

|  |      |
|--|------|
| EDUC 205.....                              | A-1  |
| EDUC 251.....                              | A-6  |
| EDUC 289/Dr. Van Sant.....                 | A-12 |
| EDUC 289/Dr. Johnson.....                  | A-23 |
| EDUC 303.....                              | A-29 |
| EDUC 308.....                              | A-33 |
| EDUC 407/Dr. Hines.....                    | A-40 |
| EDUC 407/Dr. Kavanaugh.....                | A-45 |
| EDUC 420.....                              | A-51 |
| EDUC 421.....                              | A-57 |
| EDUC 431/Language Arts Component.....      | A-65 |
| EDUC 431/Social Studies Component.....     | A-70 |
| EDUC 432/Math Component.....               | A-72 |
| EDUC 432/Science Component.....            | A-76 |
| EDUC 433/Music Component.....              | A-78 |
| EDUC 433/Physical Education Component..... | A-81 |
| EDUC 499.....                              | A-82 |

### Education Language Arts Minor Courses

|                            |       |
|----------------------------|-------|
| EDLA 207.....              | A-86  |
| EDLA 222.....              | A-95  |
| EDLA 340.....              | A-98  |
| EDLA 342.....              | A-103 |
| EDLA 476.....              | A-109 |
| ENGL 301/Dr. Mirtz.....    | A-118 |
| ENGL 301/Dr. Stolarek..... | A-121 |
| LITR 326.....              | A-123 |
| LITR 380.....              | A-127 |

### Check Sheets

|   |       |
|---|-------|
| General Education Requirements.....             | A-132 |
| Elementary Education Professional Sequence..... | A-133 |
| Planned Program Minor.....                      | A-134 |
| Math Teaching Major.....                        | A-135 |
| Math Teaching Minor.....                        | A-136 |
| Social Studies Teaching Major.....              | A-137 |
| Social Studies Teaching Minor.....              | A-138 |
| Language Arts Teaching Minor.....               | A-139 |
| English Teaching Minor.....                     | A-140 |
| Early Childhood Teaching Minor.....             | A-141 |
| Proposed Integrated Science Minor.....          | A-142 |

***Educational Technology in the Elementary Classroom***  
**EDUC 205**

**Course Description**

This introduction to Instructional Technology has been designed to provide the learner with an introduction to instructional applications of various formats of technology. Students in this pre-professional block course will operate instructional technologies, produce materials, and utilize technology for specific instructional intents. This course is designed to be taken with or before EDUC 303, School, Work and Society; EDUC 301, Principles of Teaching and Learning; and EDUC 251, Life Span Human Growth & Development. Successful completion of this block of courses is a prerequisite to the Methods of Teaching courses.

**Instructor:** TBA

**Office:**

**Office Hours:**

**Phone:**

**Fax:**

**Email:**

**Course Objectives:**

The student will be able to:

1. Evaluate applications of technology in a school setting utilizing the National Educational Technology Standards as a framework.
2. Identify the major components of a computer and explain their functions.
3. Utilize a computer for telecommunications applications.
4. Describe educational applications of the Internet and the World Wide Web.
5. Describe considerations and tools used to evaluate software applications.
6. Identify and select resources from an instructional media resource center that are appropriate to subject content and diverse learners for specific instructional outcomes.
7. Utilize a computer database system so that information can be stored and accessed for classroom management purposes.
8. Utilize a computer spreadsheet to calculate data.
9. Incorporate images from different sources into a computer application.
10. Using basic principles of instructional design, utilize a computer presentation program for the delivery of a specific topic.
11. Using basic principles of instructional design, utilize a computer multimedia application to produce a student learning activity.
12. Using basic principles of instructional design, produce materials that utilize computer-generated information.
13. Using basic principles of instructional design, create a web page that demonstrates appropriate K-12 educational applications of Internet resources.
14. Identify the components of copyright that impact education.



## **Subject Matter Content Outline:**

### National Educational Technology

#### Standards

Pre-K – 12 standards

Scenarios

#### Computer hardware

Components

Functions

#### Telecommunications

Internet searching

Information resources

Internet applications

Internet security and ethics

E-mail applications

#### Computer Productivity Tools

Database

Spreadsheet

#### Selecting media for diverse learners

Identifying media attributes

Matching media to special needs

Adaptive technologies

#### Graphics

Principles of graphic design

Draw/Paint programs

Graphic clip art

Imaging

Digital cameras

Scanning images

Internet images

Production of computer-generated materials

Print materials

Projected materials

Producing multimedia computer presentations

Multimedia applications

Multimedia demonstrations

Multimedia design

Web Page Construction

Evaluating web sites

Educational applications

Designing web pages

Constructing web pages

Copyright/Ethical issues of technology

Equity issues

Educational issues

General copyright

Software copyright

Video copyright

## **Relationship to COE Conceptual Framework:**

### ***Diversity***

Students will design and develop instructional materials that support the needs of a diverse group of learners. The students will apply technology in a variety of instructional strategies that focus on meaning in order to address the diversity of prior understandings and experiences of their learners. Evaluation of technology and technology applications focuses on issues of gender, racial, cultural, and socio-economic context used in the medium.

### ***Reflection***

Students are required to keep a reflective journal, which contains a description of each area of study and the student's reflections on their experiences. The students will identify technology and technology applications that are appropriate for given educational environments. The students will describe educational applications of technology that they observe in courses that require appropriate field experiences. Students will reflect on the appropriateness of current educational practice in comparison with the National Educational Technology Standards.

**Integration of Technology in the Course by Instructor and Students:**

This course will utilize traditional and new technologies for the design, acquisition, and production of instructional materials. The students will demonstrate competence with a variety of applications of technology. The instructor will model and demonstrate effective use of the same technologies throughout the course.

**Required Textbook:**

Roblyer, M.D., Integrating Educational Technology into Teaching, Merrill, Prentice-Hall, 2003

**Additional Resources for the Course:**

- One "Zip" disk (IBM format) for 100MB Zip Drive (available at the Campus Bookstore, Wal Mart, Office Max, etc.)
- One standard 3 1/2" floppy disk (optional)
- Class website at TBA

**Student Performance Requirements:**

1. Regular class attendance
2. Class participation
3. Written tests
4. Individual projects with related documentation

**How Course Objectives will be assessed:**

1. Complete four written examinations.
2. Evaluate applications of technology in a school setting utilizing the National Educational Technology Standards as a framework.
3. Identify the components of a computer and explain their functions.
4. Utilize a computer for telecommunications applications.
5. Describe educational applications of the Internet and the World Wide Web.
6. Describe considerations and tools used to evaluate software applications.
7. Identify and select resources from an instructional media resource center that are appropriate to subject content and diverse learners for specific instructional outcomes.
8. Utilize a computer database system so that information can be stored and accessed for classroom management purposes.
9. Utilize a computer spreadsheet to calculate data.
10. Incorporate images from different sources into a computer application.
11. Using basic principles of instructional design, utilize a computer presentation program for the delivery of a specific topic.
12. Using basic principles of instructional design, utilize a computer multimedia application to produce a student learning activity.
13. Using basic principles of instructional design, produce materials that utilize computer-generated information.
14. Using basic principles of instructional design, create a web page that demonstrates appropriate K-12 educational applications of Internet resources.
15. Identify the components of copyright that impact education.

**Explanation of Test Procedures:** Students will complete four objective tests that will cover the course content including course lecture and the course textbook.

**Statement of grading standards and relative weights to assignments and tests**

Details available at: <http://cobnt2.ferris.edu/educ/andersot>

**500 = Possible Total Points**

**Statement as to whether instructor intends to have a portion of the cumulative class grade reported to the student prior to the mid-point of the total grading period and reference to where that portion of the grade is determined.**

Students will have all projects graded by the instructor that have been submitted and returned by the mid-point of the semester.

**Attendance Policy:** It is expected that students attend and participate in every class session.

**Expectations for participation and performance:** Students are expected to attend class regularly and to actively participate in the course. The course is fast-paced and students need to keep up with course activities. Course activities will be demonstrated in class and students will have the opportunity to practice technology skills in the computer lab during class time. However, completion of course *assignments will require students to independently apply new technology skills*. Students may use the computer facilities in the College of Education's Bishop Hall, the computers in the Flite Library, or any personal computers to complete the course activities.

**Guidelines for Preparing Assignments:** A description of course assignments and project evaluation checklists will be distributed in class.

FERRIS STATE UNIVERSITY  
SCHOOL OF EDUCATION  
WINTER 2005  
EDLA 207 EMERGENT LITERACY -COURSE SYLLABUS

Course Title: EDLA 207 Emergent Literacy

Credits: Three semester credits

Prerequisites: ENGLISH 250 Grade B or higher

Days/times: MW 3-4:15 pm/TR 1:30-2:45

Location: Bus 219/Bus 208

Instructor: Betsy Brown, Assistant Professor of Education  
Ph.D. Reading, University of Arizona

Office: Bishop Hall 413

Office Hours: Monday 12:30-2:30pm,  
Thursday 11-1pm or  
By Appointment

Phone: 231-591-5442

e-Mail [brownbet@ferris.edu](mailto:brownbet@ferris.edu)

Textbook:  
Fields, M.V. & Spangler, K.L. (2004). *Lets Begin Reading Right, 4<sup>th</sup> ed.* Upper  
Saddle River, NJ: Merrill.

MLPP Training materials [Bookstore}

Michigan Curriculum Framework English Language Arts (available from [www.MDE.gov](http://www.MDE.gov) or from a link on  
the SOE web site.

Materials: One loose-leaf binder, 2 sets dividers, two new computer disks, and change for copies.

**COURSE DESCRIPTION:** Understanding and analysis of literacy development from preschool through third grade. Methodology and best practice to support and assess emergent readers and writers consistent with current research. Participants will also receive Michigan Literacy Progress Profile training and certification (after completion of EDUC 421).

## COURSE OBJECTIVES:

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

1. How children learn both oral and written language.
2. The significance of play as the work of the child.
3. The critical roles of oral language and story time in the development of literacy.
4. How to assist and support emergent readers.
5. How to assist and support emergent writers.
6. Methodologies, organization, and instruction to support independent readers and writers.
7. Authentic assessment strategies and the significance of portfolio assessment.
8. Organization and environment necessary to develop early literacy.
9. A comprehensive guide to assessing trade books, reading programs, and technology used to support emergent literacy.
10. A thorough knowledge of and practice in administering and analyzing the Michigan Literacy Progress Profile.
11. Methodologies that support the Michigan Literacy Progress Profile and the Michigan Curriculum Framework and Benchmarks for emergent reading and writing.

## COURSE REQUIREMENTS:

1. Attendance/Participation/Professionalism. (50 points) 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 and present appropriate documentation. The fourth unexcused absence and all subsequent absences will result in the drop of one letter grade per occurrence. Any missed sessions of MLPP training must be made up in subsequent semesters. **DO NOT COME TO CLASS IF YOU HAVE THE FLU BUT YOU MUST GET A NOTE FROM THE HEALTH CENTER.**
  - b. Treat guests and classmates with respect and courtesy. Comments should be constructive in nature, both in and out of class.
  - c. No cell phones may be active during class time. Should you anticipate a potential emergency please secure my permission to leave your phone active during class time.
  - d. Appropriate attire. No ball hats, pajamas, or ultra revealing clothing may be worn during class. You are entering a respected profession, please dress accordingly.
2. **ACADEMIC STANDARDS:** (Applied to each assignment). All work must be the student's original creation. If any work is the result of collaboration between students or ideas gathered from the Internet, it must be noted in the text with the student's names or the address of the web site and formally cited (APA style). All official academic standards apply

to work in this course as noted on page 332 of the Ferris catalogue. Plagiarism is a serious offense that will result in, at the very least, failure of this course.

- a. Assignment due dates: All assignments are due on the date specified or negotiated. Failure to meet deadlines reduces your grade significantly. I will provide feedback upon receipt and review.
- b. All written assignments are to be typed using 12 point font, standard margins, double spaced and saved to disk for your later use. (ALWAYS BACK UP YOUR DISK IN AT LEAST ONE OTHER PLACE, LOST DATA IS NOT AN EXCUSE). Each paper must have a cover page with your name, the title of the assignment, the course prefix, a footer identifying it as yours, and the date. Number your pages. Do not turn work in bound until the end of the semester and do not use sheet protectors.
- c. Since all professional communication to parents and administrators should be error free, I expect your written work for this class to be without error. One tenth of the point value for the assignment will be deducted for every five errors. Don't forget about the writing center, they are there as a service to you.

## ASSIGNMENTS:

1. Completed MLPP assessments (9), analysis of results, and discussion of appropriate instructional practices. (300 points) During this course, you will receive training in how and why to administer NINE of the MLPP assessments. On your own, you will carry out the assessments on children of the appropriate age, **record your findings** and write a summary of your **analysis of the child's performance** and possible **instructional strategies** appropriate for that child. Contact building principals, teachers you know, or children of the appropriate age, to arrange for a visit to carry out the assessments. If you need to go to Tot's Place you MUST be cleared by IFA on Watertower Road first and receive permission from Laurie (the Tot's Place Director). Your final project will be bound and include an **introduction** and a **reflective conclusion**. Rubric
2. Bibliography of 40 texts read that support emergent literacy. (200 points). Keep a file of books read. Each entry will contain the author, year of publication, title, location, and publisher in APA Style. You must also include the ISBN number, illustrator and subject. The main portion of the entry must contain a brief summary of the story and possible categories of study that the text would support. You may arrange your file by author, title, or category.

The first time you hand in your file you are to include just the bibliographic data from all books read for prior EDLA or ENG 326 classes. (50 points) If this is your first course of this

type, your EDLA 207 bibliography is worth the entire 200 points or 5 points per book. Try to choose books appropriate for emergent readers.

(NOTE: Do not read the book blurb or on-line description prior to reading the book. The tendency to duplicate that language is too strong, and could result in failure of this course.)  
DO NOT COLLABORATE WITH PEERS ON THIS ASSIGNMENT.

3. **Oral Story:** (50 points) You are to select a familiar story or write an original and tell/act it out for the class as if you were conducting a story time for young children. The basis of your grade is your use of voice, eye contact with the audience, and sense of timing. Props and costumes always enhance this type of activity but are not required.
4. Description and analysis of stages of emergent literacy of one child. (200 points) You will identify and spend time with one child between the ages of 4-7. During your visits and observations you will note AND DISCUSS IN DETAIL 1) the degree of **oral language development**, 2) **knowledge of story and story structure**, 3) **stage of emergent writing with examples**, 4) stage of **emergent reading** from phonemic awareness to actual reading behaviors, and 5) child's activities during **play**. [It is most helpful to use terms of analysis from your text (chapters 1-6) for this assignment]. Your paper must begin with an introduction and end with a conclusion (summary). Use the terminology from 1-5 above for subheadings. Rubric

If writing is a problem for you go to the WRITING CENTER for help.

5. Mini-lesson in writing:[50 points] You will write and teach a 5-10 minute mini-lesson appropriate for writer's workshop and a chosen grade level.[K-3] Your grade will be based upon organization, creativity, relevance, voice or delivery, and summary.
6. Rubric: [50 points]. As a group you will write a rubric for assessment of an original reading assignment.[K-3] Your grade will be based on the inclusion of appropriate elements for the chosen grade level.
7. Cumulative Notebook. (50 total points 15 points for notebook balance in c, d, & f) Each student will maintain and turn in a notebook for this class which will include:
  - a. A Table of Contents
  - b. A collection of all work completed for this course. This will include all of the requirements from sections 1, 2, & 4-6 above.
  - c. Daily written reflections about class discussions/activities. (This will be done in class).[ 10 points]
  - d. Written reactions to the textbook reading by chapter. These MUST be reflective (I know what the text says). [10 points]
  - e. Ideas for application of course content in your classroom. (a list).
  - f. An introspective conclusion that evaluates the emphasis of your learning and the growth in your thinking about course content. [15 points]

B. Brown

EDLA 207  
EMERGENT LITERACY

### Course Schedule\*

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

| Date     | Topic  | Assignment  |
|----------|--|---|
| 1-10/11  | Introduction? Syllabus/APA style                           | Roots of Literacy (Goodman)   |
| 1-12/13  | Roots of Literacy (Graphic Organizer)                      | Chapter 1 Fields pp. 2-20   |
| 1-17/18  | MLK Day no class/video Stone Soup                          | Chapter 1 pp 21-42  |
| 1-19/20  | Discuss Chp 1<br>Group assignments                         | Follow up activity #1 page 42<br>(include write-up in chapter reactions)<br>Chapter 2 Fields                    |
| 1-24/25  | Play (Group –plan play activities )                        | <b>Due: Bibliography (at least 10 books plus prior bib. materials)</b><br>Reactions chps 1-2. Read chp 3 Fields |
| 1/26/27  | Discuss oral language                                      | Prepare oral story  |
| 1/31-2/1 | Oral Story Presentations                                   | <b>Oral Story Due</b>   |
| 2-2/3    | Oral Story Presentations                                   | Read MLPP sections 1-9(pps. ii-2.1  |
| 2-7/8    | MLPP Training /Rational, Literacy attitudes, Oral language | Read MLPP sections 3.1-3.9 & 6.1  |
| 2-9/10   | Phonemic Awareness<br>Concepts of print                    | Due: bib second 10 books<br>Begin Assessments   |
| 2-14/15  | Training video   | Chapter 4 Fields  |
| 2-16/17  | Chap 4: Assisting emergent readers                         |   |



|                         |  |  |
|-------------------------|--|--|
|                         |  |  |
| 2-21/22<br>2-23/24      | Four Blocks Guest Lecture<br>Cueing theories   | Read MLPP sections 18-21 pp.<br>5.1-5.35<br>Due: chps 3&4<br>Bib set 3 |
| 2-28- 3/1<br>3-2/3      | MLPP writing assessments<br>MLPP enabling assessments                                  | Read MLPP sections 25-28<br>pps.8.1-11.1<br>Bib set 4 due              |
| 3-7-10                  | SPRING BREAK   | NO ASSIGNMENT  |
| 3-14/15<br>3-16/17      | Emergent writing<br>Writer's workshop/setup/management<br>(Sample files)               | Writing mini-lesson<br>Chapter 5 & 6 Fields                            |
| 3-21/22<br>3-23<br>3-24 | Mini-lessons<br>Video- Stone Soup<br>No Class Easter                                   |  |
| 3-28/29<br>3-30/31      | Mini-lessons<br>Classroom environment  | Chapter 7 Fields<br>Chapter 8 Fields                                   |
| 4-4/5<br>4-6/7          | Assessment<br>Assessment/write narrative report as a group<br>using materials provided | Design and write a reading<br>rubric as a group                        |
| 4-11/12<br>4-13/14      | Present rubrics<br>Evaluation of Houghton Mifflin                                      | Chapter 9 Fields<br>Prepare oral reading                               |

|                  |                              |  |
|------------------|------------------------------|--|
| 4-18/19<br>20/21 | Oral reading<br>Oral reading | All other assignments due<br>Choose topic for review |
| 4-25/28          | Review                       |  |
| 5-2/5            | Pick up graded materials     |  |

#### COURSE EVALUATION

|                                   |                    |
|-----------------------------------|--------------------|
| Attendance/participation          | 50 points          |
| Oral Story                        | 50 points          |
| Description and Analysis of child | 200 points         |
| Bibliography                      | 200 points         |
| Completed MLPP assessments        | 300 points         |
| Mini-lesson                       | 50 points          |
| Rubrics                           | 50 points          |
| Oral reading                      | 50 points          |
| Reflective Journal {daily}        | 10 points          |
| {final}                           | 25 points          |
| <b>Total</b>                      | <b>1000 points</b> |

#### Grading Scale

|                     |                     |
|---------------------|---------------------|
| 950-1000 points = A | 720-759 points = C  |
| 900-949 points = A- | 700-719 points = C- |
| 860-899 points = B+ | 660-699 points = D+ |
| 820-859 points = B  | 620-659 points = D  |
| 800-819 points = B- | 600-619 points = D- |
| 760-799 points = C+ | 599 down points = F |

## CUMULATIVE EVALUATION FORM

### 1. Attendance/ Participation

|            |       |        |
|------------|-------|--------|
| Attendance | _____ | 40 pts |
| Group work | _____ | 20 pts |
| Oral story | _____ | 40 pts |

TOTAL \_\_\_\_\_ 100 pts

### 2. Journal

|                   |       |        |
|-------------------|-------|--------|
| Table of Contents | _____ | 10pts  |
| Assignments 3-5   | _____ | 30pts  |
| Reflections       | _____ | 90pts  |
| List              | _____ | 20 pts |
| Conclusion        | _____ | 50 pts |

TOTAL \_\_\_\_\_ 200pts

### 3.

**EDLA 222 Syllabus  
Text and the Child**  
4 credit hours  
School of Education  
Ferris State University  
Virginia E. Hines, Ed.D.  
405 Bishop Hall

231.591.3054

hinesv@ferris.edu

**Course Description:** Designed to assist pre-service elementary teachers with the creation of projects using children's literature. Criteria for evaluating and selecting developmentally appropriate text for classroom use are examined. A portion of the course covers literature as visual text and various artistic styles found in picture books are examined. The course emphasizes strategies for using literature in the classroom.

**Course objectives:**

- Understand the interrelated cognitive processes of children writing, illustrating, and publishing their work
- Develop skills of facilitating children's understanding of the relationships between text and illustration as readers and writers
- Demonstrate a variety of means to construct books appropriate for classroom publishing
- Understand the role media, technology, art elements and design play in the illustrative process
- Demonstrate the ability to research and employ a variety of children's authors/illustrators in curricular planning
- Develop an understanding of the concept of visual literacy and its affect upon learning

**Required Text and Materials:**

Johnson, Paul (1997). *Pictures and Words Together: Children Illustrating and Writing Their Own Books*. Portsmouth, NH: Heinemann.

Paley, Vivian (1997). *Girl With the Brown Crayon*. Cambridge, MA: Harvard University Press.

Readings and handouts posted on WebCT

Access to WebCT

Crayons, markers, scissors, school glue, package of construction paper, 1 sheet of poster board, package of assorted colors of tissue paper, package of drawing paper, child's watercolor set, and at least three old magazines.

**Course Assignments:**

1. **Simply stated, attendance, participation, and timeliness in this course are a requirement. Students missing more than four classes will fail, three tardies of five minutes or more will result in a letter grade reduction. Two absences will result in a 5% reduction in your final grade.** You are expected to come to class prepared, having read the assigned texts and literature and completed any assignments. You must be ready to engage in class and on-line discussions, projects, and activities. **Lack of participation denotes a lack of preparedness and interest in the education profession, resulting in the potential of grade reduction.** Demeanor in class and on the web is expected to exemplify the professional educator. You are to respect others and their opinions, provide constructive

criticism, and engage as a responsible member of a democratic learning community. Please see the WebCT document entitled Professional Dispositions Policy for clarification of expected behaviors. You are to read, sign, and submit this document by the second meeting. Offspring, canines, felines or other animals are not permitted in class.

2. **A philosophy of children and literature** (5 points). The preservice teacher will articulate their beliefs about children and their interaction with literature as readers and authors. This work will describe the characteristics of the child, the essential elements necessary for them to learn in reference to literature as readers and writers, their interaction with media as viewers and artists, and the role of the teacher in these interactions and processes.
3. **Critiques:** (15 points). The student will engage in theoretical research by reading three refereed articles and a submission of a critique for each article read. Critiques are to be three pages in length, be word-processed and be in APA style. Critique rubrics for evaluation can be found at the WebCT site.
4. **Tests:** (45 points) There will be five tests worth 7 points each (inclusive of a mid-term) and final exam worth 10 points. The content of the tests will be from the readings, course discussions, and lecture.
5. **Presentation of a study of author /illustrator:** (10 points) This assignment will include research about and the study of a children's author/illustrator. The project must include biographical information, examples of his/her work, and critique of the media used and the elements of visual literacy employed in the author's/illustrator's works. The instructor will assign the authors to be studied. The study will be presented to the whole class via the use of a PowerPoint presentation. This is to be a group endeavor, and will require that groups develop group policy.
6. **Plan for classroom publishing:** (5 points) Each student will create a plan for the incorporation of classroom publishing in their ideal classroom.
7. **Children's Literature file:** (10 points) The student will develop a literature bibliography of at least 40 books annotating each text. There should be at least 10 books addressing each of the following categories: self-concept/self-esteem, diversity, change, and challenge. Selection should be made from a variety of award winning and books, and address a variety of levels of learners. You are use the books at the FLITE library in the children's literature section.
8. **A Child's Book:**( 10 points) Each student will write and publish a children's book using one or more of the media techniques demonstrated in class. The book must rely on visual literacy and simple text to communicate the story or concept. This project has a rubric on the WebCT rubric page.

**Course Policies:**

- ❖ All course requirements must be completed at the C grade level or above. If an "I" grade is assigned, you will have one semester to complete work missed; a final grade will be assigned at the end of that semester.
- ❖ All work submitted must be word processed unless otherwise stated. The work must adhere to APA publication style, follow the writing rubric for the course, and follow any specific protocol (i.e. lesson plans, critiques, etc.). Work that is submitted late will be graded with an initial point reduction of 40 percent for the first week or part there of, 60 percent for the second week or part there of, and will not be accepted if submitted 14 days or more after the initial due date.

- ❖ Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education.

**Grading:** There are a total of 100 points that can be earned in this course. The grading scale is as follows: 94-100% A, 90-93% A-, 87-89% B+, 84-86 B, 80-83% B-, 77-79% C+, 74-76% C, and 70-73% C-. To calculate your grade you need to take the earned points on the assignment(s) and divide the number by the total possible points. For example if you have earned a 4 on the publishing plan, divide 4 by the possible points of 5, the grade is an 80% or a B-.

**Changes may be made to this syllabus at the discretion of the instructor.**

**Social Justice is the equitable treatment of all persons regardless of race, creed, color, religious beliefs and practices, gender, sexual orientation, age, and physical, academic, or emotional challenges. It is the conviction of this instructor to practice social justice to the best of her ability inside and outside the walls of academe.**

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039

Ferris State University  
School Of Education

EDUC 251  
LIFE SPAN HUMAN GROWTH & DEVELOPMENT

Course Outline:

1. Chapter 3: Heredity and Environment
  - A. The Beginning of Development
  - B. The Genetic Code
  - C. From Genotype to Phenotype
  - D. Genetic and Chromosomal Abnormalities
  - E. Genetic Counseling
2. Chapter 4: Prenatal Development and Birth
  - A. From Zygote to Newborn
  - B. Preventing Complications
  - C. The Normal Birth
  - D. The Beginning of Bonding
3. Chapter 5: The First Two Years: Biosocial Development
  - A. Physical Growth and Health
  - B. Brain Growth and Development
  - C. Motor Skills
  - D. Sensory and Perceptual Capacities
  - E. Nutrition
4. Chapter 6: The First Two Years: Cognitive Development
  - A. Perception and Cognition
  - B. Key Elements of Cognitive Growth
  - C. Active Intelligence: Piaget's Theory
  - D. Language Development
5. Chapter 7: The First Two Years: Psychosocial Development
  - A. Emotional Development
  - B. The Origins of Personality
  - C. Parent-Infant Interaction
  - D. Developing Peer Relations
6. Chapter 8: The Play Years: Biosocial Development (Age 2-6)
  - A. Size and Shape
  - B. Brain Growth and Development
  - C. Mastering Motor Skills
  - D. Child Maltreatment

7. Chapter 9: The Play Years: Cognitive Development (Age 2-6)
  - A. How Preschoolers Think
  - B. Piaget's Theory of Preoperational thought
  - C. Vygotsky's Theory of Children as Apprentices
  - D. Language Development
  - E. Preschool Education
  
8. Chapter 10: The Play Years: Psychosocial Development (Age 2-6)
  - A. The Self and the Social World
  - B. Relationships and Psychosocial Growth
  
9. Chapter 11: The School Years: Biosocial Development (Age 7-11)
  - A. Physical Growth
  - B. Childhood Obesity
  - C. Causes of Obesity
  - D. A Healthy Lifestyle
  - E. Motor Skills
  - F. Development Theory
  
10. Chapter 12: The School Years: Cognitive Development (Age 7-11)
  - A. The Growth of Thinking, Memory, and Knowledge
  - B. Concrete Operational Thought
  - C. Language
  - D. Thinking, Learning and Schooling
  
11. Chapter 13: The School Years: Psychosocial Development (Age 7-11)
  - A. The Expanding Social World
  - B. The Peer Group
  - C. Family Structure and Child Development
  - D. Coping With Life
  
12. Chapter 14: Adolescence: Biosocial Development
  - A. Puberty
  - B. Health and Hazards To It
  
13. Chapter 15: Adolescence: Cognitive Development
  - A. Adolescent Thought
  - B. Schools, Learning and the Adolescent Mind
  - C. Moral Development
  - D. Adolescent Decision Making
  
14. Chapter 16: Adolescence: Psychosocial Development
  - A. The Self and Identity
  - B. Family and Friends
  - C. Special Problems
  - D. Conclusion



15. Chapter 17: Early Adulthood: Biosocial Development (Age 20-40)
  - A. Growth, Strength and Health
  - B. The Sexual-Reproductive System
  - C. Three Troubling Problems
  
16. Chapter 20: Middle Adulthood: Biosocial Development (Age 40-60)
  - A. Normal Changes in Middle Adulthood
  - B. Variations in Health
  - C. The Sexual-Reproductive System
  
17. Chapter 23: Late Adulthood: Biosocial Development (Age 60+)
  - A. The Aging Process
  - B. Aging and Disease
  - C. Theories of the Causes of Aging
  - D. May You Live So Long
  
18. Epilogue: Death and Dying
  - A. The Social Context of Dying
  - B. Helping Others Die
  - C. Bereavement

**REQUIRED MATERIALS:**

Text: *The Developing Person Through the Life Span*, 5<sup>th</sup> Ed. Berger, Kathleen and Ross Thompson, Worth Publishers. The text is available at the FSU Bookstore and Great Lakes Book and Supply. The course packet is available at Great Lakes Book and Supply.

**ATTENDANCE:**

This class requires attendance at all sessions and active class participation by the student. Since students who do not attend class lose out on class participation, those who miss more than three class periods will lose ten (10) points from their total score for each 50 minute class missed after the first three (3) absences. Each time a student is late (5 minutes after scheduled class start time), it shall count as ½ an absence.

**EXAMS:**

Four exams and several quizzes will be given this semester. Exams will contain both objective and essay items and will be worth from 80-110 points. Exams may contain items from earlier exams. Students who do not take an exam at the regularly scheduled time will be required to take an all essay exam. The essay exam must be taken within one week of the student's return to class.

## FIELD EXPERIENCE / OUTSIDE ASSIGNMENTS

### **PAPERS WILL NOT BE ACCEPTED LATE!**

**Field Experience/Outside assignments not completed will result in loss of double the point total.**

1. Interview/observe an infant/toddler (ages 0-2) or a preschooler (ages 2-6). Prepare a typed paper, minimum of four pages, on the interview/observation. Attached the completed Interview Assignment Form to the paper. (See Interview Assign Forms and Suggested Questions.) (10 points)
2. Prepare typed paper, minimum of eight pages, regarding your biosocial, cognitive and psychosocial development from the prenatal period to the present. The paper should include a section on grandparents/parents, as well as one on each life span period (prenatal, 0-2, 2-6, 7-11, etc.) you have completed. Appropriate sections should consider some of the same questions used in the Infant/Toddler, Preschooler, and School Years Interviews. Include pictures, drawings, etc. for each section. The pictures etc. should be placed in the body of the paper in the appropriate section. (15 points)
3. Prepare a typed report, minimum of four pages, regarding your personal nutrition/health assessment. The report must include information in each of the following areas: (10 pts.)

Monitor your nutritional intake for two consecutive days. Write down everything you eat/drink (breakfast, lunch, supper, snacks).

- A. From the above list, list the item and the amount of total fat, as well as the amount of saturated fat in the item. Calculate the total amount of fat and saturated fat per day. (Goal: based on 2,000 calories: 60 grams – 40 unsaturated and 20 saturated.)
- B. From the above list, list the item and the amount of dietary fiber in the item. Calculate the total amount of dietary fiber per day (Goal: 20-35 grams)
- C. From the above list, list the item and the amount of sodium (salt) in the item. Calculate the total amount of sodium per day (Goal: 2,000-3,000 mg., approx. 1 teaspoon)
- D. From the above list, list the item and the amount of sugar in the item. Calculate the total amount of sugar per day.
- E. Describe your physical activity for the 2 days. (Example: walked 2 miles, swam for 45 minutes, biked 4 miles, etc.)
- F. For B, C, D, E, & F suggest changed you might make that would improve your nutrition/health. BE SPECIFIC!

4. Visit a facility that cares for persons in late adulthood. Interview a resident/patient regarding their life span development. Observe the atmosphere of the facility. Prepare a typed paper, minimum of four pages, on the interview and observations you made. Attach the Interview Assignment Form to the paper. (See Late Adulthood Interview Form and Suggested Questions). (15 points)

**SELECTED READINGS:**

The student will be required to read several articles/book excerpts during the semester. Several exam questions will be based on these readings.

**GRADING:**

Scores on exams, quizzes, field experiences and attendance will be used to compute the final course grade. Requirements for grades are as follows:

|                |            |            |
|----------------|------------|------------|
| Grading Scale: | 100-96 = A | 76-73 = C  |
|                | 95-90 = A- | 72-70 = C- |
|                | 89-87 = B+ | 69-67 = D+ |
|                | 86-83 = B  | 66-63 = D  |
|                | 82-80 = B- | 62-60 = D- |
|                | 79-77 = C+ | 59-0 = F   |

## Syllabus—English 301—Introduction to Linguistics

Instructor: Dr. Elizabeth Stolarek  
Office: ASC 3091; hours, T 12:00-2:00; W 2:00-3:00  
Phone: (231)591-3627; email [stolaree@ferris.edu](mailto:stolaree@ferris.edu) (my preference)  
Texts: Parker and Riley, *Linguistics for Non-Linguists*, 3<sup>rd</sup> ed.  
Thomas and Tchudi, *The English Language: An Owner's Manual*  
Paul and Elder: *Miniature Guide to Critical Thinking*

### Assignments

Jan. 10 Discuss syllabus, class management, Critical Reading  
Introduction to the study of linguistics; Logic Study Guides;  
Class exercises on language structure

Jan. 17 NO CLASS: Martin Luther King Memorial

Jan. 24 *The Nature of Language*  
Thomas, Chap. 1 & 2; Parker, Chap. 2  
Discuss final projects, final paper format

Jan. 31 *Phonology*  
Parker, Chap. 6

Feb. 7 *Morphology*  
Parker, Chap. 5

Feb. 14 *Morphology, cont.*

Feb. 21 No Class: Individual Conferences

Feb. 28 *Semantics*  
Parker, Chap. 3

Mar. 7 No Class: Spring Break

Mar. 14 Midterm Examination  
Logic Study Guides due

Mar. 21 *Syntax & Grammar*  
Parker, Chap. 4; Thomas, Chap. 6

Mar. 28 *Syntax & Grammar, cont.*  
Thomas, Chap. 7; Thomas, Chap. 8

Apr. 4 *Language and Society*  
Thomas, Chap. 3; Parker, Chap. 10

Apr. 11 *Language Variation*  
Thomas, Chap. 9; Parker, Chapter 7

Apr. 18 *Language Variation, cont.*  
Presentations

Apr. 25 *Brief History of the English Language*  
Thomas, Chap. 5  
Continue Presentations  
Final Papers Due

Final Examination, Logic Study Guides due during assigned time finals week

## Comments

Welcome to the study of linguistics. Our class time will be devoted to studying both structural (descriptive) and sociolinguistics.

### *Student Commitment:*

- careful reading and preparation of all assignments
  - preparation of Logic Study Guides for all reading assignments
- class participation
- mid-term and final exams
- final group project, topic subject to my approval
- final group presentation

I expect this class to be interactive; to this end, I expect that all students will have carefully read all assignments before class. Logic Study Guides will be examined and stamped at the beginning of all class periods; the study guides are to be kept in a separate portfolio, which is to be turned in for a grade on the days of the midterm and final exams.

Classes will follow an informal lecture-discussion format, with workshop assignments being given in all classes. Students will often work individually and in small groups.

**Conferences:** You are required to attend one conference, during which time we will discuss your final paper topic.

You are invited to see me for an informal conference any time throughout the semester during my office hours, or if those times are not convenient for you, by appointment. Linguistics is a new field of study for every student in this class; do not hesitate to see me if you are encountering problems with this course.

### *Grading Scale*

|                      |     |
|----------------------|-----|
| Logic Study Guides   | 10% |
| In-class assignments | 10% |
| Mid-term/final       | 50% |
| Final Paper          | 20% |
| Presentation         | 10% |



# FERRIS

FERRIS STATE UNIVERSITY

College of Education

Course Syllabus

**EDUC 308**

**Teaching Strategies for Special Education and Diverse Populations**

**Materials Prepared by:**

- Rick Van Sant, Ph.D.
- Office: Bishop 416-C  
Big Rapids Campus
- Phone: (231) 591-5366
- Email: vansantr@ferris.edu

Office Hours:

**Grand Rapids: Mon 4:00 – 6:00 PM**

**Big Rapids: Tues 1:30 – 2:45  
Thurs 1:30 – 2:45**

**Class Timings**

EDUC 308-AGA: Grand Rapids

- Monday 6:00 – 8:50 PM

EDUC 308-002: Big Rapids

- Tues & Thurs 1:30 – 2:45

**Required Texts**



- Smith, T.E.C., Polloway, E., Patton, J.R., Dowdy, C. (2004). Teaching Students with Special Needs in Inclusive Settings. Fourth Edition.

- One book from the following list:

Gurian, Michael. (2001) Boys and Girls Learn Differently; A guide for teachers and parents

Healey, Jane.M. (1990) Endangered Minds; Why Children Don't Think and What We Can Do About It.

Louv, Richard. (1990) Childhood's Future.

Kozol, Jonathan. (1991) Savage Inequalities

McMinn, Lisa G. (2000) Growing Strong Daughters

Simmons, Rachel. (2002) Odd Girl Out; The hidden culture of aggression in girls

Girls Seen and Heard. The Ms. Foundation for Women and Sondra Forsyth

Eagle, Carol, J & Colman, Carol. (1993) All That She Can Be; Helping your daughter maintain her self-esteem

Mackoff, Barbara. 1996) *Growing a Girl: Seven strategies for raising a strong spirited daughter*

Pollack, William. (1998) *Real Boys; Rescuing our sons from the myths of boyhood*

Pollack, William. (2000). *Real Boy's Voices; Boys speak out about drugs, sex, violence, bullying, sports, girls, school and parents*

Glennon, Will. (2000) *200 Ways to Raise a Boy's Emotional Intelligence: An indispensable guide for parents, teachers, and other concerned caregivers*

Sommers, Christina H. (2000) *The War Against Boys; How misguided feminism is harming our young men.*

### **Catalog Description**

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, basic 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. 3 credit hours.

- The student will enhance their knowledge of legislation and litigation surrounding services for students with disabilities.
- The student will enhance their knowledge about the IEP process
- The student will enhance their knowledge regarding the types of disabilities, their causes and the effects on learning
- The student will be able to discuss the pre-referral and referral processes
- The student will be able to discuss the characteristics of the major areas of disability
- The student will be able to discuss the roles of the family, community and various school personnel as it relates to students with special needs and diverse populations
- The student will gain a knowledge base of teaching strategies for children with special needs

### **Relationship of Course Objectives to the SOE Conceptual Framework:**

Experiential, Awareness, Collaborative, Holistic

### **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

|  |                   |
|--|-------------------|
| <i>Anticipatory Questions for each chapter (5 points each x 10 chapters)</i> | <i>50 points</i>  |
| <i>4 Quizes. (25 points each)</i>  | <i>100 points</i> |
| <i>2 Article Reviews. (15 points each)</i>                                   | <i>30 points</i>  |
| <i>Book Report</i>   | <i>50 points</i>  |
| <i>Expert Project</i>  | <i>100 points</i> |
| <i>Final Exam Meeting</i>  | <i>20 points</i>  |
| <b>TOTAL:</b>  | <b>350 points</b> |

## Grading

| Letter | Percentage |    |            |
|--------|------------|----|------------|
| A      | 100 – 96   | C+ | 80 – 78    |
| A-     | 95 – 91    | C  | 77 – 74    |
| B+     | 90 – 88    | C- | 73 – 71    |
| B      | 87 – 84    | D  | 70         |
| B-     | 83 - 81    | F  | 69 or less |

Note: The professor reserves the right to make needed and appropriate adjustments to the syllabus. This may include the addition, deletion or changing of assignments (graded or ungraded).

### **Student Responsibilities:**

**Please note that you are responsible for all text material assigned. Some of the text material may be lectured on in class, and some may not. Do Not assume that because I do not lecture on something in the text, that it may not be important. Sometimes I may feel that material from the text needs additional clarification, but if the text is self explanatory, I may choose not to spend time repeating what you have already read. Class time will be designed to enhance readings in the text, provide a forum for discussion, and in general make the text material come alive in an experiential context. The quizzes will be primarily on the material in the text, but may include material from class.**

### **Attendance Policy**

I understand that each student may upon occasion need to be away from class due to illness or other important matters. The following policy recognizes these life issues but at the same time reflects the real world need to be present in class in order to learn and share your learning with others in the class.

Each student will be allowed to miss up to two Tues & Thurs classes or one Mon only class without penalty. These absences may be for any reason and do not require giving the professor an excuse.

A student who is absent a third time for the twice a week class and a second time for the once a week class will need to provide a valid excuse according to the following exception policy. An unexcused absence will result in the lowering of the final grade by one grade (A- to B+ etc)

The two absences a student may have represent nearly 6% of the course meeting days and far exceed any absence policy that would exist in business, industry or other professional areas.

#### **Exceptions to the Attendance Policy**

Verification of all exceptions is necessary.

1. A University-sponsored event in which an excused absence from the Vice President for Academic Affairs office is given.
2. Death of a family member or close personal relation (friends, neighbors).
3. Extended hospitalization.
4. Jury duty or being subpoenaed to testify in a court case.
5. Dangerous weather conditions in which driving is considered by local authorities to be unsafe. (for commuter students)

### **Late to class policy**

- a. Students will be given a 5-minute window before being considered late to class. Students who arrive more than five minutes after the scheduled class start time should speak with the professor after class.
- b. Repeated late arrivals may constitute a pattern of absence that may be counted as missing a class



## **Late assignment policy**

- c. Assignments are due at the end of class on the date scheduled in the syllabus or as amended by the professor.
- d. Assignments handed in after that date and time will incur a 10% reduction in grade for every school day late up to two calendar days (NOTE: this includes weekends and will require submission via WebCT)

## **Paper Submission Requirements**

- *All papers must be typed, edited for grammar, punctuation, and spelling. More is not better. Be clear, succinct and to the point. Know what you want to say, and say it. I am not impressed by big words. I am impressed by clear thoughts and rational arguments.*
- 1" margins
- 1 ½ spaced
- Indent to begin a paragraph, do not use block or justified style with a return in between paragraphs
- You may use bold and italics, but never underline except in a reference page.
- Color text is not acceptable. Color photographs, tables, charts etc. are OK.
- Name, Class, Date on the upper right hand side

## **Lead Questions**

On the Thursday or Friday of the week before, I will email or post on Web CT a couple of leading questions for class the following week. You are to answer these questions by e-mail or on WebCT by 8:00 AM on Monday morning. I will not accept late responses. I will use several of these responses to lead discussion during the weeks class(es). **Your e-mail response must have the following in its subject line. Failure to do so, will mean I just delete the email: 308 - Your Name - week 1 (or 2, or 3 etc.)**

## **Article Reviews**

You must turn in two (2) one – two page article reviews on a disability area of your choice. It is strongly suggested that these articles contribute to your "Disability Expert" assignment. You may select the articles from any professional journal. Popular press, newspapers, magazines, or websites may not be used. You may use paper or online journals, but they must be professional journals. The library can assist you in determining if a journal is a professional journal, and how to access journals on-line.

As with all writing, I am looking for clear, concise, articulate writing. Spelling, grammar and punctuation must be double checked for accuracy. This is not an English class, I do not correct mistakes. If you need help with your writing, you may seek assistance at the Academic Support Center and Tutoring.

<http://www.ferris.edu/htmls/colleges/university/supportcenter.htm>. I have included some general guidelines for writing in Appendix A.2

If you wish to discuss the article and get help in clarifying your ideas, I am available during office hours and by appointment.

## **Book Report**

You are to prepare both a written paper and a presentation for class on the book that you choose to read. The paper should meet the following requirements:

- 4-5 pages conforming to the paper requirements established above.
- Page 1 = summary of the book. This includes the central thesis of the book (what is the point of the book), and a general overview of the content.
- Page 2 = The authors conclusions. None judgmental restatement of the authors major findings .

- 3 & 4 = critical analysis of the book. What do you agree with? What do you disagree with? WHY? Here is where you might bring in outside information that refutes or substantiates the authors assertions.
- Page 5 = Your own ideas about how this book will influence your teaching. How can you envision using this knowledge in your classroom?

The presentation should be no more than 10 minutes where you will “teach” a major concept of the book. In other words, what do you want your colleagues to know. You will be graded on presentation skills as well as the relevance of the content.

### **Disability Expert**

During the course of the semester you are expected to develop expertise in one of the disability areas. You may pick any one of the IDEA categories (except severe and profound or Autistic) as well as ADD with or without Hyperactivity. You will compile a notebook (or CD) of related articles, websites, teaching strategies, case studies, adaptive technology, information on resources in the community in which you think you will teach. It is up to you to be creative, informative, and useful to your colleagues. You will be called on to help lead class during the relevant week in which we discuss that disability category. Your expert notebook, website, CD-ROM will be graded during the 14th week of the semester. Your assistance with class will occur earlier than the due date, and will not be graded. Your expert notebook will be graded in class by your peers according to a prescribed rubric. Hence the focus of this notebook is to be useful and understandable to your colleagues more than your professor.

### **Class Calendar**

| <b>Week #</b> | <b>Date Mon.</b> | <b>Date T &amp; R</b> | <b>Topic</b>  | <b>Due</b>   | <b>Homework</b>  |
|---------------|------------------|-----------------------|---|--|--|
| 1             | 1/12             | 1/13<br>1/15          | <ul style="list-style-type: none"> <li>• Syllabi Review &amp; Course Orientation</li> <li>• Chapter 1: Inclusive Education; An Introduction</li> </ul>  |  | Read Chapter 1<br>Videoclip 1: Individualized Education Plan.<br><br>Read Chapter 2<br>Videoclip 2<br>Video Clip 3 |
| 2             | 1/19             | 1/20<br>1/22          | <ul style="list-style-type: none"> <li>• <b>Monday Class – Holiday</b></li> <li>• <b>Tuesday Class – Library Orientation: FLITE 112</b></li> <li>• Chapter 2: Effective Inclusion Practices and Professional Collaboration</li> </ul> | Lead Question week #2                                | Read Chapter 3<br>Videoclip 13   |
| 3             | 1/26             | 1/27<br>1/29          | <ul style="list-style-type: none"> <li>• <b>Monday Class - Library Orientation</b></li> <li>• Chapter 3: Home-School Collaboration</li> </ul>   | Lead Question week #3                                | Read Chapter 4   |
| 4             | 2/2              | 2/3<br>2/5            | <ul style="list-style-type: none"> <li>• Chapter 4: Identifying and Programming for Student Needs</li> </ul>  | Lead Question week #4<br><br>Quiz #1; (chap 1, 2, 3) | Read Chapter 5<br>Videoclip 5  |

|    |      |              |   |  |                                   |
|----|------|--------------|---|--|-----------------------------------|
| 5  | 2/9  | 2/10<br>2/12 | • Chapter 5: ADD – ADHD                         | Lead Question week #5                                | Read Chapter 6<br>Videoclip 6     |
| 6  | 2/16 | 2/17<br>2/19 | • Chapter 6: Learning Disabilities              | Lead Question week #6                                | Read Chapter 7<br>Videoclip 10    |
| 7  | 2/23 | 2/24<br>2/26 | • Chapter 7: Emotional and Behavioral Disorders | Lead Question week #7<br><br>Quiz #2; (chap 4,5,6)   | Read Chapter 8<br>Videoclip 7     |
| 8  | 3/1  | 3/2<br>3/4   | • Book Reports                                  | <b>Book Report Due</b>                               |                                   |
| 9  | 3/8  | 3/9<br>3/11  | • <b>Spring Break</b>                           |  |                                   |
| 10 | 3/15 | 3/16<br>3/18 | • Chapter 8: Mental Retardation                 | Lead Question week #10                               | Read Chapter 9<br>Videoclip 8 & 9 |
| 11 | 3/22 | 3/23<br>3/25 | • Chapter 9: Sensory Impairments                | Lead Question week #11                               | Read Chapter 11                   |
| 12 | 3/29 | 3/30<br>4/1  | • Chapter 11: Communication Disorders           | Lead Question week #12<br><br>Quiz #3; (chap 7,8,9)  |                                   |
| 13 | 4/5  | 4/6<br>4/8   | • Independent Study<br><br>• Easter Break       |  |                                   |
| 14 | 4/12 | 4/13<br>4/15 | • Expert Notebook Review.                       | <b>Expert Notebook Due</b>                           |                                   |
| 15 | 4/19 | 4/20<br>4/22 | • Chapter 13: At Risk                           | Lead Question week #15<br><br>Quiz #4; (chap 11, 13) |                                   |
| 16 | 4/26 | 4/27<br>4/29 | • Final Exam Meeting - required<br><br>•        |  |                                   |

### Book or Article Review or Critique Guidelines

#### Purpose

The purpose of a **review** of a work (book or article) is generally to let readers know what the work is about and what its merits are so that readers can decide whether they want to read the work. Because the readers of a review probably have not read the work under discussion, you must describe the work as well as evaluate it.

For a **critique** or **critical review**, readers may have read the work; therefore, you need to give less attention to description and summary but more attention to evaluation.

### Choosing a Work

Sometimes your teacher assigns a particular book or article; however, your teacher may give you a list of works from which to choose or a broad field that you will have to narrow-first to a specific area and then to a specific work. If you are given a choice, try to find a work that interests you.

1. Ask someone whose judgment you trust to recommend a work or try to find a work by an authority who is respected in the field. Your textbook may contain a helpful bibliography.
2. Examine the work carefully to see whether the subject and treatment are appealing to you. Check contents, indexes, and introductions.
3. Flip through the text, reading portions in order to determine whether the vocabulary and style are clear and comprehensible to you.

### Content of the Review or Critique

All reviews should (1) identify the work and the author, (2) include a summary of the work, and (3) include an evaluation. Other elements may be requested or required by your teacher; if you are uncertain, ask the teacher. A review or critique may include some or all of the following:

1. An abstract, summary, or synopsis to summarize the essential contents and main ideas (more detailed in a review than in a critique);
2. A statement or thorough discussion of the author's theme (main underlying idea), purpose, and methods of development;
3. A brief biographical sketch of the intellectual life of the author, linking the work under discussion to the author's other works;
4. A discussion of the relationship between the work being reviewed and other works in the field;
5. Evaluation of the work, clearly presented and well-supported; 6. Selected short quotations from the work that are representative of the theme, tone, and style.

### Organization

The following structure is a recommendation rather than a requirement. Many reviewers successfully interweave the elements of the body paragraphs.

#### Title

Your title is not the same as the title of the work under discussion but may include the work's title. Do not underline or write quotation marks around your own title; however, do underline the titles of books and periodicals and place quotation marks around article titles.

A Critique of J. I. Rodale's *The Synonym Finder*

#### Introduction/Opening Paragraph

1. Clearly and accurately present full bibliographical information about the work: titles, publishing information for books, dates and pages for articles.

- a. Some teachers prefer that you incorporate bibliographical information into the text of your paper.

EXAMPLE/BOOK: Dr. Jane Smith's revolutionary examination of the declining morality of college students is aptly titled *Sin Among Students* (New York: Ethics Press, 1984).

EXAMPLE/ARTICLE: "Better Essays in Sixty Minutes" by Ronnie Right (*Study Tips for Serious Students*, 12 Sept. 1984: 327-29) offers a step-by-step procedure for better writing.

- b. Some teachers prefer that you present the bibliographical information in a separate listing, beneath the title or at the end of the paper.

EXAMPLE/BOOK: Smith, Jane. *Sin Among Students*. New Ethics Press, 1984.

EXAMPLE/ARTICLE: Right, Ronnie. "Better Essays in Sixty Minutes." *Study Tips for Serious Students* 12 Sept. 1984: 327-29.

2. Include one or more general statements that give a quick indication of the work's contents and your reaction to it.

EXAMPLE: Students are always searching for ways to improve their essays but are often frustrated by the similarity of most composition guides. Ronnie Right's suggestions in "Better Essays in Sixty Minutes" (*Study Tips for Serious Students*, 12 Sept. 1984: 327-29) not only differ from the advice found in most texts but also work quickly and effectively.

### **Body/Supporting Paragraphs**

The number of body paragraphs varies according to the nature of the assignment and the extent of what you have to say. In general there will be at least one paragraph of summary and at least one paragraph of evaluation.

1. In your summary, include all the significant points of the work, including the points the author emphasizes.
2. Explain the purpose of the work and, if appropriate, the author's background and methodology (often found in the preface, foreword, or introduction).
3. Present your critical evaluation, discussing both positive and negative features as appropriate. Support all your judgments with evidence from the work, paraphrasing and quoting excerpts. Is the work thorough? fair? clear? convincing? significant? How does the work relate to other works in the field or to your general understanding of the subject?

### **Conclusion/Ending Paragraph**

Give an overall evaluation as the conclusion of what you have said so far. In a review, make a recommendation about the type of reader likely to enjoy or benefit from the work. In a critique, include an indication of the work's merit in the field.

### **Format**

The final paper should be typed, double-spaced on one side of white standard (8 1/2-by-11-inch) paper. Provide margins of one inch on all sides. Number all pages except the first page. Proofread your final copy carefully and make corrections neatly in ink.

Addapted from Tidewater Community College Writing Center  
<http://www.tc.cc.va.us/writcent/handouts/writing/bookrev.htm>

Ferris State University

EDLA 340 WRITER'S WORKSHOP  
WINTER 2005

**DAY/TIME:** TR 9:30-10:45

**ROOM:** BUSINESS 219

**PROFESSOR:** BETSY BROWN  
Ph.D., U of ARIZONA, Reading

**OFFICE:** BISHOP 413

**PHONE:** 591-5442

**e-MAIL:** [brownbet@ferris.edu](mailto:brownbet@ferris.edu)

**TEXT:** Wood Ray, Katie. (2001). *The writing workshop: Working through the hard parts (and they are all hard parts)*. Urbana, IL: National Council of Teachers of English  
(1999). *Wondrous Words: Writers and writing in the elementary classroom*. Urbana, IL: National Council of Teachers of English.

Michigan Curriculum Framework available at

**MATERIALS:** 2" 3-ring binder for Curriculum Notebook  
Money for copies

**COURSE OUTCOMES:** At the end of this course students will articulate and/or apply

- The importance of the craft of writing and 20-30 craft techniques
- Goals of writing workshop for elementary students
- Fundamental concepts of composing and workshop management
- Importance of reading like a writer
- Roles of a teacher in writing workshop
- Connections among specific curricular goals and workshop goals

In addition, they will understand and be able to articulate:

- How writers improve through workshop
- How to select children's books that model craft
- How to design focus lessons and thematic units that demonstrate the above concepts
- The qualities of good writing for elementary students

NOTE: THE FORMAT FOR THIS CLASS IS IN RESPONSE TO RESEARCH ON A LEARNER CENTERED PEDAGOGY. CHANGES MAY BE MADE AS WE PROGRESS THROUGH THE COURSE.

GENERAL INFORMATION:

- **Public writing:** All writing for this course is public in the sense that it will be shared with class members and others interested in our work. Make sure you are comfortable sharing what you write.
- **Writer's Workshop:** Writer's Workshop will be 45 minutes each class period. Be sure to always have your file with you and a work in progress. You must have one publishable piece ready for our anthology by April 19<sup>th</sup>. You also need a separate paragraph "About the Author".
- **Discussion:** One or two chapters from the Workshop text will be discussed each day. Each presentation team will teach a mini-lesson prior to independent writing time. They will also be "in charge" of the workshop for that day. Each team will present twice. This format may vary depending on the topic of study.
- **Additional help:** The quality of your writing is very important to me. Please feel free to come to my office for additional discussion of a piece in process.
- **Plagiarism and academic dishonesty:** The unauthorized use of someone else's work is a violation of the student conduct code [see page 332 of student handbook] and will result, at the very least, failure of this course. Saving all your drafts and notes is always a good idea should you be called upon to show your writing process. When in doubt ASK.
- **Course Evaluation:** Evaluation is based on 1000 points.

COURSE REQUIREMENTS:

1. **Attendance/Participation/Professionalism. (50 points)** 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 and present appropriate documentation. The fourth unexcused absence and all subsequent absences will result in the drop of one letter grade per occurrence. DO NOT COME TO CLASS IF YOU HAVE THE FLU BUT YOU MUST GET A NOTE FROM THE HEALTH CENTER.
  - b. **Treat guests and classmates with respect and courtesy.** Comments should be constructive in nature, both in and out of class.
  - c. **No cell phones may be active during class time.** Should you anticipate a potential emergency please secure my permission to leave your phone active during class time.
  - d. **Appropriate attire.** No ball hats, pajamas, or ultra revealing clothing may be worn during class. You are entering a respected profession, please dress accordingly.
  - e. **If you have occasion to visit a school to observe children's writing, you are to dress in a professional manner and leave the gum in your purse or pocket.**

**2. Book File [50 points]:** During this semester read 40 books that demonstrate some craft, genre, or process of writing that elementary students can use as a model for their work. Keep the usual bibliographic and annotative information but add a note about the writerly craft of the book. Novels count for two and please note which books are novels. Chapter 8 in *Wondrous Words* is an excellent place to start.

**3. Curriculum Notebook [300 points]:** Your final project for this class will be a cumulative notebook that will serve as an overall plan for your writing program. The required portions of the notebook include:

- Philosophy of writer's workshop
- Published pieces from the workshop
- Examples of drafts, revisions, and writer's notebook
- Two (2) unit outlines for studying writing with three (3) focus lessons each
- An assessment plan
- A classroom floor plan

Optional sections might include Internet resources handouts from class, book lists, ideas for more mini-lessons and units, etc.

**4. Writer's workshop [400 points]** The workshop portion of this class is designed to give you the same experiences you will provide for your students. Some changes are necessary due to the general structure of a college class - more writing and revising outside of class and much higher standards for drafts and revisions.

The goals of the workshop include expansion of your own writing skills and experiences, increased sensitivity as a responder, understanding of the principles of writing workshop through experiences, familiarity with the craft of writing and practice teaching and managing a workshop environment.

**5. Team teaching [100 points]:** You and your partner will choose two sections of chapters from *Wondrous Words* to teach to your peers. You will also be in charge of workshop time and assessment for those days. Close collaboration with me during the preparation phase is essential to your success and will figure into your point value. You will also have the opportunity to evaluate your partner and yourself so grading can be fair and impartial.

**6. Final exam [100 points]:** A take-home final is part of this course and will be assigned one week prior to the end of the term.



**WINTER 2005**

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

|                    | TOPIC  | ASSIGNMENT                           |
|--------------------|--|--------------------------------------|
| Jan. 11<br>Jan. 13 | Introduction, fundamentals of writer' workshop<br>Discussion/workshop/notebook | Draft<br>Draft 4 copies<br>Chp 1 & 2 |
| Jan 18<br>Jan 20   | Discussion necessity/characteristics<br>Mini-lesson/workshop                   | Revision 4 copies<br>Chp 3 & 4       |
| Jan 25<br>Jan 26   | tone/development<br>Student lesson WS  | Due: Bookfile 1-10<br>Chp 5 & 6      |
| Feb 1<br>Feb 3     | Student lesson WS  | Chp 7 & 8                            |
| Feb 8<br>Feb 10    | Student lesson WS  | Chp 9 & 10<br>Due: Bookfile 11-20    |
| Feb 15<br>Feb 17   | Student lesson WS  | Chp 11 & 12<br>Draft of Philosophy   |
| Feb 22<br>Feb 24   | Student lesson WS  | Chp 13 & 14<br>Due: Bookfile 21-30   |
| Mar 1<br>Mar 3     | Student lesson WS  | Chp 15 & 16<br>Draft of Assess. Plan |
| Mar 8 /10          | SPRING BREAK   |                                      |
| Mar 15<br>Mar 17   | Student lesson WS  | Chp 17 & 18<br>Due: Bookfile 31-40   |
| Mar 22<br>Mar 24   | Student lesson WS  | Chp 19                               |
| Mar 29<br>Mar 30   | Student lesson WS  | Wond Chp 5                           |
| Apr 5<br>Apr 7     | Student lesson WS  | Wond Chp 8                           |
| Apr 12             | Student lesson WS  | Due: Anthology draft                 |

Apr 14            EASTER NO CLASS

Apr 19            Final exam assigned  
Apr 21            Student lesson WS

Apr 26            Curriculum notebook due  
Apr 28            LAST DAY OF CLASS FINAL EXAM DUE

May 3             FINAL EXAMS/WORK RETURNED

**Grading Scale**

|          |             |         |             |
|----------|-------------|---------|-------------|
| 950-1000 | points = A  | 720-759 | points = C  |
| 900-949  | points = A- | 700-719 | points = C- |
| 860-899  | points = B+ | 660-699 | points = D+ |
| 820-859  | points = B  | 620-659 | points = D  |
| 800-819  | points = B- | 600-619 | points = D- |
| 760-799  | points = C+ | 599     | down = F    |

**DAILY SCHEDULE**

**Tuesdays:**

9:30-9:35 Attendance  
9:35-9:45 Read aloud  
9:45-10:00 lecture

10:00- 10:30 Discussion  
10:30-10:35 Workshop planning  
10:35-10:40 Housekeeping  
10:40-10:45 Reflection

**Thursdays**

9:30-9:35 Attendance  
9:35-10:35 Student lesson  
10:35-10:40 Housekeeping  
10:40-10:45 Reflection

Ferris State University  
School of Education  
EDLA 342, Reader Response  
Winter, 2004

Instructor: NancyLashaway-Bokina  
Office: 415 Bishop  
Office Hours: Monday 3:00-4:00  
Wednesday 2:00-3:00  
Thursday 2:00-3:00  
(Big Rapids Campus)  
Office Phone: 231-519-5368

Class Days: Wednesday  
Time: 6-8:30 p.m.  
Place:  
Office Hours: Grand Rapids  
5:00-6:00  
e-mail (home) pmrjjsn1@aol.com  
e-mail: (office) [lashawan@ferris.edu](mailto:lashawan@ferris.edu)

**Prerequisites:** English 250 and EDLA 207, or with permission from professor

**Textbooks:**

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.

*American Psychological Association Manual, (5<sup>th</sup>)* (2002). Washington, D.C.: American Psychological Association.

Rosenblatt, L. M. (2002). *Literature as exploration (5<sup>th</sup>)*. New York, NY: Modern Language Association of America.

Course Packet at Bookstore

**Course Description:** This course is designed for elementary education students. It examines reader response theory and its history, the role of literature circles in reading comprehension, reading performance techniques, and fluency development. Reader response journals, discussion groups, evaluation rubrics, portfolio construction, and the role of the teacher as facilitator are emphasized.

**Objectives:** As a class participant, you will be expected to successfully demonstrate an understanding of the following:

1. The teacher candidate will demonstrate the ability to put the reader response theory into practice.
2. The teacher candidate will understand how to incorporate literature circles into a balanced reading program.
3. The teacher candidate will design eight anticipatory/preparation guides.
4. Teacher candidates will document how to form, manage, and schedule literature circles.
5. The teacher candidate will reflect on their personal, social, and cultural contexts of the reading act in a double-entry journal

6. After reading 12, instructor selected, children's trade books, the teacher candidate will design a three-level study guide for each text.
7. The teacher candidate will successfully complete three quizzes and one exam.

### **Course Policies and Procedures:**

**Attendance:** Attendance at all class meetings is expected and is essential to your success in this experience. Three late classroom entries will be counted as an absence. In the event of an emergency, you are responsible for obtaining handouts and notes from your peers and for notifying me *prior to class*. **Evaluation points missed during an absence may not be made up at a later day.**

**Discussion:** Prior content reading is required. Discussion points will be assigned each week. Your reaction to and interpretation of the assigned material is important to the success of your literature circle.

**Academic Dishonesty:** The university expects that both faculty and students will honor the principles of academic honesty. Academic work that is assigned must be completed by the student to whom it is assigned. In case of academic dishonesty, the university academic dishonesty procedures will be followed.

**Special Needs:** Students who have a medically identified disability, which might require accommodations, are required to notify the instructor within the first week of class.

**Late Work:** Assignments are due during the class period on the assigned date. Work submitted the same day, but after the class meets will be deducted  $\frac{1}{2}$  a grade (ex. A to A-). Work submitted on the following day will be reduced one full grade. A reduction of two grades will take place on the second day. After two days, the assignment will not be graded. *Please make sure that all work is dated.*

**Writing Center:** It is highly recommended that you take your written work to the writing center for review prior to submission. Scholarly work is expected; therefore, grammar, spelling, and punctuation will be graded as well as the content of the work.

### **Course Requirements:**

1. **Participation and discussion:** Active participation is required for a successful literature circle and for learning to occur. Discussion points will be administered weekly, therefore, it is imperative that you keep up with the assigned readings and that you share your interpretations of the readings during class and during literature discussion groups. (14 weeks, 4 points per week, 56 points)

2. **Double-entry journal responses:** As you read, *Literature as Exploration* (Rosenblatt), on the left hand side of a notebook, write any quotes that you would like to investigate further or reflect upon. On this same side of the page, note the page number where the question, statement, or confusion arose as you read.

On the right hand side of the page, write your personal reflection. Your interpretation of a significant statement belongs on this side of the page. Questions you might like to ask the author, evaluations or arguments for or against assumptions made by the author also go here. Ways in which the author's suggestions could be applied in a classroom or personal experiences that verify or reject her opinion may also be included. (8 chapters X 20 points each = 160)

3. **Anticipation/Preparation Guides:** After reading each chapter in the Rosenblatt text, you will develop an anticipation or preparation guide for each chapter. The purpose of this activity is to facilitate understanding and to help you focus on information in each chapter that you want to remember as you choose literature and lead classroom discussions. This activity should also benefit you in recalling information for your quizzes. **Answers to each question should accompany each guide on a separate sheet of paper.** (15 X 8= 120 points)
4. **Trade book three-level study guides:** Twelve children's trade books are required reading. These books will be used during class for literature circle discussion groups and require a three-level study guide. (12 three-level guides, 15 points each. 15 X 12 = 180 points)
5. **Quizzes:** There will be three quizzes and a final exam. Each quiz and the final will be worth 50 points. Quizzes will consist of multiple choice, short answer, and fill in the blank questions. The final will be all multiple choice. (4 X 50= 200 points)
6. **Discussion Facilitator:** Teacher candidates will lead the discussion on assigned dates over the Daniel's (2002) text. (50 points)

#### Course Evaluation Points

|   | <b>Points</b> | <b>Due Date</b>           |
|---|---------------|---------------------------|
| <b>Discussion and participation</b>                   | <b>56</b>     | <b>Awarded weekly</b>     |
| <b>Double-entry journal responses (Rosenblatt)</b>    | <b>160</b>    |                           |
| <b>Anticipation/preparation guides (Rosenblatt)</b>   | <b>120</b>    |                           |
| <b>Three-level Study Guides (12 Children's Texts)</b> | <b>180</b>    | <b>3 due on each date</b> |
| <br>  |               |                           |
| <b>Discussion Facilitator</b>                         | <b>50</b>     | <b>As assigned</b>        |
| <b>Quizzes and final</b>                              | <b>200</b>    |                           |
| <b>Total</b>  | <b>766</b>    |                           |

**Quality of written assignments:**

Written assignments will be evaluated on their: 1) clarity of thought and sensible organization for the reader, 2) appropriate mechanics, usage, and grammar in final drafts, 3) the sense of personal expression-authorial voice or point of view, 4) sufficient knowledge-base or research for the topic.

**Quality of oral presentation:**

Oral presentations will be evaluated on the: 1) clarity and sensible organization for the listener, 2) appropriate grammar usage, 3) content covered, 4) level of questioning, and 5) effectiveness of the teacher candidate's communication.

*This syllabus is subject to change.*

|                             |              |
|-----------------------------|--------------|
| <b>Final Grading Scale:</b> | 100 – 96 = A |
|                             | 95 – 92 = A- |
|                             | 91- 88= B+   |
|                             | 87 – 84 = B  |
|                             | 83 – 80 = B- |
|                             | 79 – 76= C+  |
|                             | 75– 73 = C   |
|                             | 72 – 70 = C- |
|                             | 69 - 0 = D   |

**Required Reading**

Hesse, K. (1992). *Letters from Rifha*. New York, NY: Trumpet

Haddix, M. P. (1998). *Among the hidden*. New York, NY: Aladdin

Haddix, M. P. (2001). *Among the imposters*. New York, NY: Simon & Schuster

Haddix, M. P. (2002). *Among the betrayed*. New York, NY: Scholastic

Haddix, M. P. (2003). *Among the barons*. New York, NY: Simon & Schuster

Giff, P. R. (2000). *Nory Ryan's song*. New York, NY: Scholastic

Paterson, K. (1991). *Lyddie*. New York, NY: Scholastic

Peck, R. (2000). *A year down under*. New York, NY: Scholastic

Paulson, G. (1990). *Canyons*. New York, NY: Bantam Doubleday Dell

Paulson, G. (1988). *The island*. New York, NY: Bantam Doubleday Dell

Yolen, J. (1988). *The devil's arithmetic*. New York, NY: Scholastic

### Tentative Course Outline

|           |   |
|-----------|---|
| August 26 | Review syllabus, complete information sheets, introductions, assign facilitation dates.   |
| August 28 | Daniels, chapter 1, Welcome to Literature Circles, pages 1-17   |
| Sept. 2   | Daniels, chapter 2, A Closer Look: Literature Circles Defined Pages 17-30   |
| Sept. 4   | Daniels, chapter 3, Ancient History and Current Research, pages 30-40. Chapter 1, Rosenblatt  |
| Sept. 9   | Daniels, chapter 4, Looking into Literature Circles, pages 40-54.   |
| Sept. 11  | Daniels, chapter 5, Getting Started: Preparing and Orienting Students, pages 54-76. Cont. chapter 1 Rosenblatt  |
| Sept. 16  | Daniels, chapter 6, Forming, Scheduling, and Managing Groups, pages 76-91, begin literature circles, Chapter 2 Rosenblatt                                   |
| Sept. 18  | Daniels, chapter 7, Books and Materials, pages 92-133, <b>Three-Level Study Guides Due (4), continue literature circles. Continue chapter 2 Rosenblatt.</b> |
| Sept. 23  | <b>Quiz over chapters 1-7, Daniels text, and 1 and 2 in the Rosenblatt text</b>   |
| Sept. 25  | Review quiz, do an item analysis  |
| Sept. 30  | Daniels, chapter 8, Primary-Grade Applications, pages 133-146   |
| Oct. 2    | Daniels, chapter 9, Intermediate-Grade Applications, pages 146-158. Begin discussion of Chapter 3, Rosenblatt   |
| Oct. 7    | Daniels, chapter 10, Middle and High School Applications, Rosenblatt, chapter 3   |
| Oct. 9    | Daniels, chapter 11, Teachers and Parents as Readers, pages 175-185, <b>Three-Level Study Guides Due (4). Rosenblatt chapter 4</b>                          |
| Oct. 14   | Daniels, chapter 12, Assessment: Record Keeping, Evaluation, and Grading, pages 185-199. Continue chapter 4, Rosenblatt                                     |
| Oct. 16   | Daniels, chapter 13, Nonfiction Literature Circles: Moving Across the Curriculum, pages 200-219. Chapter 5 Rosenblatt                                       |
| Oct. 21   | Daniels, chapter 14, Troubleshooting and Problem Solving, pages 220-237. Continue chapter 5 Rosenblatt.   |
| Oct. 23   | <b>Quiz over chapters 7-14, Daniels, Chapters 4 and 5, Rosenblatt</b>   |
| Oct. 28   | <b>Literature Review Reports due, refer to sign in sheet for presentation</b>   |
| Oct. 30   | <b>Literature Review Reports due, refer to sign in sheet for presentation</b>   |
| Nov. 4    | Chapter 6, Rosenblatt   |

Nov. 6      **Three-Level Study Guides Due (4)** Discussion, chapter 2, Rosenblatt,  
The Literary Experience, Chapter 6, Rosenblatt  
Nov. 11      Discussion, chapter 3, The Setting for Spontaneity, Rosenblatt  
Nov. 13      No Class.  
Nov. 18      **Journal Responses Due**, (Rosenblatt), chapter 7  
Nov. 20      Discussion, chapter 7, Rosenblatt.  
Nov. 25      **Three-Level Study Guides Due (3)** Discussion, chapter 8, Rosenblatt  
Nov. 27      Thanksgiving Break  
Dec. 2      Discussion, Rosenblatt, chapter 8, Emotion and Reason  
Dec. 4      Discussion, Coda: A Performing Act, Rosenblatt  
**Final**      **To be announced, Rosenblatt text chapters 6-Coda**



# World Folk Literature 380

---

*Winter 2005*  
*David L. Russell*

**Office:** Arts & Sciences Commons 3074  
**Telephone:** X2526  
**E-mail:** russelld@ferris.edu

**Office Hours:** Tues and Thurs 3-4  
Wed 9-11, or by appointment

## General Information

---

### Prerequisites

English 250 and keyboarding skills

### Objectives

Although this course was designed with the prospective teacher in mind, it can also be a useful course for anyone interested in literature and culture. Because it is not possible to cover the folk literature of the entire world, we will concentrate our efforts on the mythology and folktales of four very different cultures in this course: China, India, West Africa, and Native North America. Studying four widely separated cultures will provide a sense of both cultural differences and a common human identity. Following the successful completion of this course, you should be able to

- use a vocabulary for discussing folk literature, including genres and literary elements;
- demonstrate analytical and critical thinking skills, using textual evidence to support your ideas;
- gain insight into the human experience through the reading of folk literature and share that insight both orally and in writing;
- demonstrate effective use of folk literature as a resource in the school classroom;
- pursue independently further reading of literary texts beyond the classroom.

### Texts

*World Folk Literature: A Brief Handbook*, Russell

*The Blue Fairy Book*, Andrew Lang

*Favorite African Folk Tales*, Nelson Mandela, collector

*Folktales of India*, Brenda Beck and others, editors

*Asian-Pacific Folktales and Legends*, Jeanette Faurot, editor

*American Indian Myths and Legends*, Richard Erdoes and Alfonso Ortiz, editors

*The Vanishing Hitchhiker*, Jan Brunvand

### The Team

You will be assigned to a team of approximately four people with whom you will work throughout the term on various projects both in and out of class. The team projects are designed to give you experience in a collaborative working arrangement--much like the working arrangements we find in life. The team projects will be given a team grade, which means that you are all responsible not only to yourselves but to the others on your team. This requires commitment: attending class regularly, reading all assignments and completing all projects on time--giving us your best.

### **Attendance and Late Work**

Your attendance is expected. More than four absences--*regardless of the excuse*--will result in failure in the course. I will accept no late work in this class. Absolutely no extra credit work will be entertained. Concentrate your efforts on the assigned work.

### **Plagiarism**

Plagiarism is literary theft, the use of someone else's words or ideas without properly documenting the source. When you use other people's ideas, even if you put them into your own words, you must identify the source using the proper documentation format. Enclose the words in quotation marks and then identify the source with the proper documentation format. Plagiarism is a serious offense and will result in failing the course and being reported to the university's judicial services.

### **Grading**

Each project is assigned a point value for a total of 400 possible points in the course. The following grading scale will be observed:

400-360—A

319-280—C

Below 240—F

359-320—B

279-240—D

---

## **Assignments**

### **Individual Projects**

#### **I. Quizzes**

**5 @ 15 pts each = 75 pts total**

Five quizzes, announced and unannounced, will be given from time to time during the term. These quizzes will cover both the readings and the classroom discussions. (If more than five quizzes are given, only the best five will be counted.)

#### **II. Original Folktale/Myth**

**25 pts**

Create an original folktale or myth after the fashion of those read in class. This may be written, told orally, sung, danced, performed as a play, produced as a film. This will be presented during finals week.

#### **III. Cultural Research Project**

**2 essays @ 75 pts each = 150 pts total**

This project will consist of two related research projects designed to explore the folk culture of a specific people. Each essay will be approximately 3-4 pages long and worth 75 points. The first will focus on the following elements: the physical geography, political history, and social structure of the culture in question, including social mores, customs, and religious beliefs. The second essay will present a discussion of the most popular folktales, myths and heroes found in the culture, with particular attention paid to how these tales reflect the culture's geography, politics, social structure, etc. Since you will be using library resources for these essays, you must use proper documentation. For this project, please use the documentation style of the Modern Language Association (MLA), including simple in-text parenthetical citations for borrowed materials and a bibliography. Feel free to include graphic illustrations in your essays—maps, photographs, drawings, etc. Together, the two

essays should give us a good overview of the folk culture of the people you chose to research.

### **Team Projects**

The team projects will require out-of-class meetings with your teammates and will require schedule accommodations. Everyone is busy, but this is an educational commitment. On most team projects, all teammates will receive the same score; consequently, your efforts will reflect not only you, but everyone else as well. The team presentations are designed to be experiences in cooperative learning. The better the team works together, the better the final score usually is.

#### **Choose either IV-A or IV-B**

**25 pts**

##### **IV-A. Children's Story Time (Team Project)**

Your team will prepare and present a 30-minute story time for elementary or pre-school children at the Community Library (the librarians will provide you with available times—they are normally in the evenings or on Saturdays). The stories you use should be folktales—either in picture-book form or stories that you recite. You could also choose a puppet show, a reader's theater, a story theater, interactive tales to engage the children. (If you're not having fun, your audience probably isn't having fun.) It is helpful if your selections have a unifying theme—female protagonists, journeys, trials, etc. Each team member should present a one-page, typed description and evaluation of the experience. (If your team chooses not to do this, you may join with other students in the class to form an ad hoc team for this purpose. Please keep it to four people.)

##### **IV-B. Family Folklore (Individual Project)**

Record a tale derived from your own family folklore in story format. This may be the story of an eccentric relative ("Crazy Uncle Elmo"), an unusual family experience ("Surviving the Great Depression" or "Great Grandma's First Airplane Ride"), any story that has been traditionally passed around at family gatherings and has become part of your family folklore. (Of course, embellishments are to be expected.)

#### **V. Children's Theater Performance**

**25 pts**

Your team will present a dramatic presentation of a folktale of your own choosing (but from the class texts). The presentation should be suitable for elementary classroom use. You may perform in reader's theater (a dramatic reading without costumes or props), story theater (a narrated pantomime with costumes and props), puppet theater. Or you may tape your production and show us the video. You must, however, capture the spirit of the tale and you must entertain us. Plan for no more than 10 minutes of class time.

#### **VI. Folk Culture Team Presentation**

**100 pts**

Your team will make one formal class presentation on a topic announced at the beginning of the term. On this team project, team members will have the opportunity to evaluate each other and this evaluation will be factored into the instructor's grade.

**LITERATURE 380--Tentative Class Schedule**

| Week   | Tuesday  | Thursday   |
|--------|--|--|
| Jan 10 | Introduction to course<br>Definition and importance of folk literature   | Read <i>Handbook to Folk Literature</i> ,<br>ch 1-2<br><i>The Blue Fairy Book</i> , selections |
| Jan 17 | Read <i>Handbook</i> , ch 3-4<br><i>The Blue Fairy Book</i> , selections                                       | Read <i>Handbook</i> , ch 5<br><i>The Blue Fairy Book</i> , selections                         |
| Jan 24 | Begin reading <i>Favorite African Folktales</i>  | Read <i>Handbook</i> , ch 6<br>Continue reading <i>Favorite African Folktales</i>              |
| Jan 31 | Complete <i>Favorite African Folktales</i>   | <b>Team Presentation: AFRICAN FOLK TRADITIONS &amp; TALES (100 pts)</b>                        |
| Feb 7  | Culture and philosophy—Africa  | Read <i>Handbook</i> , ch 7<br>Begin reading <i>Folktales of India</i>                         |
| Feb 14 | Continue reading <i>Folktales of India</i><br><b>Research Project I Due (75 pts)</b>                           | Continue reading <i>Folktales of India</i>   |
| Feb 28 | <b>Team Presentation: HINDU MYTHS AND LEGENDS (100 pts)</b>  | Begin reading <i>Asian-Pacific Folktales and Legends</i>                                       |
| Mar 15 | Continue reading <i>Asian-Pacific Folktales and Legends</i> (selections)                                       | Cultural and philosophy—China  |
| Mar 14 | Continue reading <i>Asian-Pacific Folktales</i> (Slides—modern China)  | <b>Team Presentation: BUDDHIST MYTHS AND LEGENDS (100 pts)</b>                                 |
| Mar 21 | <b>Children's Theater Performances (25 pts)</b>  | <b>NO CLASS<br/>EASTER RECESS</b>  |
| Mar 28 | Begin reading <i>American Indian Myths and Legends</i> (selections)<br><b>Research Project II Due (75 pts)</b> | Read <i>Handbook</i> , Ch 9, & selections from <i>American Indian Myths and Legends</i>        |
| Apr 4  | Continue reading <i>American Indian Myths and Legends</i>  | Complete <i>American Indian Myths and Legends</i>  |
| Apr 11 | <b>Team Presentation: NATIVE AMERICAN TRADITIONS (100 pts)</b>   | Begin reading Brunvand, <i>The Vanishing Hitchhiker</i> (pp. 1-50)<br>Urban Legends--film      |
| Apr 18 | Read <i>The Vanishing Hitchhiker</i> (pp. 51-100)  | Read <i>The Vanishing Hitchhiker</i> (Finish book)   |
| Apr 25 | <b>Team Presentation: NEW URBAN LEGENDS (100 pts)</b>  | <b>Begin presentations of original folktales (25 pts) (to be completed during finals week)</b> |



EDUC 407, Instructional Planning and Delivery  
School of Education  
Ferris State University  
Virginia E. Hines, Ed.D.  
405 Bishop Hall  
231.591.3054 hinesv@ferris.edu

**Course Description:**(4 credit hours) Theory with applied practice in planning instruction, classroom delivery techniques, and evaluating student performance. A clinical lab includes a 30-hour field experience in an educational environment as a non-teaching assistant in the major. Simulated classroom activities will involve students in their first microteaching experience.

**Required Text(s)/Materials:**

Eby, Judy W., Herral, Addrienne L.(2005). *Teaching in the Elementary School: A Reflective Action Approach*, 4e. Columbus, Ohio: Merrill Prentice Hall. (bookstore)

Web CT access (requires enrollment in class)

Live Text Digital Portfolio Software (bookstore)

Michigan Curriculum Frameworks, Standards, and Benchmarks

[http://www.michigan.gov/documents/MichiganCurriculumFramework\\_8172\\_7.pdf](http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf)

State Recommended/Developed Tools and Resources

[http://www.michigan.gov/documents/toolsresources\\_21924\\_7.doc](http://www.michigan.gov/documents/toolsresources_21924_7.doc)

Entry Level Standards for Michigan Teachers

[http://www.michigan.gov/documents/elstandards\\_21890\\_7.doc](http://www.michigan.gov/documents/elstandards_21890_7.doc)

**Course Objectives:**

The student will:

- Demonstrate knowledge of Bloom's Taxonomy by formulating lesson plans that meet different levels of the affective, cognitive and psychomotor domains.
- Design lesson plans so that anticipatory set, objectives, and methods of evaluation match.
- Demonstrate various presentation and questioning techniques in class.
- Explore various teaching strategies to improve pupil's self-concept.
- Demonstrate knowledge of various critical thinking models by developing activities that promote critical thinking for students.
- Effectively incorporate into lesson plans various methods of evaluating student learning.
- Identify and evaluate how the social, emotional, psychological and physical behaviors of students may affect learning.
- Identify strategies to create a positive physical, psychological and social environment where learning can take place for all students.
- Identify and discuss how various learning styles can affect the teaching/learning process.
- Apply approaches to curriculum design and delivery of instruction, which will contribute to the preparation of students for the world.
- Demonstrate the integration of technology into lesson planning.

**Relationship of Course Objectives to Entry-Level Standards for Michigan Teachers:**

1.c., 1.e., 1.f, 1.h., 2.a – 2.i, 3.a-3.g, 4.a – 4.f, 5.a., 5.b., 5.c, 5.h, 7.a., 7.c., 7.d., 7.e.

## **Course Assignments:**

**You must save all your work for your digital portfolio!!!! You will be assembling your portfolio during this class and will be instructed how to arrange the files.**

**Field Experience and Reflective Works/ Journal: (40 points)** This course requires a series of observations and classroom participation in a local elementary or middle school in order to provide you with opportunities to gain first hand knowledge about education and schooling. You are expected to interact with students, teachers, and staff in a manner that will provide you with authentic experiences. Therefore you will be required to do some one-on-one tutoring, small group teaching, instructional activities with a learning center or game, grade papers, help plan and prepare lessons, monitor students in the classroom and other areas of the school. A document with specific field assignments is available at the Web CT site. The field assignment documentation (placement evaluation, fieldwork checklist, etc) must be turned in no later than December 1, 2004.

**In addition, a reflective journal will be kept during the fieldwork.** This journal is to address issues and experiences both in the college classroom and field. The journal entries must be at least one page in length, word-processed, and submitted each week to the instructor (Wednesday or Thursday).

Your field experience places you in a unique position as a representative of Ferris State University. Therefore, appropriate dress and decorum are essential to maintain a positive image of you, the teacher education program, and the University. You are required to report on time, sign in at the office, take field notes and participate in the activities requested and required by your mentor teacher and instructor. All field work

In addition to the assigned field placement you are encouraged to seek out opportunities to broaden your understanding of the education enterprise. Some examples include, but are not limited to: attending a school board meeting, speaking to folks about education and schooling, attending a political debate or speak and asking questions about educational platforms, visiting alternative or charter schools. Thirty (30) student contact hours are required in an elementary or middle school setting.

**Critiques: (15 points)** The student will engage in theoretical research by reading three refereed articles and a submission of a critique for each article read. Critiques are to be no more than three pages in length, be word-processed and be in APA style. Rubrics for evaluation can be found at the WebCT site.

**Lesson Plans: (30 points, 5 each)** The student will submit 6 lesson plans/learning cycles during the course session. These lessons must include essential elements of lesson plans, be fully scripted, adhere to sound writing principles, and demonstrate a thorough understanding of content knowledge base and pedagogical practice. They are to be written using LiveText software. A variety of formats and disciplines will be used in an effort to familiarize students with diverse instructional strategies. Direct instruction, inquiry-based, guide discovery, learning cycle, service learning, learning center, games, and other models will be presented. All the lessons must address a theme, in other words, all the lessons will be oriented towards the same general topic. The student may chose from the following concepts: Homelessness, world hunger, environmental awareness, nutrition, or community. Please see the calendar on WebCT to obtain due dates and formats.

**Curriculum Resource File (20 points)** During the semester you will be learning to develop curriculum and lesson plans that integrate the academic disciplines into real-life situated contexts. Therefore, you will need to gather material from which to draw ideas and information to develop lesson plans. You will need to organize the information into a file, which will follow you into your other courses, your student teaching experience, and

eventually your career as a teacher. This assignment is intended as a beginning, please see the resource file rubric.

**Tests:** (20 points) There will be a mid-term and final exam. The content of the tests will be from the readings, course discussions, and lecture. The tests will be administered in class.

**Digital Portfolio:** (20 points) The preservice teacher will begin to develop an electronic portfolio as an archive of their professional training and growth. The portfolio is the tool, which will facilitate personal reflection, provide evidence of professional education, and ultimately be used as a tool in pursuing a position as an elementary educator. You will be using skills learned in EDUC 205 and building upon your established teacher's web page. Each entry into the portfolio will be aligned with the Michigan Entry Level Standards for Teachers found at [www.michigan.gov/mde](http://www.michigan.gov/mde). Please see the rubric for portfolio assessment.

**Philosophy of education (10 points)** The student is required to provide a written work that articulates their education philosophy. Please see the rubric for this assignment on WebCT. The student must revise the original from EDUC 303

**Classroom Management Plan (10 points):** The student is required to provide a written work that articulates their ideas regarding classroom management and organization. Please see the rubric for this assignment on WebCT. The student must revise the original from EDUC 301 (289).

#### **Course Policies:**

- ❖ All course requirements must be completed at the C- grade level or above. If an "I" grade is assigned, you will have one semester to complete work missed; a final grade will be assigned at the end of that semester. An "I" grade does not allow you to register for any 400-level education course.
- ❖ Simply stated, attendance, participation, and timeliness in this course are a requirement. Students missing more than 113% of classes will fail, three tardies of five minutes or more will result in a letter grade reduction. An absence is an absence and will result in a 5% reduction in your final grade. You are expected to come to class prepared, having read the assigned texts and literature and completed any assignments. You must be ready to engage in class and on-line discussions, projects, and activities. Lack of participation denotes a lack of preparedness and interest in the education profession, resulting in the potential of grade reduction.. Demeanor in class and on the web is expected to exemplify the professional educator. You are to respect others and their opinions, provide constructive criticism, and engage as a responsible member of a democratic learning community. Please see the WebCT document entitled Professional Dispositions Policy for clarification of expected behaviors. Offspring, canines, felines or other animals are not permitted in class.
- ❖ All work submitted must be word processed unless otherwise stated. The work must adhere to APA publication style, follow the writing rubric for the course, and follow any specific protocol (i.e. lesson plans, critiques, etc.). Work that is submitted late will be graded with an initial point reduction of 40 percent for the first week or part there of, 60 percent for the second week or part there of, and will not be accepted if submitted 14 days or more after the initial due date.



- ❖ Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education.

**Changes may be made to this syllabus at the discretion of the instructor**

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039

***Social Justice is the equitable treatment of all persons regardless of race, creed, color, religious beliefs and practices, gender, sexual orientation, age, and physical, academic, or emotional challenges. It is the conviction of these instructors to practice social justice to the best of his/her ability inside and outside the walls of academe.***

Schedule of Sessions and due dates

|            |   |
|------------|---|
| Week One   | Introduction of class membership, course syllabus and course outline.<br>Examination of reflection in pedagogical practice  |
| Week Two   | Planning for a healthy, safe environment for learning.<br>" A morally defensible mission", management verses discipline,<br>empowering students in the process, developing community in the<br>classroom  |
| Week Three | Diversity in the classroom, learning, cultural, and personal differences<br>and the influence upon teaching and community cohesiveness.<br>Reflective entry due<br>Critique 1 due   |
| Week Four  | Long range and short range planning, understanding scope and<br>sequence, standards and benchmarks, putting the constructivist theory<br>to practice<br>Reflective entry due  |
| Week Five  | Thematic and integrated units, place-based education, contextualized<br>and authentic learning. Use of interest inventories and community clues<br>in developing curriculum, using the MI CFSB as a liberating force.<br>Reflective entry due<br>Critique 2 due |
| Week Six   | Writing lesson plans, the essential elements, different approaches,<br>subject specific formats, and understanding of cognitive domains and<br>taxonomies.<br>Reflective entry due  |
| Week Seven | Best practices: The case for authentic teaching and learning<br>Reflective entry due<br>Lesson plan due (general)<br>Midterm exam   |

|                      |  |
|----------------------|--|
| <b>Week Eight</b>    | <b>Questioning skills and orchestrating discussions</b><br><b>Reflective entry due</b><br><b>Lesson plan due (Direct Instruction)</b>  |
| <b>Week Nine</b>     | <b>Teaching strategies and authentic learning</b><br><b>Reflective entry due</b><br><b>Lesson plan due (Guided Discovery with Cooperative Learning)</b>                        |
| <b>Week Ten</b>      | <b>Outstanding teaching using technology</b><br><b>Reflective entry due</b><br><b>Lesson Plan due (Inquiry Model with Cooperative Learning)</b>                                |
| <b>Week Eleven</b>   | <b>Assessment and Evaluation</b><br><b>Reflective entry</b><br><b>Lesson Plan due (Role playing)</b>   |
| <b>Week Twelve</b>   | <b>Teachers as decision makers and active participants in the community</b><br><b>Reflective entry due</b><br><b>Lesson Plan due (Technology)</b>                              |
| <b>Week Thirteen</b> | <b>Research, reflection, and response: a new paradigm in teaching</b><br><b>Reflective entry due</b><br><b>Lesson plan due (Learning cycle/ three sequential lesson plans)</b> |
| <b>Week Fourteen</b> | <b>Resource file presentations</b><br><b>Reflective entry due</b><br><b>Critique 3 due</b>   |
| <b>Week Fifteen</b>  | <b>Digital Portfolio Presentations</b><br><b>Final Reflective entry</b><br><b>Final exam</b>   |

# FERRIS STATE UNIVERSITY

## School of Education

### EDUC 420 Reading Methods I, 002

Winter 2004

|                   |   |             |                              |
|-------------------|---|-------------|------------------------------|
| Instructor:       | Nancy Lashaway-Bokina   | Class time: | Tues. & Thurs.<br>9:30-10:45 |
| Office:           | 415 A Bishop Hall   | Place:      | Business 219                 |
| Office Hours:     | Monday 3:00-4:00<br>Wednesday 2:00-4:00<br>Thursday 2:00-3:00<br>and by appointment | E-mail:     | lashawan@ferris.edu          |
| Office Telephone: | 231-591-5368  | Home:       | pmrjjsn1@aol.com             |

**Course Description:** EDUC 420 examines theories and research-based principles of reading instruction from emergent literacy to literacy acquisition within the framework of English Language Arts standards for Grades K-8. Includes investigations of family and socio-cultural influences on literacy acquisition, cognitive, child, and language development, balanced literacy, assessment/evaluation, and strategies for preventing reading failure. Develops strategies for organizing instruction within a literate/print rich, literature-based environment, promoting basic conventions/rules for successful literacy acquisition, and designing instruction to meet the needs of all students.

#### Objectives:

1. The learner will be able to make instructional decisions based on his/her knowledge about reading.
2. The learner will understand the differences among a top-down, interactive, and bottom-up model of reading.
3. The learner will produce seven reading activities which may be used in his/her future classroom.
4. The learner will participate in the development of a thematic unit.
5. The learner will critique 40 award-winning children's literature texts.
6. The learner will participate in and lead a classroom discussion related to assigned reading material.
7. The learner will write lesson plans that reflect knowledge of a complete lesson cycle.
8. The learner will become familiar with and use the *American Psychological Association Manual* to document all sources.

#### Course Materials:

Vacca, J. L., Vacca, R. T., Gove, M.K., Burkey, L., Lenhart, L.A., & McKeon, C. (2003). *Reading and learning to read (5<sup>th</sup> ed.)*. Boston, MA: Pearson.

*American Psychological Association Manual*, (2002). Washington, D.C.: American Psychological Association.

Course Packet available at the University Bookstore.

### **Course Policies and Procedures:**

**Attendance:** Attendance at all class meetings is expected and is essential to your success in this experience. Three late classroom entries will be counted as an absence. In the event of an emergency, you are responsible for obtaining handouts and notes from your peers and for notifying me *prior to class*. **Evaluation points missed during an absence may not be made up at a later day.** Since this class meets only once a week, you will be allowed one absence and will not lose discussion points if you are not in attendance.

**Discussion:** Prior content reading is required. Discussion points will be assigned each week. You will be required to self-assess your class participation on a weekly basis. Your reaction to and interpretation of the assigned material is important. (14 class sessions-No points awarded during the first class. 4 points per class-Total of 52 points)

**Academic Dishonesty:** The university expects that both faculty and students will honor the principles of academic honesty. Academic work that is assigned must be completed by the student to whom it is assigned. In case of academic dishonesty, the university academic dishonesty procedures will be followed.

**Special Needs:** Students who have a medically identified disability, which might require accommodations, are required to notify the instructor within the first week of class.

**Late Work:** Assignments are due during the class period on the assigned date. Work submitted the same day, but after the class meets will be deducted ½ a grade (ex. A to A-). Work submitted on the following day will be reduced one full grade. A reduction of two grades will take place on the second day. After two days, the assignment will not be graded. *Please make sure that all work is dated.*

**Writing Center:** It is highly recommended that you take your written work to the writing center for review prior to submission. Scholarly work is expected; therefore, grammar, spelling, and punctuation will be graded as well as the content of the work. APA documentation will also be evaluated.

### **Assignments:**

1. **Children's Literature Reviews:** You cannot develop an exemplary reading program in your classroom if you are not thoroughly knowledgeable about quality children's trade books. You are to submit 40 children's literature reviews. Each review should contain complete bibliographic information, a brief summary of the text (two or more paragraphs), a rating of 1-5 (with 5 being the highest rating), and *potential categories for themed studies*. *The reviews are to be typed and produced on 4X6 cards.*

# Elementary Education

APRC 2005-2006

section 5 of 6

Required: Ten Caldecott winners, fifteen fictional and 15 informational (nonfiction) texts are required. Each card should be clearly labeled either Caldecott, Fiction or Nonfiction and grouped together. Bibliotherapy texts are acceptable as realistic fiction and may be substituted for either fiction or nonfiction texts.

*You are required to submit a list of the texts that you have submitted for evaluation in addition to your 40 cards. THESE ARE TO BE BOOKS YOU HAVE NOT PREVIOUSLY READ.*

**Recommended but not required authors:**

**Fiction**

|                  |                    |
|------------------|--------------------|
| Eric Carle       | Maurice Sendak     |
| Ed Young         | Chris Van Allsburg |
| Bill Martin      | Jane Yolen         |
| Ezra Jack Keats  | Tomie dePalola     |
| Mem Fox          | Vera Williams      |
| Audrey Wood      | John Steptoe       |
| Cynthia Rylant   | Paul Goble         |
| Jon Scieszka     | Eve Bunting        |
| Patricia Polacco | Barbara Cooney     |
| Faith Ringgold   | Robert San Souci   |
| Eve Merriam      | Steven Kellogg     |
| Byrd Baylor      | Jack Prelutsky     |

**Informational**

Mitsumasa Anno  
Aliki  
Lois Ehlert  
Ruth Heller  
Gail Gibbons  
Joanna Cole  
Paul Fleischman  
Russell Freedman  
Jean Fritz  
Jean Craighead George  
Seymour Simon

**All texts for this assignment are to be appropriate for K-4;** older readers will be addressed in EDUC 421. Look for Caldecott honor books, and other ALA Notable books. There is an extensive personal library available for your use in the hallway outside my office. Feel free to use the available children's texts, but please do not remove any texts out of the building. A table is available for you to use in the workroom, so allow ample time to sit, read, and enjoy the texts. A computer has been requested for your use and, hopefully, will be in the workroom.  
40 x 4 (160 points).

***The next seven activities should include answer sheets, have the content area and grade level for their intended use clearly identified, and be referenced using APA documentation. Please use the colored folder that I have provided to submit your work.***

- 2. Cloze Activity:** Using an expository text at 2-4<sup>th</sup> grade level, produce a cloze activity. (10 points)
- 3. Anticipation/Prediction Guide:** Using two fourth grade reading texts, develop two different styles of anticipation guides. (20 points)
- 4. Five False Facts:** Using a 2-4<sup>th</sup> grade science book, develop a five false facts

preteaching activity. (10 points)

5. **Three-level Study Guide:** Students will use a 3<sup>rd</sup> or 4<sup>th</sup> grade social studies book to develop a three level study guide. (10 points)
6. **Semantic Feature Analysis:** Students will produce a semantic feature analysis using a 3-5<sup>th</sup> grade science or social studies text. (10 points)
7. **Question Answer Relationship QAR:** Develop a QAR using a 3-5<sup>th</sup> grade social studies book. (10 points)
8. **Predict O'Gram:** Develop a predict o'gram using a historical fiction text suitable for a 2-5<sup>th</sup> grade student.
9. **Thematic Unit:** You will work with 3 other students to produce a thematic unit that will cover a two week period. A rubric will guide you through this process. Each member of the group will be responsible for writing three lesson plans. Class time will be set aside to allow you to meet with your peers (100 points)
10. **Quizzes:** There will be four quizzes that will be multiple choice, fill in the blank, and short answer.
11. **Final:** All multiple choice.

|  | <b>Class points</b> | <b>Due Date</b>        |
|--|---------------------|------------------------|
| <b>Children's Literature Review</b>        | <b>160</b>          |                        |
| <b>Cloze activity</b>                      | <b>10</b>           |                        |
| <b>Anticipation/Preparation Guides (2)</b> | <b>20</b>           |                        |
| <b>Five False Facts</b>                    | <b>10</b>           |                        |
| <b>Predict O'Gram</b>                      | <b>10</b>           |                        |
| <b>Three-Level Study Guide</b>             | <b>10</b>           |                        |
| <b>Semantic Feature Analysis</b>           | <b>10</b>           |                        |
| <b>Question Answer Relationship QAR</b>    | <b>10</b>           |                        |
| <b>Thematic unit</b>                       | <b>100</b>          |                        |
| <b>Class Discussion</b>                    | <b>52</b>           | <b>Weekly</b>          |
| <b>Quizzes (4x 40)</b>                     | <b>160</b>          |                        |
| <b>Final</b>                               | <b><u>50</u></b>    | <b>To be announced</b> |

**Total**

## Teaching Schedule

- January 13-15 Introduction, review syllabus, complete student information cards  
Begin chapter 1, Knowledge and Beliefs About Reading  
Complete De Ford Theoretical Orientation to Reading Profile, Appendix B
- January 20-22 Continue Chapter 1, pages 2-28  
Study Beliefs About Reading Interview, Appendix A, 515  
Lesson Plan Overview  
Review page 196-cloze passage
- January 27-29 Balanced Instruction, Chapter 2, pages 32-58  
**Cloze Activity Due-systematic word deletion**  
Demonstration of Language-Experience Approach to teaching
- February 3-5 Thematic Unit Overview  
Comparison among concepts, generalizations, principles, and objectives  
Early Literacy, Chapter 3, pages 60-90  
Handwriting discussion and modeling  
**Anticipation/Preparation Guides Due (2)**
- February 10-12 Thematic Unit Organizational Time  
Inviting Beginners into the Literacy Club, Chapter 4  
Marie Clay, Concepts of Print Test Example  
**Quiz over chapters 1-3, 40 points, last 30 minutes of class.**
- February 17-19 Assessing Reading Performance, chapter 5  
Overview of testing: standardized, authentic, informal reading  
inventory, miscue analysis, running records  
**Five False Facts Due**  
Review quiz results, share an item analysis
- February 24-26 Thematic unit instruction, rubric overview  
Chapter 6, Word Identification  
**Three Level Study Guide Due**
- March 2-4 Chapter 7, Developing Oral Reading Fluency  
Design hink pinks  
**Quiz 2, 40 points, chapters 4-6**  
Reader's Theater
- March 8<sup>th</sup> Spring Break
- March 16 **No Class on the 18-Conference**  
Chapter 8, Reading Comprehension  
**QAR Due**, pages 246 and 248  
Story Maps, Inferential Strategy, and KWLs
- March 23-25 Chapter 9, Vocabulary Knowledge and Concept Development  
Class relationships according to hierarchy, superordinates and  
subordinates  
Concept Circles, analogies  
**Children's Literature Reviews Due**



- March 30- April 1 Chapter 10, Reading-Writing Connections  
 Organization of a writing workshop  
**Quiz over chapters 7-9**
- April 6 **No Class April 8<sup>th</sup>-Easter Break**  
 Review quiz results  
 Storytelling  
 Chapter 11, Teacher Action Research  
**Predict-a-gram due**
- April 13-15 Basal Readers and Instructional Materials, chapter 12  
**Thematic Unit Due**
- April 20-22 Making the Transition to Content Area Texts, chapter 13  
 Meeting the Literacy Needs of Diverse Learners, chapter 14
- April 27-29 Review
- Final **Final covers chapters 10-14**  
**Time and date to be announced.**

*This syllabus is subject to change.*

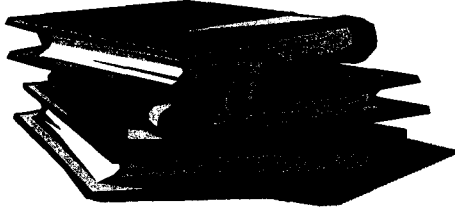
|                             |              |
|-----------------------------|--------------|
| <b>Final Grading Scale:</b> | 100 – 96 = A |
|                             | 95 – 92 = A- |
|                             | 91- 88= B+   |
|                             | 87 – 84 = B  |
|                             | 83 – 80 = B- |
|                             | 79 – 76= C+  |
|                             | 75– 73 = C   |
|                             | 72 – 70 = C- |
|                             | 69 - 0 = F   |

**FERRIS STATE UNIVERSITY**  
**EDUC 421/521 ELEMENTARY READING METHODS II**

**\*The professor reserves the right to alter this syllabus without notice.**

**Semester: Winter 04**

**Location: Alumni 121**



**Time: Wednesday 5:30-8:20**

**Professor: Betsy Brown, Ph.D.**

**Phone: 231-591-5442**

**Office hrs: Monday 1-3 pm**

**T 10-12 noon**

**By Appointment**

**e-mail: [brownbet@ferris.edu](mailto:brownbet@ferris.edu)**

**Course Description:** EDUC 421/521 includes an in-depth introduction to assessment of the reading abilities of elementary students based on current learning theory/research and coordinated with the Michigan Curriculum Frameworks. A variety of assessment techniques such as portfolio, miscue analysis, rubrics and anecdotal records are included. The course also includes detailed experiences with teaching reading through a workshop environment and extensive work with comprehension strategies.

**This course is based on the following educational philosophy:**

- 1. Children are active, constructive learners.**
- 2. Language is used for many social purposes that are expressed by many language patterns.**
- 3. Knowledge is organized and constructed by individual learners through social interaction.**
- 4. Learning occurs within a collaborative community.**
- 5. Assessment of student's work should celebrate what has been learned not what is lacking.**

**Course Objectives:** At the conclusion of this course the student will be able to:

1. Complete a miscue analysis (Procedure III) and make instructional decisions based on that analysis.
2. Facilitate literature discussions with students.
3. Teach a mini-lesson in reading comprehension.
4. Be able to set up a reading program in a workshop format.
5. Understand the role that each of the following plays in a well balanced reading program: phonics, free choice, guided reading, paired reading, leveled books, and literature circles.
6. Be able to recognize and employ teaching techniques that ensure full engagement of students.

**ACADEMIC STANDARDS:** All work must be the student's original creation. If any work is the result of collaboration between students or ideas gathered from the Internet, it must be duly noted in the text with the student's names or the address of the web site and formally cited (APA style). All official academic standards apply to work in this course as noted on page 332 of the Ferris catalogue. Plagiarism is a serious offense that will result in, at the very least, failure of this course.

**REQUIRED TEXTS:**

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. New York: Stenhouse.

Owocki, G. & Goodman, Y. (2002), *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. New York: Stenhouse

Personal copy of the Michigan Curriculum Framework. ( available on-line @[WWW.MDE.gov.mi.us](http://WWW.MDE.gov.mi.us)).

Personal copy of the APA manual.

### **COURSE PACK:**

Cambourne, B. (1986). *The whole story*. Chps. 4 & 5. Auckland, NZ: Ashton.

Goodman, Y. et al., (1987). *Reading miscue inventory: Alternative procedures*. Chps 1,2,5,& 6. New York: Richard C. Owen.

Other readings found in EDUC 421 Course Pack.

**MATERIALS:** Three ring binder and dividers to hold all work required for this course.

Tape recorder and three blank tapes.

### **COURSE POLICIES AND PROCEDURES:**

1. **Attendance:** (100 points) Attendance at all class meetings is required and is essential to your success in this experience. You are expected to be on time and actively participate in class activities. In the event of an emergency, you are responsible for obtaining handouts and lecture notes from your peers and for notifying me BEFORE class. Attendance will be taken via an in-class reflection. Any unexcused absence will result in a drop of  $\frac{1}{2}$  a letter grade per occurrence. (This could seriously affect your potential for hiring on in your first job).
2. **Assignment due dates:** All assignments are due on the date specified. Failure to meet deadlines reduces your grade significantly. I will provide feedback upon receipt and review.
3. **All written assignments are to be typed using 12 point font, standard margins, double spaced and saved to disk for your later use. (ALWAYS BACK UP YOUR DISK IN AT LEAST ONE OTHER PLACE).** Each paper must have a cover page with your name, the title of the assignment, the course prefix, a footer identifying it as yours, and the date. Do not turn work in bound until the end of the semester.

Since all professional communication to parents and administrators should be error free, I expect your written work for this class to be without error. One tenth of the point value for the assignment will be deducted for every five errors

4. Do reading assignments before class so you are prepared for discussion. All readings have ample margins. Make it a practice to jot notes in the margins or use sticky notes to jog your memory during discussion. If you are not prepared, expect a quiz.

#### **ASSIGNMENTS:**



1. Miscue analysis: (300 points) You are to complete three Miscue Analyses Procedure III on three different students over the course of the semester (1 ST DUE 2/11). Ideally, the three readers should be at three different grade levels or reading levels within the same grade. However, if this is not possible, I am very flexible. Each analysis will include: interview and intro
  - A. The prepared typescript accurately marked. Retelling
  - B. A tape recording of the session, (This does not need to be turned in unless there is something you want me to hear).
  - C. Your analysis based on the four questions germane to miscue analysis, and
  - D. A very detailed reflective journal entry about your experience addressing what you have learned about readers and what instructional strategies you feel you should address with this particular reader.

2. Engagement - (200 points) Due 3/17

A. FINAL OBJECTIVE: Using Brian Cambourne's model of literacy learning (course pack) and your observational notes, identify one child who is purposefully engaged in literacy learning experiences and describe his/her behavior in Cambourne's terms.

B. Process:

1. Observational Notes. Choose a child who appears to be on task and take notes during literacy learning activities. The best way to take observational notes is to sit behind and slightly to the left of the target child and write EVERYTHING the child does over a predetermined time-period (a single lesson over multiple days). For example: drinks, pencil sharpening, reading or writing, squirming, talking, daydreaming, etc. It is helpful to write the time as margin notes, so chunks of on and off-task behavior are noted. You will also need to write down **WHAT** the child says to peers or teacher and the context that prompted the exchange. Try very hard to do this while appearing to look at a different child. If the child knows you are observing them, they will alter their behavior and invalidate your findings.
2. Transcription: It is critical to transcribe your notes as soon after the observation as possible so you can include the rich description of the contextual events and nuances you committed to memory but couldn't get down.
3. Analysis: Using Cambourne's categories of immersion, demonstration, expectation etc, code your notes to reflect when you feel the child's behavior reflects response to a particular criterion for engagement. Example: If the child is reading a self-selected text, he is responsible for his learning. In addition, much of

the success of this process is based upon teacher behaviors, so take careful note of those.

4. **Final Paper:** Minimum of 7 pages excluding the cover page and coded observational notes. Structure your write-up with Cambourne's seven criteria as sub-headings. Include an introduction and conclusion. Begin with a rich description of the classroom environment as this is the critical piece. If the teacher has not set up the classroom to allow engagement to take place, you will have difficulties. We will discuss this in class. Carefully describe evidence of immersion and the child's response to these opportunities. Continue by describing teacher directed demonstrations and the responses of the child. Continue in this manner through the seven criteria and conclude with a summary that explains your perception of the level of engagement of your target child and why you believe this to be true.
  
3. **Children's Literature Book File:** (150 points) During the course of the semester you are to read an additional 40 children's books appropriate for the grade level you think you wish to teach. For each book you are to enter the title, author, publishing information, relevant subject(s), and a two to three sentence **original** annotation about the substance of the text. The annotation needs to contain enough information so you can decide whether to include the text in an integrated thematic unit. **Due 1/28, 2/18, 3/3, 3/24.** I have many new books in my office so feel free to come and visit.

In addition to your book file, you are to turn in a reference list (bibliographic materials only-50 pts) APA style of all other books you have read for your other classes (e.g. EDUC 420, LITR 326, EDLA 207, 222, 342, etc.) This document **MUST** be handed in with the **FIRST** set of books for this semester. Failure to do so

will result in failure of the entire assignment FOR THE SEMESTER.

4. **Novels: (100 points)** Over the course of the semester, you will read three novels appropriate for elementary students. You are to write a reflective journal after each reading session addressing your predictions, inferences, questions, etc. You are to bring your journal and your text to your book club sessions to assist you with your discussion. Your journal for each session should be turned in after the final discussion for each text.
  
5. **Workshop: (100 points) (Due 4/7)** We will be working with multiple professional texts (not traditional text books) for this course. They are loaded with ideas to bring into the classroom. After conferring with your cooperating teacher (for EDUC 431 & 432), you are to choose one strategy to teach either to the whole class or a small group. Some suggestions include book club sessions, author study, lessons on inferring and visualizing, centers, etc. The write-up (2-3 pages) of the lesson will include the rationale, goals and objectives, lesson plan, and a thorough reflection of your own performance and its impact upon the students. Please clear your idea in writing with me before you introduce it to the children. **IF YOU ARE NOT ENROLLED IN 431/432 YOU WILL NEED TO MAKE ARRANGEMENTS TO VISIT A CLASS TO TEACH THIS LESSON.**
  
6. Place all work into your binder at the end of the semester and turn it in on 4/28 or before.



## **COURSE EVALUATION**

|                          |             |
|--------------------------|-------------|
| Attendance/Participation | 100 points  |
| Miscue Analyses          | 300 points  |
| Engagement paper         | 200 points  |
| Book file                | 200 points  |
| Novels                   | 100 points  |
| Workshop Lesson          | 100 points  |
| Total                    | 1000 points |

## **GRADING SCALE**

|                     |                     |
|---------------------|---------------------|
| 950-1000 points = A | 720-759 points = C  |
| 900-949 points = A- | 700-719 points = C- |
| 860-899 points = B+ | 660-699 points = D+ |
| 820-859 points = B  | 620-659 points = D  |
| 800-829 points = B- | 600-619 points = D- |
| 760-799 points = C+ | 599 down points = F |

Brown  
Winter 04

## **EDUC 421 READING METHODS II**

### **COURSE SCHEDULE\***

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

| <b>DATE</b> | <b>TOPIC</b> | <b>ASSIGNMENT (do after class)</b>              |
|-------------|--------------|---|
| 1/14        | Introduction | Read Goodman, et al.<br>chps 1 & 2(course pack) |

|      |   |  |
|------|---|--|
|      |   | Write up Literacy Dig  |
| 1/21 | Reading Theory                                  | Read Goodman chps 5 & 6<br>Dig Due (20 partic.pts)   |
| 1/28 | Data Collection/typescript                      | Identify student/select<br>text/collect data<br>Book File (1 <sup>st</sup> 10 and<br>Reference list)<br>Study pgs 50 to 59 Good. |
| 2/4  | Practice marking                                | Mark 1 <sup>st</sup> miscue  |
| 2/11 | Engagement                                      | Read Cambourne 4<br>& 5<br>Write up 1 <sup>st</sup> miscue   |
| 2/18 | Building a library/ browsing                    | Harvey 1 & 2<br>Miscue #1 due<br>Book file due (10 minim)  |
| 2/25 | Strategic Thinking and Reading<br>Video # 1     | Harvey 3 - 5<br>Miller 1-2   |
| 3/3  | Short Text<br>Teaching content<br>Say something | Book File<br>Miscue #2 due<br>Miller 3-4   |
| 3/17 | Mini-lessons/Strategy<br>Connections            | Miller 5<br>Harvey 6<br>Engagement due<br>Novel 1  |

|      |  |  |
|------|--|--|
| 3/24 | Word study/questioning<br>Video # 2                      | Miller 6<br>Harvey 8<br>Book file due<br>Book Club<br>Miscue # 3 |
| 3/31 | Book Club meeting<br>Visualizing/Inferring               | Miller 7<br>Harvey 9<br>Novel #2                                 |
| 4/7  | K-1/Importance of text<br>Book Club meeting<br>Video # 3 | Miller 8<br>Harvey 10<br>Workshop Lesson                         |
| 4/14 | Centers/Synthesizing                                     | Miller 9<br>Harvey 11<br>Novel #3                                |
| 4/21 | Comprehension/Context<br>Book Club meeting               | Miller 10<br>Harvey 12<br>Book file due                          |
| 4/28 | Assessment<br>Content texts/writing<br>Video # 4         | All materials due  |
| 5/5  | Final party  |  |

**Graduate students (521):**

Read and write up a critical review of five (5) refereed journal articles related to teaching reading. Pick a theme e.g. assessment, book clubs, word study, phonics, etc and choose all articles based upon that theme. Clear your theme with me first before you begin. I have plenty of journals in my office so feel free to come in and browse.

**Social Justice is the equitable treatment of all persons regardless of race, creed, color, religious beliefs and practices, gender, sexual orientation, age, and physical, academic, or emotional challenges. It is the conviction of this instructor to practice social justice to the best of her ability inside and outside the walls of academe.**

**EDUC 431/531 Language Arts**

Ruth Mirtz  
ASC 3064  
x2109  
mirtzr@ferris.edu

**Winter 2005**

Office Hours:  
Mondays: 2-4:00  
Tuesdays: 5:00-5:50  
Wednesdays: 2:00-3:00 and by appt.

**Goals:** Review and learn basic principles of teaching and assessing writing; integrate field work experiences with reading and discussion of principles; practice or participate in actual teaching methods; continue refining writing and critical thinking skills.

**Requirements:**

1. Attendance: Near-perfect attendance is required. If you miss class, you must contact me as soon as possible and make arrangements to make up the work done during class. See the main syllabus for details on attendance and late work.
2. Reading assignments from *Teaching Writing* (Tompkins, 4<sup>th</sup> ed). An edited, typed, thoughtful response or writing assignment based on the reading will be required, at least 250 words, following the instructions each week on the schedule below. Quizzes on basic information in the chapters may be included. (50 points of 100) Please note that your writing is expected to be mechanically correct and coherent for a passing grade.
3. Participation: Complete and thoughtful participation is required of in-class activities, which include drafting written texts, presenting ideas, sharing work, practicing teaching methods in front of others, writing constructive responses to others' demonstrations, and so on. Citizenship (a collegial, professional, and positive attitude) is included. (50 points of 100)

Evaluation: The language arts portion of this course is worth 15% of the overall course grade combining EDUC 431 and 432.

WebCT: Be sure you can access the EDUC 431 WebCT site. We may use WebCT to share materials in the Language Arts section, and I may place some extra handouts there. If we have bad weather, we may need to shift some classwork to WebCT.

**Contacting me:** Please feel free to email any questions you have. You are also welcome to call the office and visit me in the office. If my office hours aren't convenient, just email me and we'll plan a time when we are both available. I get tons of spam, so don't put anything like "URGENT" in the subject line of your email!

**Classroom behavior:** It is your responsibility to be prepared, alert, focused on language arts methods, and enthusiastic each week. When we share information about field experiences, please don't share names when your reports are negative. Feel free to bring beverages and quiet food to class. Turn off your cellphone before class. If you have an emergency, don't worry about coming late to class—get here as soon as possible and explain the problem to me later. Chronic lateness, however, is not acceptable. See the main syllabus for more information about bringing children to class, etc.

**Tentative Schedule:**

**Jan. 31**      ***The Basics: Principles, definitions, writing workshops***

**Reading assignment:** Chapters 1, 2, and 3 in Tompkins

**Response due:** What were the 5 or 6 most important concepts about teaching writing in Chapters 1-3 of Tompkins? Describe each one in your own words and discuss why it is important. Give enough details

and choose from across all three chapters so that your response shows you read all three chapters thoroughly. Be prepared to share what you wrote.

**Discussion Preparation:** Why teach writing? How does writing support other kinds of learning? What is the difference between learning to write and learning to do other things like read? Why does direct, specific instruction in writing get pushed off to the side or ignored in some classrooms? How do a teacher's interests and skills in writing affect how she or he will teach writing to students? What are the most important ideas that should guide a writing curriculum? Why should we teach writing as a process and why in a workshop setting?

**Concepts:** writing process, teaching supported writing, writing to learn vs. learning to write, writing workshop (how and why it works), goals for writing from children, specific writing strategies

**Integrating Writing with Other Content Areas:** Integration concepts (handouts)

**Activities:**

1. In groups, prepare and give a short lesson with modeled, shared, interactive, guided, and/or independent writing (as assigned during class).
2. Writing about change: short in-class writing workshop drafting personal essays on change, practicing specific writing strategies for drafting narratives and descriptions
3. Look over and share resources for planning language arts lessons.

**Feb. 14      Spelling, Handwriting, Computers**

**Reading assignment:** Chapter 4 in Tompkins

**Response due:** Why are spelling, handwriting, and computer literacy important for writers? What were the 5 or 6 most important concepts about spelling, handwriting, and computers in the chapter? Describe each concept in your own words and discuss why it is important. A concept is an idea or a reason for doing something (or not doing something) or point about something. Give enough details and choose from across the chapter so that your response shows you read the entire chapter.

**Discussion preparation:** How were you taught to spell and handwrite? How did you "learn" as opposed to being taught? How effective were the teaching methods? In your field work, what methods are your cooperating teachers using for spelling and handwriting? How do those methods conflict or agree with what Tompkins says? What can teachers do for struggling writers? What percentage of time devoted to writing skills should be spent in spelling and handwriting practice? What kind of a "toolbox" do writers need? Why are goals for spelling and handwriting so important?

**Concepts:** teaching grammar and mechanics in context, goals of computer literacy

**Integrating writing with other content areas:** Writing and computer literacy (digital technology handout)

**Activities:**

1. Practice responding to student writing samples.
2. Take a spelling test. Review spelling rules.
3. Study D'Nealian and Zane-Bloser handwriting charts.
4. Draft and practice lessons that teach grammar and mechanics in context.

**Feb. 28      Assessment**

**Reading assignment:** Chapter 5 in Tompkins

**Response due:** What were the 5 or 6 most important concepts about assessing writing in the chapter? Describe each concept in your own words and discuss why it is important. Give enough details and choose from across the chapter so that your response shows you read the entire chapter.

**Discussion preparation:** How is the assessment Tompkins describes different from other kinds of assessment (such as the MEAP)? What makes assessment worth all the time and trouble? What happens if you don't have an assessment plan in place when you start a unit or lesson? Why are rubrics important? When do you know if you are doing too much or too little assessment? How are assessment and response connected (response to student writing)?

**Concepts:** rubric, holistic assessment, kinds of assessment, grading and ranking, testing

**Integrating writing with other content areas:** Writing and Math

**Activities:**

1. Write (draft) rubrics for several genres and grade levels.
2. Correlate Michigan standards with rubrics
3. Study 6+ Traits writing program.

**Mar. 21      Journals, Letters, and Descriptive Writing**

**Reading assignment:** Chapters 6, 7, and 8 in Tompkins

**Response due:** Why and under what circumstances would children enjoy writing journals and letters? How does a unit need to be constructed to support and encourage good journals, letters, and descriptive writing? Which writing skills and strategies connect most clearly to journals, letters, and descriptive writing? What other concepts in these chapters were important and why?

**Discussion preparation:** At this point, you will be expected to discuss in detail your integrated unit and plans for your learning center. In addition, be ready to discuss questions listed in response.

**Concepts:** genre, genre elements, why and how to teach genres

**Integrating writing with other content areas:** journals, letters, and observation in science and math

**Activities:**

1. Study children's literature written in journals, letters, descriptions.
2. Writing workshop practicing these genres in class (double-entry observation journals, math journals, letters to scientists)

**Apr. 4 Biographical, Narrative, and Poetry Writing**

**Reading assignment:** Chapters 9, 11, and 12 in Tompkins

**Response due:** Why do children like reading narratives (stories) and biographies? Why do they like writing them? (Why do you like/not like reading and writing narratives and biographies?) How does poetry need to be taught differently from other genres of writing—why and what? Why does poetry often get ignored in classrooms? What have you seen in your field experience concerning teaching and learning these types of writing and how effective have those lessons been?

**Discussion preparation:** same as above

**Concepts:** Speaking and listening dimensions of language arts; elements of biography, narration, and poetry

**Integrating writing with other content areas:** Poetry across curriculum (handout)

**Activities:**

1. Draft and present a mini-lesson about these genres during class.
2. Study what makes a good science or math poem by looking at specific examples.
3. Draft rubrics for assessing these kinds of writing.
4. Draft lessons that teach mechanics in context of narrative writing.

**Apr. 18 Expository and Persuasive Writing**

**Reading assignment:** Chapters 10 and 13 in Tompkins

**Response due:** How are expository and persuasive writing different from narrative writing and poetry? How would you present and encourage them differently? How is persuasion different from manipulation and how might you make that clear to students? Why is a real audience important to expository and persuasive writing? How can teachers make sure expository writing doesn't turn into "report-writing" and plagiarism? How can teachers make expository and persuasive writing as creative as poetry and story writing?

**Discussion preparation:** same as above, plus: How can student writing be published for audiences?

**Concepts:** exposition, persuasion, audience, publication

**Integrating writing with other content areas:** research, reports, and persuasive writing in social studies and science

**Activities:**

1. Draft lesson plans to support research and persuasive writing for your integrated unit.
2. Present a mini-lesson idea for #1.
3. Practice planning a year-long writing curriculum (chart).



Educ 431 Social Studies Segment  
Winter 2004  
Instructor: Dr. Renato Cerdeña

**SOCIAL STUDIES SEGMENT**  
(History, Civics, Geography, Economics)

Office Hours: MWF 11-12; 2-3, ASC 2086  
Or by appointment: Office phone: 2762  
e-mail: [cerdena@ferris.edu](mailto:cerdena@ferris.edu)

**Materials**

MCSS Tool Kit for Creating Responsible Citizens.

Sunal, Cynthia Szymanski and Mary Elizabeth Haas. Social Studies for the Elementary and Middle Grades: A Constructivist Approach. Boston: Allyn and Bacon, 2002

Blumberg, Rhoda. The Incredible Journey of Lewis and Clark. New York: Lothrop, Lee & Shepard Books, 1987

**Social studies assignments:**

One Lewis and Clark assignment. Read Chapter 10-16 of the Incredible Journey of Lewis and Clark. Find five examples for each of the four social science disciplines. Explain one of these examples in class in terms of its relevance to one or more of the Michigan Social Studies Standards.

Four 1-page lesson plan critiques. Select one standard and benchmark from each of the four social science disciplines. Search available educational resources for lesson plans that cover the selected standard. Analyze these lesson plans according to the following: teaching of concepts, use of technology, methods of assessment, methods of inquiry, relevance to Michigan Social Studies Standards, and use of the Learning Cycle. Be prepared to present the lesson, and share your analysis in class.

**OBJECTIVES:**

Learning Cycle  
Concept formation and Inquiry-based learning  
Social Science Method  
Social Studies Inquiry Skills  
Methods of the Social Science Disciplines

## Operationalizing a Lesson Plan in Conformity with Michigan Social Studies Standards

### Course Calendar (subject to change)

|             |  |
|-------------|--|
| January 12  | Introduction to the Course   |
| January 19  | No class   |
| January 26  | Definition of Social Studies; Social Studies in the Elementary and Middle School; Social Studies Curriculum, Michigan Social Studies Standards; Learning Cycle |
| February 2  | Language Arts  |
| February 9  | Social Studies Inquiry Skills; Teaching Social Studies Concepts; Using Technology for Social Studies Instruction   |
| February 16 | Language Arts  |
| February 23 | Teaching Geography   |
| March 1     | Language Arts  |
| March 15    | Teaching History   |
| March 22    | Language Arts  |
| March 29    | Teaching Economics   |
| April 5     | Language Arts  |
| April 12    | Teaching Civics  |
| April 19    | Language Arts  |
| April 26    | Wrap-up  |

**Ferris State University  
School of Education  
2004 Course Syllabus**

**Course Title:** EDUC 432, Elementary Methods for Math

**Days/Time:** Class @ Riverview Elementary: Tuesday: 4:30-6:30  
**Location:** Riverview Elementary, 509 Willow

**Instructor:** Dave Byrnes

**Office:** Room 22 Riverview Elementary

**Office Hours:** Monday 8:20-9:05, Tuesday – Friday 1:10 – 2:00, and  
Monday – Thursday 3:15 – 4:30p.m.

**Phone:** (231) 796-2839 (Home) (231) 796-2550 (Work)

**E-mail:** [dbyrnes@riverview.brps.k12.mi.us](mailto:dbyrnes@riverview.brps.k12.mi.us)

**Textbooks:** Course Packet

**COURSE DESCRIPTION**

This course covers the main math topics in elementary math education. The main focus of the course will be: developing math concepts by using a variety of math manipulatives using math literature, and learning how to implement math games to enhance instruction. Hands on activities will be done each class period. Students will use the materials presented to teach a lesson to the rest of the class. Students will learn to develop strategies to teach key components in mathematics. Students will leave this class experience with materials, supplies, game ideas, and lesson plans that can be used immediately in their own classroom.

## COURSE REQUIREMENTS

1. Students are expected to be prepared and actively participate in every class. If you must miss a class please contact me or a classmate regarding the missed session.
2. Lesson presentation. Four-five students will present a lesson on one of the major topics in mathematics. Presentations will include : an introduction, presentation of the lesson, literature on the topic, games, and at least one way to assess the students. The presentation will be broken down 1<sup>st</sup>-3<sup>rd</sup> and 4<sup>th</sup>-6<sup>th</sup> grade. You will be given approximately 30 minutes for your presentation. Please make 31 copies of your lesson for the other students or give them to me three days prior to your presentation and I will make copies.
3. I will be available to meet with students on the off week before your presentation or during my office hours.
4. If you need math manipulatives, copies, or overheads you will need to let me know at least one week a head of time. You will also be required to teach a lesson during your fieldwork experience.
5. Please give me a video of your lesson once you've taught it in a classroom. You can meet with me either after class or during my office hours to go over your lesson if you wish.

## COURSE EVALUATION

## POINTS

|   |            |
|---|------------|
| 1. Attendance and Participation                             | 50         |
| 2. Lesson Presentations (This scale will be used each time) |            |
| A: Introduction   | 10/ 10     |
| B: Presentation   | 10/ 10     |
| C: Literature   | 10/10      |
| D: Games  | 10/10      |
| E: Assessment   | 10/10      |
|   | <hr/>      |
|   | <b>150</b> |

## GRADING SCALE

|                |
|----------------|
| 150 – 142 = A  |
| 141 – 135 = A- |
| 134 – 129 = B+ |
| 128 – 124 = B  |
| 123 – 120 = B- |
| 119 – 114 = C+ |
| 113 – 109 = C  |

108-105 = C-  
104-99 = D+  
98-94 = D  
93-90 = D-  
Below 90 = F

## **COURSE SCHEDULE**

**Tentative Schedule:** You are responsible for finding about any changes to the assignments if you miss class. Please call me if you can't make it.

### **Week 1: January 13th**

Numeration will be the main topic covered. Literature and games from 1<sup>st</sup>-6<sup>th</sup> grade will be introduced. You will be exploring with a number of math manipulatives. Everyone must sign up to teach one of the following topics: Numeration, fractions, measurement, geometry, or time, money, place value and probability. You can either teach grades K – 3 or 4 – 6.

### **Week 2: January 27th**

Assigned students will present numeration. I will then present fractions. There will be a number of books I have available including: Grandfathers Tang's Story, The doorbell Rang, Eating Fractions, The Hersey Chocolate Candy Bar, and M & M Counting Book. You will be exploring with a variety of math manipulatives.

### **Week 3: February 10th**

Assigned students will present fractions. Measurement will be this week's topic. I will be reading several books including Measuring Penny. Some of the activities I will introduce with handouts include: Are You A Square? Now That's Using Your Head Metric Olympics, It's The Last Straw, and The Guessing Game.

### **Week 4: February 24th**

Assigned students will present measurement. I will be presenting Geometry. The Real World Museum for lower elementary will be discussed. I will show you how to use geoboards, color tiles, and geometric solids. The main activity will be making geopanels. Also, I will be reading the book Reflections. Several other books will be shown. Your rough draft for the Lewis and Clark project is due today.

### **Week 5: March 16th**

Assigned students will present Geometry. I will be presenting time and money. We will be working with clocks, money, dice, cards, dominoes, and the calendar. A number of money games/activities will be introduced. I will read the book Alexander, Who Use To Be Rich Last Sunday.

### **Week 6: March 30th**

Assigned students will present time, money, place value, and probability. I will go over any topics we didn't have time for or that need further investigation. Also, I will give you a handout Who Needs Math Anyway?

**Week 7: April 13th**

I will discuss everything that has been presented so far and go over anything that I didn't have time to present in the previous six classes.

**Week 8: April 27<sup>th</sup>**

There will be a short final and evaluation to fill out.

Ferris State University  
School of Education  
2004 Course Syllabus

Course Title: EDU 432, Elementary Methods for Science

Days/Time: Class meets at Riverview Elementary; Room 23,  
Tuesday 4:30 pm.

Instructor: June O'Hara

Office Hours: Monday, Wednesday, Thursday, 3:15-4:30 pm: by  
appointment only.

E-mail: [johara@riverview.brps.k12.mi.us](mailto:johara@riverview.brps.k12.mi.us)

Course Description: This course will look at methods to teach children science using the inquiry-based model, which is recommended by the National Science Education Standards. We will look at different ways to engage and involve students in their learning of science.

As a part of a small group you will present a lesson of about 10-15 minutes in length using an inquiry-based strategy. The lesson must be broken down by grade level and address either an audience of K-3, or 4-8. The written lesson plans must be submitted to the instructor and contain the essential elements of a science lesson plan as shown in the course pack.

Grading:

|                     |     |
|---------------------|-----|
| Attendance          | 10% |
| Class Participation | 20% |
| Lesson Presentation | 30% |
| Lesson Plan         | 40% |

Class Schedule

January 13<sup>th</sup>- Math

January 20<sup>th</sup>- Introduction, Expectations, Inquiry based science.

January 27<sup>th</sup>- Math

February 3<sup>rd</sup> - Questioning, Life Science, Science process Skills, and sign up for lesson presentations.

February 10<sup>th</sup> - Math

February 17<sup>th</sup> - Earth Science, Activities.

February 24<sup>th</sup> - Math

March 2<sup>nd</sup> - Physical Science, Activities.

March 9<sup>th</sup> - Spring Break

March 16<sup>th</sup> - Math

March 23<sup>rd</sup> - Assessments, Lesson Plan Due, Lesson closure.

March 30<sup>th</sup> - Math

April 6<sup>th</sup> - Lesson Presentations 1-5.

April 13<sup>th</sup> - Math

April 20<sup>th</sup> - Lesson Presentations 6-10.

April 27<sup>th</sup> - Math

May 6<sup>th</sup> - Thursday 4:00-5:40, Lesson Presentation 11-15



**Ferris State University**  
**School of Education**  
**Winter Semester 2004 Course Syllabus**

**Course:** EDUC 433/533 Art, Music and PE/Health in the  
Elementary Classroom

**Credits :** 1 Semester Credit

**Days/Time:** Wednesdays-4:30-5:20p.m.

**Location:** Alumni Bldg. 121

**Name of Instructor:** Patricia Osborne, M.A. Music Education  
Ball State University

**Office:** Adjunct- no Ferris office

**Phone:** (231) 832-5548

**E-mail:**

**Textbook:** None required; Materials provided

**COURSE DESCRIPTION**

This course is designed to aid elementary education majors to prepare for their student teaching experiences and enhance their students' learning by incorporating physical, artistic and musical activities into their daily classroom lessons.

**COURSE OBJECTIVES**

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

1. Music can enhance and aid student learning in many areas.
2. Teachers with either limited or extensive musical background experience can be successful in incorporating music into their activities.

## COURSE REQUIREMENTS

1. Attendance/Participation/Professionalism. It is my expectation that you will demonstrate the kind of attitude and behavior 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 contact 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 5 points **for each class session missed**.
- b) No tobacco.
- c) Treat instructor and classmates with respect and courtesy. Comments would be constructive in nature, both in and out of class.

2. Final Class Presentation. Each student will present a lesson to the class (reading, social studies, science, mathematics, other) that includes some element of music. The grade for this 5 week portion will be averaged with the grades from the other 2 sections for a final course grade.

## COURSE EVALUATION

|                               |                  |
|-------------------------------|------------------|
| Attendance                    | 10 points        |
| Activities/Participation      | 40 points        |
| <u>In-class Presentations</u> | <u>50 points</u> |
| Total                         | 100 points       |

## GRADING SCALE

|          |     |
|----------|-----|
| 95-100   | = A |
| 80-94    | = B |
| 70-79    | = C |
| 60-69    | = D |
| Below 50 | = F |

**EDUC 433/533**  
**Art, Music PE/Health in the Elementary Classroom**

**A Tentative Course Schedule\*:**

| <b>Date</b> | <b>Topic</b>   |
|-------------|--|
| 1/14        | Introductions/ Course Overview<br>Seasonal Songs-Fall; General Classroom Ideas                           |
| 1/21        | Big Books/ Seasonal Songs-Winter; General Classroom Ideas  |
| 1/28        | Language Arts; Seasonal songs-Spring; General Classroom Ideas  |
| 2/4         | The use of instruments; Resources; Children's Literature; Answer questions concerning final presentation |
| 2/11        | Student Presentations  |

- The course instructor reserves the right to makes adjustments in the schedule as necessary.

**Sample Activities**

Students engage in circle games and other activities for learning children's names  
Learn songs that can be used in daily classes  
Play a variety of melodic and percussion instruments  
Learn about various resources available to use in the classroom  
Participate in activities that involve multiple senses and learning styles

Education 433/ 533  
Health and Physical Education Methods  
Wednesday 4:30-5:20  
Student Recreation Center  
Robert Nista  
Phone: 231-832-5572

Email: [rnista@reedcity.k12.mi.us](mailto:rnista@reedcity.k12.mi.us)

Attendance: This portion of the Methods class is participation based. Students need to be at class, on time, dressed appropriately (bring gym shoes) and ready to participate each class. If you are unable to attend a class, you should email me before class. This will allow you to make-up the participation points.

## **Assignments and Grading**

1. 25% Lesson Plan 1
2. 25% Lesson Plan 2
3. 25% Attendance and Participation
4. 25% Final Exam

All Lesson Plans should contain the following information:

1. What the lesson is for.
2. Who the lesson is for.
3. The purpose of the lesson.
4. How you will teach the lesson.
5. How you will evaluate the outcomes of the lesson.

The first lesson plan is due the second week of class. The second lesson plan is due the fourth week of class.

## **Class Content**

During the five week session we will discuss various aspects of health and physical education including:

|         |                        |
|---------|------------------------|
| Class 1 | Cooperative Activities |
| Class 2 | Team Sports/ Games     |
| Class 3 | Michigan EPEC          |
| Class 4 | Outdoor Activities     |
| Class 5 | Health and Assessment  |

(Class activities are subject to change)

**Ferris State University**  
**School of Education**  
**Winter Semester 2004 Course Syllabus**

**Course:** EDUC 433/533 Art, Music and PE/Health in the  
Elementary Classroom

**Credits :** 1 Semester Credit

**Days/Time:** Wednesdays-4:30-5:20p.m.

**Location:** Alumni Bldg. 121

**Name of Instructor:** Patricia Osborne, M.A. Music Education  
Ball State University

**Office:** Adjunct- no Ferris office

**Phone:** (231) 832-5548

**E-mail:**

**Textbook:** None required; Materials provided

**COURSE DESCRIPTION**

This course is designed to aid elementary education majors to prepare for their student teaching experiences and enhance their students' learning by incorporating physical, artistic and musical activities into their daily classroom lessons.

**COURSE OBJECTIVES**

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

1. Music can enhance and aid student learning in many areas.
2. Teachers with either limited or extensive musical background experience can be successful in incorporating music into their activities.

## **COURSE REQUIREMENTS**

1. Attendance/Participation/Professionalism. It is my expectation that you will demonstrate the kind of attitude and behavior 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 contact 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 5 points **for each class session missed.**
- b) No tobacco.
- c) Treat instructor and classmates with respect and courtesy. Comments would be constructive in nature, both in and out of class.

2. Final Class Presentation. Each student will present a lesson to the class (reading, social studies, science, mathematics, other) that includes some element of music. The grade for this 5 week portion will be averaged with the grades from the other 2 sections for a final course grade.

## **COURSE EVALUATION**

|                               |                  |
|-------------------------------|------------------|
| Attendance                    | 10 points        |
| Activities/Participation      | 40 points        |
| <u>In-class Presentations</u> | <u>50 points</u> |
| <br>Total                     | <br>100 points   |

## **GRADING SCALE**

**95-100 = A**  
**80-94 = B**  
**70-79 = C**  
**60-69 = D**  
**Below 50 = F**

**EDUC 433/533**  
**Art, Music PE/Health in the Elementary Classroom**

**A Tentative Course Schedule\*:**

| <b>Date</b> | <b>Topic</b>   |
|-------------|--|
| 1/14        | Introductions/ Course Overview<br>Seasonal Songs-Fall; General Classroom Ideas                           |
| 1/21        | Big Books/ Seasonal Songs-Winter; General Classroom Ideas  |
| 1/28        | Language Arts; Seasonal songs-Spring; General Classroom Ideas  |
| 2/4         | The use of instruments; Resources; Children's Literature; Answer questions concerning final presentation |
| 2/11        | Student Presentations  |

- The course instructor reserves the right to makes adjustments in the schedule as necessary.

**Sample Activities**

Students engage in circle games and other activities for learning children's names  
Learn songs that can be used in daily classes  
Play a variety of melodic and percussion instruments  
Learn about various resources available to use in the classroom  
Participate in activities that involve multiple senses and learning styles

**FERRIS STATE UNIVERSITY**  
**School of Education**  
**EDLA 476 Inquiry in K-8 Classrooms**  
**Winter, 2005**

|               |   |              |                     |
|---------------|---|--------------|---------------------|
| Instructor:   | Nancy Lashaway-Bokina                                       | Class time:  | Thursday            |
| Office:       | 415 A Bishop Hall   | Place:       | Bishop 215          |
| Office Hours: | Wednesday 1-4:00<br>Tuesday 4:30-5:30<br>and by appointment | Time:        | 5:30-8:20 p.m.      |
|               |   | E-mail:      | lashawan@ferris.edu |
|               |   | Home e-mail: | pnrjjsn1@aol.com    |

Office Telephone: 591-5368

**Course Description:**

This course is designed as a capstone course for Elementary Language Arts minors. It explores the use of the authoring cycle to support reading, writing, and inquiry as the foundation of an integrated elementary curriculum. Techniques to assist children in formulating questions, evaluating sources, and presenting findings are included. Emphasizes collaborative learning and community support within the classroom.

Prerequisites: EDUC 413 and EDUC 420.

**Course Outcomes:**

1. The learner will understand the authoring cycle as an inquiry technique.
2. The learner will demonstrate the ability to integrate curriculum.
3. The learner will select, evaluate, and summarize ten research articles.
4. The learner will prepare a research study.
5. The learner will be able to differentiate among five different types of research.
6. The learner will be able to use the authoring cycle as a framework for writing and reading.

**Required Texts:**

*American Psychological Association Manual*, (2002). Washington, D.C.: American Psychological Association.

Starko, A. J., & Schack, G. D. (1992). *Looking for data in all the right places: A guidebook for conducting original research with young investigators*. Mansfield Center, CT: Creative Learning.

Hubbard, R. S. & Power, B. M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.

McMackin, M. C. & Siegel, B. S. (2002). *Knowing how: Researching and writing nonfiction 3-8*. Portland, Maine: Stenhouse.



## **Course Policies and Procedures:**

**Attendance:** Attendance at all class meetings is expected and is essential to your success in this experience. Three late classroom entries will be counted as an absence. In the event of an emergency, you are responsible for obtaining handouts and notes from your peers and for *prior notification*. **Participation points missed during an absence may not be made up at a later day. (25 points)**

**Discussion:** Prior content reading is required. Your reaction to and interpretation of the assigned material is important.

**Academic Dishonesty:** The university expects that both faculty and students will honor the principles of academic honesty. Academic work that is assigned must be completed by the student to whom it is assigned. In case of academic dishonesty, the university academic dishonesty procedures will be followed.

**Special Needs:** Students who have a medically identified disability, which might require accommodations, are required to notify the instructor within the first week of class.

**Late Work:** Assignments are due during the class period on the assigned date. Work submitted the same day, but after the class meets will be deducted ½ a grade (ex.A to A-). Work submitted on the following day will be reduced one full grade. A reduction of two grades will take place on the second day. After two days, the assignment will not be graded. *Date all submitted work and submit it in the green colored folder.*

**Writing Center:** It is highly recommended that you take your written work to the writing center for review prior to submission. Scholarly work is expected; therefore, grammar, spelling, and punctuation will be graded as well as the content of the work.

## **Course Requirements:**

- 1. Literature Reviews:** Each teacher candidate will review 10 professional journals related to the topic they choose as their research project. The primary purpose of this assignment is to allow teacher candidates to become familiar with the periodical literature available to assist them in their professional growth. A secondary purpose is to provide an opportunity for candidates to demonstrate their ability to analyze, interpret, and apply information to classroom practice. *Each article must be submitted with a written summary.* The summary should describe the research, indicate the number of students who took part in the research, provide a critical analysis of the research, and provide information as to the benefit of the article to the researcher's proposed study.

A rubric will guide you through the requirements for the literature review summary. (14 points each, 140 points altogether)

**Literature Review Guidelines:**

- A. A **complete bibliographic citation** following the American Psychological Association APA style must be given for each article.
  - B. The **article must accompany** the review.
  - C. The review should not exceed **two typewritten, double spaced** pages.
  - D. There **should be a relationship** between the article and the research topic you choose to complete your research proposal.
  - E. Articles should be obtained from at **least three different refereed journals**.
  - F. At least **half of the articles** must be reports of research projects that include descriptions of the methods of investigation, results, population examined and the implications for elementary students or teachers. The **other five** may be **qualitative reports**.
  - G. Articles should be current (within the last 8 years).
  - H. The relationship between the article and the candidate's research should be clearly identified at the **beginning** of the article review.
- 2. Lesson Plans:** The candidate will design three lesson plans. Each of these plans will focus on third through sixth grade students. The lesson will focus on teaching a research skill such as note-taking, interviewing, graphing, etc. that would be necessary for students to be successful in using descriptive, historical, experimental, correlational, or developmental research. Each plan should reflect a different research skill and be focused on a different research type. **The research type will be clearly identified at the beginning of the lesson.** (15 points per plan- 3 X 15 = 45 points)
- 3. Quantitative or Qualitative Research Proposal:** The classroom setting will provide you with a wealth of opportunities to do research. At the completion of this project, you will have participated in the basic steps in conducting and reporting research. This experience will prepare you to successfully guide your students through the research process. See *Criteria for the Evaluation of Educational Research* handout in course packet. Each section of the proposal is worth 15 points except for the title which is worth 2 points)

### To begin your research proposal

Think about something that has always bothered you about education, school, students, or classrooms. Brainstorm the problem, incubate the causes and the solutions. Prepare a

hypothesis that would allow you to investigate the problem. Next, prepare a research proposal using the following steps.

As you write your proposal, label each of the sections as indicated below. The proposal will have five sections. The following are guidelines/suggestions of things for you to think about as you write each section.

Your research proposal should be double-spaced and documented using APA. Any quote of longer than 40 words needs to be blocked. When a researcher's name is used, it must be followed by the year of the study. Direct quotes must have the year and pages included. Refer to the APA manual for details on style requirements.

Begin with a title.

**Title**

### **Section I. Introduction to the Research**

This section provides a brief overview of what you studied.

Discuss why you chose this type of research.

Describe your hypothesis (an educated guess about what was going to happen before the study began).

Define your proposed population

Discuss how the population would be chosen (random-assignment, single-subject research)

Define the methods and materials you used to complete your research (interview, observation, survey, experiment)

Discuss how you would control any external or internal variables.

Describe the timeframe over which the research would be conducted.

Discuss how you would meet a researcher's requirement of internal or external validity.

## **Section II. Review of Literature**

The results of your ten literature reviews will be placed in this section. These will have been handed in earlier and evaluated for content. You will now include a summary of the ten articles. What theme seemed to be repeated throughout the articles that you would consider to be grounded? What journals seemed to have the most helpful information? Who are the researchers who have done considerable work in this area?

## **Section III. Describe your research**

If you were going to conduct this research, describe the steps you would follow? Be very specific. There will be some repetition in this section from your introduction.

## **Section IV. Findings**

Based on your review of literature, what would you expect to find if you conducted this research?

What did you learn about your proposed research topic from the articles that was new or interesting to you? What did you find most useful? What information surprised you?

**Section V. Conclusion, Suggestions for Future Researchers, Recommendations**

What did you hope to find that was missing?  
As you were reviewing the literature and preparing your study, what problems did you encounter? If you were to begin this project over again, what would you change? (52 points)

- 4. Oral Presentation of findings:** The teacher candidate will present a summary of his/her research findings to his classmates on the day his/her articles are submitted for review. A rubric will be used to evaluate the presentation. (10 points)

**Quizzes and final:** There will be three quizzes over the assigned reading. These quizzes will consist of multiple choice, fill in the blank, and short answer questions. Each quiz will be worth 50 points. (150 points)  
The final will be multiple choice and also be worth 50 points.

**Course Evaluation Points**

|  | Points | Due Date                      |
|--|--------|-------------------------------|
| Review of Literature (14 pts. each)    | 140    | Feb. 3 and March 3            |
| Lesson Plans (15 pts. each)            | 45     | Feb. 27                       |
| Research Proposal (completed proposal) | 77     | April 21                      |
| Oral Presentation of research proposal | 10     | April 21 and 28               |
| Monthly quizzes                        | 150    | Feb.10 , March 17, & April 14 |

|                              |           |                 |
|------------------------------|-----------|-----------------|
| Final                        | 50        | To be announced |
| Attendance and participation | <u>28</u> | weekly basis    |
|                              | Total 500 |                 |

*This syllabus is subject to change*

**Quality of written assignments:**

Written assignments will be evaluated on their: 1) clarity of thought and sensible organization for the reader, 2) appropriate mechanics, usage, and grammar in final drafts, 3) the sense of personal expression-authorial voice or point of view, and for 4) sufficient knowledge-base or research for the topic.

**Quality of oral presentation:**

Oral presentations will be evaluated on their: 1) clarity and sensible organization for the listener, 2) appropriate grammar usage, 3) content and its relationship to the research, 4) on the quality of the final analysis of the data, and on the 5) effectiveness of the teacher candidate's communication.

**Grading Scale:**

|              |
|--------------|
| 100 – 96 = A |
| 95 – 92 = A- |
| 91- 88= B+   |
| 87 – 84 = B  |
| 83 – 80 = B- |
| 79 – 76= C+  |
| 75– 73 = C   |
| 72 – 70 = C- |
| 69 - 0 = F   |

**Tentative Course Outline**

|           |  |
|-----------|--|
| August 31 | Review Syllabus, complete information cards, review lesson plan formats (discovery, inquiry, direct) |
| Sept. 2   | Chapter 1, Getting Started, Starko   |
|           | Begin chapter 1, Short, pages 3-26, Visions of Literacy  |
| Sept. 7   | Chapter 1, Short, pages 26-63  |
|           | Chapter 2, Focusing Your Problem, Starko   |
|           | <i>Library session-research assistance</i>   |
| Sept. 9   | Chapter 1, Teachers as Kidwatchers, Short, pages 63-81   |
|           | Chapter 3, Types of Research, Starko   |
| Sept. 14  | <b>Research Proposal Topic Due</b>   |
|           | Chapter 4, Gathering Data, Starko  |
|           | Chapter 2, The Authoring Cycle as a Curricular Framework for <u>Writing</u> , Short, pages 81-125    |

- Sept. 16 Chapter 2, Continuation pages 125-167, Short  
Chapter 5, Sample Selection, Starko  
*Turn It In.com* review of program (to be arranged)
- Sept. 21 Chapter 3, Short, The Authoring Cycle as a Curricular Framework  
for Reading, pages 169-209  
Chapter 6, Analyzing and Interpreting Data, Starko
- Sept. 23 **Quiz over chapters 1-5 Starko and 1-3 Short to page 209.**  
Sept. 28 Review quiz results, complete an item analysis  
Begin chapter 3, Short, pages 209-249
- Sept. 30 Chapter 7, Sharing Results, Starko  
Chapter 4, Short, The Authoring Cycle as Curricular Framework  
for Inquiry, pages 251-299
- Oct. 7 Chapter 4, 301-317, Short  
Chapter 5, 317-354, Short  
**Lesson Plans Due**
- Oct. 12 Chapter 5, 354-379, Short  
Chapter 1, Hubbard, Try to Love the Questions Themselves, pages  
1-8
- Oct. 14 **No class faculty retreat**  
Oct. 19 Section Two, Curricular Engagements, pages 379-401, Short  
Chapter 2, The Artist's Toolbox: Strategies for Data Collection,  
Hubbard, pages 9-25  
**Five research article summaries due.**
- Oct. 21 Curricular Engagement: Authors Meeting Authors, Short, pages  
403-426  
Chapter 2, Hubbard, pages 25-49
- Oct. 26 **Quiz over chapters 6 and 7 in Starko and pages 209-401 Short**  
Oct. 28 Review quiz, do item analysis  
Curricular Engagements, Short, pages 426-458
- Nov. 2 Chapter 3: Hubbard, Form and function. The research design,  
pages 50-65
- Nov. 4 No class-National Association of Gifted Children Conference  
Nov. 9 Curricular Engagement: Short pages 458-498  
Chapter 4, Pentimento: Strategies for data analysis, Hubbard,  
pages 65-100
- Nov. 11 **Five research article summaries due**  
Curricular Engagement, Short, pages 498-528
- Nov. 16 Chapter 5, The Legacy of Distant Teachers: Creative Review of  
Literature, Hubbard, pages 100-109
- Nov. 18 **Quiz over Hubbard chapter 1-4, Short pages 401-528**  
Nov. 23 Chapter 6, Writing Up Research, Hubbard, 109-124  
**Research Proposals Due**  
Conduct an item analysis of quiz
- Nov. 25 Happy Thanksgiving  
Nov. 30 Chapter 7, You Are Not Alone: Finding support for your research,  
Hubbard

Curricular Engagement, Short, pages 528-548

Review oral presentation rubric

Dec. 2

Begin Oral Presentations of research, 10 minutes maximum

Dec. 7

Oral Presentations

Dec. 9

Oral Presentations

**Final: To be announced**



Ferris State University  
EDUC 499/599  
PROFESSIONAL SEMINAR

**COURSE DESCRIPTION:**

This course focuses on the role of the student teacher and the art of teaching. Group discussions, projects, and activities will be designed by students to aid conceptualization of the teaching and learning process. This seminar will provide additional classroom management techniques, effective communication in the teaching and learning, sharing innovative instruction and assessment methods, as well as discussing major topics of interest in general education, subject area, and pedagogy. The student will prepare a professional portfolio. Successful completion of this seminar is required for final achievement of the student teaching experience.

**CREDITS:** 2 semester credits      **PREREQUISITE:** Corequisite with student teaching (EDUC491/492/493/495/496 – 592/593)

**COURSE CONTENT:**

**Student Teaching Orientation:**

- Student Teaching Requirements/Expectations
- University Supervisor Role/Responsibilities
- Lesson Planning
- Implementing Classroom Management and Discipline
- Michigan Career Preparation System K-12
- Teacher Certification Application /Requirements

**Student Teaching Seminar Topics:**

- Effective Planning, Assessment & Evaluation
- Promote Active Learning: Higher Order Thinking Skills, Questioning Levels, Cooperative Learning
- Implement Pro-Active Classroom Management-Routine Procedures
- Provide Conflict Management and Resolution: Difficult Discipline
- Motivation: Feedback & Praising
- Effective Communication: Student/Parent Counseling
- Integrated Curriculum: Interdisciplinary/Thematic Planning and Implementation
- Diversity in the Classroom: Multiple Intelligences/Learning Styles: Special Education

**Student Teaching Semester Wrap-up**

- The Interview Process/Professional educator
- Portfolio Sharing
- Last Minute Certification Information
- Career Services: Job Search Information

**REQUIRED MATERIALS:**

Wong, Harry, (1998). The First Days of School. Mountain View, CA: Harry K. Wong Publications, Inc.

## Handouts

### **ATTENDANCE:**

This class requires attendance at **all** sessions and **active participation** by the student. Since students who do not attend class lose out on class participation, those who miss more than two hours of class will lose ten (10) points from their total score for each hour of class missed after the first two- (2) absences. **Cancellations due to weather will be determined by 10:00 a.m., and students will be notified by telephone.**

### **ASSIGNMENTS:**

#### **Discussion and Participation:**

Time will be devoted to group participation and discussion. We may group according to subject area and/or whole class participation. Bring your problems, questions, concerns and ideas to share, support and collaborate with others.

#### **Prepare a Professional Portfolio: Due date:**

Create a professional portfolio. Portfolio must be in a 3-ring binder, with index dividers for each section, in the sequence listed on the criteria sheet.

#### **Create a professional portfolio. Include the following:**

**Cover letter:** May be specific or generic

**Resume:** Limit to one or two (1-2) pages

#### **Educational Philosophy:**

A brief position paper of your philosophy of teaching/education (minimum 1 page)

#### **Anecdotal Autobiography:**

A minimum of one typed page

**Letters of reference:** Include two (2) letters

#### **Performance evaluation(s):**

One or two (1-2)-performance appraisal from related to teaching experience (EDUC 330/430/491/492/495/496/592/593).

**Media:** Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or realia) appropriate for your subject area.

#### **Instructional Planning:**

Include two (2) lesson plans: one from major and one from minor subject areas.

#### **Include any four (4) of the following topics:**

These may be in the form of actual work, or a position paper that describes your beliefs or values regarding each educational topic (refer to handout, "How to Develop a Professional Portfolio"):

#### **Multiple Instructional Strategies:**

Include/Design an experiential/cooperative/interactive learning activity

#### **Adapting Instruction for Individual Needs:**

Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.

**Assessment of Student Learning:**

Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples.

**Communication/Counseling Skills:**

Describe effective communication and listening techniques for successful rapport with students and parents. (conducting parent conferences, motivating students and addressing misbehavior, etc...)

**Classroom Motivation and Management Skills:**

Explain how you will establish classroom routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior; motivate and promote intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?

**Knowledge of Subject Area:**

Demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.

**Knowledge of Human Development and Learning:**

Demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students intellectual, social, and personal development.

**Professional Commitment and Responsibility:**

Explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleagues, etc...), and actively seek out opportunities to grow professionally.

**SCORING AND GRADING:**

Scores on assignments, attendance, and exams will be used to compute the final course grade.

|                |           |
|----------------|-----------|
| Attendance:    | 90 points |
| Participation: | 20 points |
| Portfolio:     | 90 points |

|                |              |              |
|----------------|--------------|--------------|
| Grading scale: | 100- 96 = A  | 76 - 73 = C  |
|                | 95 - 90 = A- | 72 - 70 = C- |
|                | 89 - 87 = B+ | 69 - 67 = D+ |
|                | 86 - 83 = B  | 66 - 63 = D  |
|                | 82 - 80 = B- | 62 - 60 = D- |
|                | 79 - 77 = C+ | 59 - 0 = F   |

**OFFICE HOURS:**

Instructor:

Telephone:

E-mail:

2003

**FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION**

**GENERAL EDUCATION REQUIREMENTS – ELEMENTARY EDUCATION**

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

| <b>REQUIRED</b>   |   | <b>COMMUNICATION COMPETENCE - 12 Credit Hours Required</b>                    | <b>S.H.</b> | <b>GRADE</b> |
|---|---|---|-------------|--------------|
| 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<br>Fund of Public Speaking (COMM 121)                | 3           |              |
| ENGL  | 321   | Advanced Composition  | 3           |              |
| 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, PHYS, PHYS.   |   |   |             |              |
| BIOL  | 103   | Biological Concepts   | 4           |              |
| PHSC  | 110   | Inquiry into Earth Systems  | 4           |              |
| PHSC  | 115   | Inquiry into Physical Science   | 4           |              |
| 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.   |   |   |             |              |
| MATH  | 115   |   | 3           |              |
| CULTURAL ENRICHMENT - 9 Credit Hours Required. Three courses from the following subject areas: ARCH 224, ARTH, ARTS, COMM 231, ENGL 222, FREN, GERM, HIST, HUMN (exclude HUMN 217), LITR, MUSI, SPAN, THTH. 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.                   |   |   |             |              |
| HIST  | 121 OR<br>122                                 |   | 3           |              |
| LITR  | 326   |   | 3           |              |
| LITR  | 380   |   | 3           |              |
| SOCIAL AWARENESS - 9 Credit Hours Required: Three courses from the following subject areas: ANTH, ECON, GEOG (except GEOG (except GEOG 111 or 121), PLSC (exclude PSYC), SOCY, SSCI (except SSCI 110). 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 200 level or higher. |   |   |             |              |
| PLANNED PROGRAM   | GEOG 100, OR GEOG 112, OR ANTH 122            |   | 3           |              |
|   | Studies Minor - ECON 221                      |   |             |              |
|   | PLSC 121                                      | ECON 222  | 3           |              |
| <b>SUGGESTION:</b>  | <b>Either PLSC 341, GEOG 301, OR SOCY 340</b> |   | 3           |              |
| 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 American.  |   |   |             |              |
| PLANNED PROGRAM   | GEOG 112 or ANTH 122                          | Social Studies Minor - GEOG 100   | 3           |              |

Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 03/05 li

**FERRIS STATE UNIVERSITY**  
**College of Education & Human Services - School of Education**  
**ELEMENTARY EDUCATION**  
**Professional Education Sequence – 46 credits**

| REQUIRED  |     | Level I Professional Education Prerequisite Courses<br>Teacher Education Candidates  | S.H | GRADE |
|---|-----|--|-----|-------|
| <b>Note: Students seeking admission to teacher education candidacy must meet all university requirements for admission to the specific program they wish to enter.</b>  |     |  |     |       |
| EDUC  | 251 | Life Span Human Growth & Development*  | 3   |       |
| EDUC  | 205 | Educational Technology in Elementary/Middle School Classrooms  | 3   |       |
| EDUC  | 289 | Principles of Teaching & Learning  | 3   |       |
| REQUIRED  |     | Level II Professional Education Courses  | S.H | GRADE |
| <b>Note: Prior to admission to the Teacher Education Program and Level II courses, students must pass all sections of the Basic Skills Test, complete all Professional Education Prerequisite courses with a minimum 2.5 GPA, with no grade lower than a C (2.0), have a 2.5 cumulative GPA, and meet all other program requirements. Students may have no more than two repeats in Level I coursework.</b> |     |  |     |       |
| EDUC  | 303 | School, Work, and Society  | 3   |       |
| EDUC  | 308 | Teaching Strategies for Special Education and Diverse Populations  | 3   |       |
| EDUC  | 407 | Instructional Planning & Delivery for Elementary Education [Note: Must be completed before enrolling in any other 400-level education classes, except EDUC 420]<br>[Recommended co-requisite: LITR 326: Children's Literature] | 4   |       |
| EDUC  | 420 | Teaching Reading in the Elementary/Middle School I<br>[Prerequisite or co-requisite: EDUC 330]   | 3   |       |
| <b>[It is strongly recommended that EDUC 421, 431, 432, and 433 be taken concurrently]</b>  |     |  |     |       |
| EDUC  | 421 | Teaching Reading in the Elementary/Middle School II<br>Prerequisite: EDUC 420      Co-requisite: EDUC 431 and/or EDUC 432  | 3   |       |
| <b>[NOTE: If taking EDUC 421, 431 &amp; 432 in same semester, EDUC 433 must also be taken.]</b>   |     |  |     |       |
| EDUC  | 431 | Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School<br>Prerequisite or co-requisite: EDUC 421  | 3   |       |
| EDUC  | 432 | Methods of Integrating, Teaching, and Evaluating Math and Science in the Elem/M. School<br>Prerequisite or co-requisite: EDUC 421  | 3   |       |
| EDUC  | 433 | Methods of Integrating, Teaching, and Evaluating, Art, Music, Health & P.E. in the Elementary/Middle School<br>Co-requisite: EDUC 431 or EDUC 432  | 1   |       |
| Level III Professional Education Courses  |     |  |     |       |
| EDUC  | 493 | Elementary/Middle Directed Teaching [Co-requisite: EDUC 499]   | 12  |       |
| EDUC  | 499 | Professional Seminar [Co-requisite: EDUC 493]  | 2   |       |
| Total   |     |  | 46  |       |

NOTE: A 2.75 GPA is required in your planned program minor and in the professional education course sequence, a 2.50 cumulative GPA is also required before directed and intern teaching, students must obtain the appropriate GPA for their major(s)/minor(s) as established by each department. \*NOTE: ECHE minors will replace EDUC 251 with EDCE 110 and 111 in Level I. NOTE: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 05/04 jed

**COLLEGE OF EDUCATION ELEMENTARY EDUCATION  
PLANNED PROGRAM MINOR (23-35 HOURS)**

|      |      |                                  |   |  |
|------|------|----------------------------------|---|--|
| ARTS | 131* | Art for the Elementary Teacher   | 1 |  |
| MUSI | 131* | Music for the Elementary Teacher | 1 |  |
| PHSC | 110  | Inquiry into Earth Systems       | 4 |  |
| PHSC | 115  | Inquiry into Physical Science    | 4 |  |
| BIOL | 103  | Biological Concepts              | 4 |  |

**IF YOUR MINOR IS IN ENGLISH OR LANGUAGE ARTS, DISREGARD THE FOLLOWING:**

| REQUIRED |     | PROFESSIONAL EDUCATION | S.H. | GRADE |
|----------|-----|------------------------|------|-------|
| LITR     | 326 | Children's Literature  | 3    |       |
| ENGL     | 301 | Linguistics            | 3    |       |
| LITR     | 380 | World Folk Literature  | 3    |       |

**IF YOUR MAJOR/MINOR IS IN MATHEMATICS, DISREGARD THE FOLLOWING:**

| REQUIRED |     | PROFESSIONAL EDUCATION -        | S.H. | GRADE |
|----------|-----|---------------------------------|------|-------|
| MATH     | 115 | Intermediate Algebra            | 3    |       |
| MATH     | 118 | Math for Elementary Teachers I  | 3    |       |
| MATH     | 119 | Math for Elementary Teachers II | 3    |       |

**IF YOUR MAJOR/MINOR IS IN SOCIAL STUDIES, DISREGARD THE FOLLOWING:**

| REQUIRED   |      | PROFESSIONAL EDUCATION                     | S. H. | GRADE |
|--|------|--|-------|-------|
| <b>CHOOSE 6 CREDITS</b>  |      |  |       |       |
| HIST   | 121  | U.S. History to 1877                       | 3     |       |
| HIST   | 122  | U.S. History from 1877                     | 3     |       |
| <b>CHOOSE 9 CREDITS: ONE CLASS MUST BE AT THE 200 LEVEL OR HIGHER.</b> |      |  |       |       |
| +GEOG  | 100  | Geography of World Regions                 | 3     |       |
| +GEOG  | 112  | Cultural Geography                         | 3     |       |
| +GEOG  | 201  | Geography of US and Canada                 | 3     |       |
| +GEOG  | 301  | Geography of Michigan and the Great Lakes  | 3     |       |
| +ANTH  | 122  | Cultural Anthropology                      | 3     |       |
| +PLSC  | 121  | American Government 1: People and Politics | 3     |       |
| +PLSC  | 122  | American Government 2: Policy Making       | 3     |       |
| +PLSC  | 341* | International Politics                     | 3     |       |
| +SOCY  | 340  | Minority Groups in America                 | 3     |       |

\* Course is not required for students who are enrolled in the Early Childhood minor.

+May not have more than two courses with same prefix.

***NOTE: A 2.75 GPA is required in the Planned Program Minor.***

Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**ELEMENTARY EDUCATION CERTIFICATION**

**MATH TEACHING MAJOR  
37 SEMESTER HOURS**

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

| REQUIRED              |     |  | SEM. HOURS | GRADE |
|-----------------------|-----|--|------------|-------|
| CPSC                  | 150 | Programming in Basic <b>OR</b>                   | 3          |       |
| CPSC                  | 244 | Sci Programming with Fortran                     | 3          |       |
| MATH                  | 220 | Calculus I (prerequisites MATH 115, 120 and 130) | 5          |       |
| MATH                  | 230 | Calculus II                                      | 5          |       |
| MATH                  | 314 | Probability                                      | 3          |       |
| MATH                  | 324 | Fundamental Concepts                             | 3          |       |
| MATH                  | 325 | College Geometry                                 | 3          |       |
| MATH                  | 118 | Math for Elementary Teachers I                   | 3          |       |
| MATH                  | 119 | Math for Elementary Teachers II                  | 3          |       |
| TOTAL                 |     |  | 28         |       |
| RECOMMENDED ELECTIVES |     | 9 CREDIT HOURS REQUIRED                          | SEM. HOURS | GRADE |
| CPSC                  | 150 | Programming in Basic                             | 3          |       |
| CPSC                  | 200 | Obj Oriented Programming                         | 4          |       |
| CPSC                  | 244 | Fortran  | 3          |       |
| CPSC                  | 326 | Computer Graphics                                | 3          |       |
| CPSC/<br>MATH         | 328 | Discrete Structures                              | 3          |       |
| MATH                  | 320 | Calculus III                                     | 3          |       |
| MATH                  | 322 | Linear Algebra                                   | 3          |       |
| MATH                  | 330 | Differential Equations                           | 3          |       |
| MATH                  | 340 | Numerical Analysis                               | 3          |       |
| MATH                  | 380 | Applied Analysis                                 | 3          |       |
| MATH                  | 414 | Mathematical Statistics I                        | 3          |       |
| MATH                  | 420 | Intro to Abstract Algebra                        | 3          |       |
| MATH                  | 430 | Advanced Calculus                                | 3          |       |

**Note:** A 2.75 GPA is required in the above major.

**Note:** Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.

04/04 jed



**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**ELEMENTARY EDUCATION CERTIFICATION**

**MATH MINOR  
25 SEMESTER HOURS**

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

| REQUIRED |     |                                 | SEM. HOURS | GRADE |
|----------|-----|---------------------------------|------------|-------|
| CPSC     | 150 | Programming in Basic OR         | 3          |       |
| CPSC     | 244 | Sci Programming with Fortran    | 3          |       |
| MATH     | 220 | Calculus I                      | 5          |       |
| MATH     | 230 | Calculus II                     | 5          |       |
| MATH     | 118 | Math for Elementary Teachers I  | 3          |       |
| MATH     | 119 | Math for Elementary Teachers II | 3          |       |
| MATH     | 324 | Fundamental Concepts            | 3          |       |
| MATH     | 325 | College Geometry                | 3          |       |
|          |     | TOTAL                           | 25         |       |

Note: A 2.75 GPA is required in the above minor.

Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.

04/04 jed

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**ELEMENTARY EDUCATION CERTIFICATION**

**SOCIAL STUDIES TEACHING MAJOR  
39 SEMESTER HOURS**

*You can NOT have a social studies teaching minor with this teaching major*

| REQUIRED     |     | COURSE TITLE                               | SEM. HOURS | GRADE |
|--------------|-----|--|------------|-------|
| GEOG         | 112 | Cultural Geography                         | 3          |       |
| <b>OR</b>    |     |  |            |       |
| 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          |       |
| <b>OR</b>    |     |  |            |       |
| 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          |       |
| <b>OR</b>    |     |  |            |       |
| PLSC         | 311 | American State & Local Government          |            |       |
| HIST         | 341 | US Foreign Policy 20 <sup>th</sup> C.      | 3          |       |
| <b>OR</b>    |     |  |            |       |
| PLSC         | 323 | International Organization                 |            |       |
| <b>OR</b>    |     |  |            |       |
| 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 2.75 GPA IS REQUIRED FOR A SATISFACTORY COMPLETION OF THIS MAJOR**

**Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.**

04/04 jed

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**ELEMENTARY EDUCATION CERTIFICATION**

**SOCIAL STUDIES MINOR  
24 SEMESTER HOURS**

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

| REQUIRED |     |  | SEM. HOURS | GRADE |
|----------|-----|--|------------|-------|
| 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          |       |
| HIST     | 121 | United States History to 1877              | 3          |       |
| HIST     | 122 | United States History - 1877 - Present     | 3          |       |
| PLSC     | 121 | American Government 1: People and Politics | 3          |       |
| PLSC     | 122 | American Government 2: Policy Making       | 3          |       |
| TOTAL    |     |  | 24         |       |

**note: A 2.75 GPA is required in the above minor.**

**Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.**

04/04 jed

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

**LANGUAGE ARTS MINOR – 25 Credits**

*You cannot have an English teaching minor with this Language Arts teaching minor.*

| Required |     | Course Title              | S.H. | GRADE |
|----------|-----|---------------------------|------|-------|
| EDLA     | 207 | Emergent Literacy         | 3    |       |
| EDLA     | 222 | Text and the Child        | 4    |       |
| ENGL     | 301 | Linguistics               | 3    |       |
| LITR     | 326 | Children's Literature     | 3    |       |
| EDLA     | 340 | Writer's Workshop         | 3    |       |
| LITR     | 380 | World Folk Literature     | 3    |       |
| EDLA     | 342 | Reader Response           | 3    |       |
| EDLA     | 476 | Inquiry in K-8 Classrooms | 3    |       |
| TOTAL    |     |                           | 25   |       |

**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.**

**Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.**

04/04 jed

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

Signature

Date

42  
43  
44  
45  
46

**FERRIS STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**ELEMENTARY EDUCATION CERTIFICATION**

**ENGLISH MINOR  
24 SEMESTER HOURS**

*You cannot have a Language Arts teaching minor with this English teaching minor.*

| REQUIRED |                         |  | SEM. HOURS | GRADE |
|----------|-------------------------|--|------------|-------|
| ENGL     | 301                     | Linguistics  | 3          |       |
| ENGL     | 415                     | Composition Theory   | 3          |       |
| LITR     | 311                     | American Literature I  | 3          |       |
| LITR     | 312                     | American Literature II   | 3          |       |
| LITR     | 326                     | Children's Literature  | 3          |       |
| LITR     | 351 or<br>352 or<br>323 | English Literature I, OR<br>English Literature II, OR<br>Shakespeare | 3          |       |
| LITR     | 380                     | World Folk Literature  | 3          |       |

**Electives - 3 credits (Select one of the following)**

Note: Courses taken to complete the Communication Competence section of the Elementary General Education Requirements may not be used to fulfill the ENGL 300 or above elective.

| REQUIRED | (Choose any combination of the following courses)   | SEM. HOURS | GRADE |
|----------|---|------------|-------|
|          | Any ENGL 300 or above OR<br>Any LITR 170 or above (Pre-requisite for LITR 311, 312, 323,<br>351, & 352 is LITR 250) | 3          |       |

**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.

**Note:** Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.

04/04 jed

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

**EARLY CHILDHOOD MINOR  
ELEMENTARY EDUCATION**

(27 Credits)

| REQUIRED |     | Course Title   | S.H. | GRADE |
|----------|-----|--|------|-------|
| EDCD     | 104 | Child Development Practicum (co-requisite: EDCD 105)                                 | 1    |       |
| EDCD     | 105 | Child Development Leadership (co-requisite: EDCD 104)                                | 3    |       |
| EDCD     | 110 | Child Development I  | 3    |       |
| EDCD     | 111 | Child Development II (can be taken prior to EDCD 110)                                | 3    |       |
| EDCD     | 160 | Education of Children (offered winter semester only)                                 | 3    |       |
| EDCD     | 210 | Infant-Toddler Environment & Curriculum (offered winter only, prerequisite EDCD 110) | 4    |       |
| EDCD     | 211 | Children's Activities (offered fall semester only, prerequisite EDCD 111)            | 4    |       |
| EDCD     | 285 | Child Development Internship Orientation   | 1    |       |
| EDCD     | 291 | Child Development Internship (minimum B-)  | 4    |       |
| EDCD     | 298 | Internship Seminar (must be taken with EDCD 291) (minimum B-)                        | 1    |       |

Note: A 2.50 GPA is required in the major/minor.

A 2.75 GPA is required in the Professional Education course sequence.

- \* Successful completion of this minor will result in a Z.A. Endorsement on your elementary education teaching certificate. You must take and pass the Michigan Test for Teacher Certification (Early Childhood) before applying for your ZA endorsement.
- \* This optional minor is in addition to the two subject minors required for the Elementary Education program.

**Note: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program.**

04/04 jed

Draft

## Program Information

### I. Catalog Description

The Integrated Science Minor for Elementary Education is structured to provide students with a coherent, balanced, and interdisciplinary approach to learning in the life, physical, and earth/space sciences. The minor is intended for those individuals planning a career in K-8 elementary education with a specialization in the sciences. The required coursework has been chosen and designed to prepare future elementary educators to teach the science content outlined in the National Science Education Standards and the Michigan Curriculum Framework. Students will be exposed to the sciences through the perspectives and methods of inquiry and cooperative learning, incorporate and utilize the interdisciplinary nature of the sciences to analyze problems, and develop an understanding and ability for lifelong learning after graduation.

Students in Elementary Education may currently select from among these "academic" minors: Language Arts, Mathematics, and Social Studies. [Students have other options too, including an Early Childhood minor.] Currently missing from the set of minors is one that prepares teachers of science.

Students previously could opt for an elementary teaching minor in Biology. However, during a recent revision of the science curriculum by Michigan's Department of Education, this option was discarded. Elementary teachers no longer may "specialize" in one branch of science; rather, science teachers at this level must be cognizant of science as a whole. Furthermore, the name "integrated science" (rather than science) was adopted by the state to indicate that teachers must recognize how the various branches of science are interrelated.

Due to the necessity for this minor (to "complete" the elementary education offerings at the university), this degree has been identified by the School of Education and the Vice President's office as a high-priority item.

To finish the minor students are required to complete 24 semester hours of coursework in the sciences as outlined below. Successful completion of this minor, along with a bachelors degree in elementary education, qualifies the student for recommendation for endorsement in integrated science (certification code "DI") upon successful completion of the state certification exam.

#### Required Courses:

- BIOL 103: Biological Concepts (4 credits)
- PHSC 110: Inquiry into Earth Science (4 credits)
- PHSC 115: Inquiry into Physical Science (4 credits)
- GEOG 221: History of the Earth (3 credits)
- BIOL 303: Ethnoecology: Interconnections between Disciplines (3 credits)
- PHSC 320: Integrating the Physical Sciences (3 credits)
- PHYS 450: Science Laboratory (3 credits)

Total: 24 credits

**FORM E**

**NEW COURSE INFORMATION FORMS**

A detailed description and outline for the new course proposed in the Professional Education Sequence for the Elementary Education Program is attached.



**OFFICE OF THE REGISTRAR**  
**Course Data Entry Form**

A. **Action to be taken:** Add Course .  
**IE:** Add course – Delete course – Change: Credit Hours – Contact Hours – Grade Method – Prerequisites, etc.  
**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. **TERM EFFECTIVE:** W 2002 Semester Year Semester(s) Offered: F W S .  
(Fall, Winter, Summer, on Demand)

C. **COURSE IDENTIFICATION – ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course formats.

**4 Letter Subject Abbr. 3 Digit Number**

EDUC 205  
Enter Contact Hours per week in boxes.

LECTure 3 LAB 0  
PRACTicum (enter contact hours in description)

Check (x)  
INdependent Study – Check (x)

**4 Letter Subject Abbr. 3 Digit Number**

.  
Enter Contact Hours per week in boxes.

LECTure  LAB  .  
PRACTicum (enter contact hours in description)

Check (x)

D. **FULL COURSE TITLE:** Educational Technology in the Elementary/Middle School  
**STUDENT MAX :** 15.

Abbreviated Course Title (Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)

Ed Tech in the Elem/MS

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours 3 Minimum Credit Hours 3 .

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

Repeat for Added Credit: Check (x)  Yes  No Levels: Check (x)  Undergraduate  Graduate  Professional

*To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code*

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

E. **CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.**

Prepares elementary/middle classroom teachers for inclusion of media and technology in their lessons. Students will prepare media that are examples of both older, time-tested technology as well as those that are emerging primarily because of the advent of the personal computer. Topics include: Media and Instruction, Visual Principles, Hardware for the Classroom, Non-projected Media, Projected Visuals, and Integrating the Internet into teaching.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. none .

University Curriculum Committee Chair Signature/Date:

Elaine Lovsted 8/6/01

Academic Affairs Approval Signature/Date:

Steve E. [Signature] 09-22-01

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

School of Education  
Ferris State University

**EDUC 205 - COURSE SYLLABUS**  
Educational Technology in Elementary/Middle Schools

COURSE DESCRIPTION – A course to prepare elementary classroom teachers for inclusion of media and technology in their lessons. Students will prepare media that are examples of both older, time-tested technology as well as those that are emerging primarily because of the advent of personal computers.

PREREQUISITES - None

REQUIRED TEXT - None

COURSE OBJECTIVES:

**After completing this course, the student should be able to:**

Describe technologies of instruction and cite an example.

Relate Dale's Cone of Experience to the concrete-abstract continuum.

Define *medium* and name five basic categories of media.

Distinguish among message, method, and medium.

Describe six procedures (steps) in systematic planning for the use of media (the ASSURE model).

Write objectives that include the audience, behavioral outcome, conditions (if appropriate), and degree of mastery.

Describe several methods for eliciting student response during and after using media.

Describe the function of a visual in the communication process.

Define *visual literacy*.

List five attributes (advantages or limitations) of nonprojected still pictures.

Define *graphic material* and describe three types of graphics.

Identify two methods of preserving nonprojected visuals and state three reasons for doing so.

Define *projected visuals*.

Discuss two applications of the overhead projector in the teaching field.

Demonstrate the correct technique for thumb spotting slides.

Discuss five advantages and five limitations of computers.

Generate examples of the use of the computer (a) as an object of instruction and (b) as a tool during instruction.

Define *multimedia system*.

Describe five safety precautions when using audiovisual equipment.

Describe programmed instruction and distinguish it from other technologies of instruction.

Describe programmed tutoring and distinguish it from other technologies of instruction.

Describe programmed teaching and distinguish it from other technologies of instruction.

Describe at least one technology of instruction based on cooperative group learning.

Define *game*, *simulation*, *simulation game*, and *instruction* and distinguish examples of each.

Discuss how electronic networks can change the "global village" into the "global classroom."

## CONTENT OUTLINE:

- A. Introduction to Using Computers in Education
  - 1. Computer Components
  - 2. Computer Power
  - 3. Operating software
  - 4. Networks and the Internet
  - 5. Why use computer technology in Education?
- B. Communications, Networks, the Internet, and the World Wide Web
  - 1. What is communications?
  - 2. Networking the Classroom, School, and District
  - 3. What is the Internet?
  - 4. The World Wide Web
  - 6. Other Internet Services
  - 7. Netiquette
- C. Software Applications in Education
  - 1. Application Software
  - 2. Productivity Software
  - 3. Graphics and Multimedia Software
  - 4. Software for School and Professional Use
  - 5. Software for Home and Personal Use
- D. Hardware Applications for Education
  - 1. The Components of the System Unit
  - 2. Input and Output Devices
  - 3. Storage
- E. Using Multimedia in Education
  - 1. What is Multimedia?
  - 2. Multimedia Applications
  - 3. K-12 Educational Software Applications
  - 4. Multimedia Personal Computers
  - 5. Creating Multimedia Applications
- F. Integrating Educational Technology into Classrooms
  - 1. What is Technology Integration?
  - 2. Barriers to Technology Integration
  - 3. Planning Lessons with Technology
  - 4. Putting it all together
- G. Evaluating Educational Technology Integration
  - 1. Tools for Evaluating Technology Integration
  - 2. Evaluating Technology-Based Student Projects
- H. Security and Ethics Issues
  - 1. Computer Security: Risks and Safeguards
  - 2. Ethics and the Information Age
  - 3. Internet Ethics and Objectionable Materials

## EVALUATION / GRADING:

There are three grading scales to monitor in calculating student progress:

- 1. Lesson Plan, Tests, Graphics Projects...

Possible thirty (30) points -- each component represents thirty percent of final grade.

|           |           |           |
|-----------|-----------|-----------|
| 28.2 = A  | 24 = B-   | 19.8 = D+ |
| 27 = A-   | 23.4 = C+ | 18.6 = D  |
| 26.4 = B+ | 22.2 = C  | 17.4 = D- |
| 25.2 = B  | 21 = C-   |           |

2. Hardware Assessment, Presentation/Script

Possible ten (10) points -- ten percent of final grade.

|          |          |          |
|----------|----------|----------|
| 9.4 = A  | 8 = B-   | 6.8 = D+ |
| 9 = A-   | 7.8 = C+ | 6 = D    |
| 8.8 = B+ | 7.4 = C  | 5.8 = D- |
| 8.4 = B  | 7 = C-   |          |

3. Final Grade - 100 points possible

|         |         |         |
|---------|---------|---------|
| 94 = A  | 80 = B- | 68 = D+ |
| 90 = A- | 78 = C+ | 60 = D  |
| 88 = B+ | 74 = C  | 58 = D- |
| 84 = B  | 70 = C- |         |

**DUE DATES:**

Half-Hour Exams

- Session 9 - Chapters 1, 2 & 3
- Session 16 - Chapters 4 & 5
- Session 23 - Chapters 8, 9 & 12
- Session 30 - Chapters 11, 13 & 14

Software, Hardware & Lesson Plans

- Session 10 - Submit notebook (with pockets) containing:
  - a. Either one mounting or lettering or transparency
  - b. Either slides or screen show or instructional video with a script
  - c. Minimum of three hardware checks
- Session 20 - Submit notebook again, adding
  - a. Either one mounting or lettering or transparency
  - b. Either slides or screen show or instructional video with a script
  - c. Minimum of three more hardware checks (total of 6)
- Session 24 - Lesson Plan
- Session 30 - Submit notebook again with remaining projects and hardware checks completed.

## NEW COURSE INFORMATION FORM

*See Sample: Limit to One Page*

### Course Identification:

| Subject Abbreviation or Prefix | Number | Title   |
|--------------------------------|--------|---|
| EDUC                           | 308    | Teaching Strategies for Special Education and Diverse Populations |

### Course Description:

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, basic 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.

### Course Objectives:

- The student will enhance their knowledge of legislation and litigation surrounding services for students with disabilities.
- The student will enhance their knowledge about the IEP process
- The student will enhance their knowledge regarding the types of disabilities, their causes and the effects on learning
- The student will be able to discuss the pre-referral and referral processes
- The student will be able to discuss the characteristics of the major areas of disability
- The student will be able to discuss the roles of the family, community and various school personnel as it relates to students with special needs and diverse populations
- The student will gain a knowledge base of teaching strategies for children with special needs

### Course Outline:

- I. Introduction to Special Education Law (3 hours)
- II. Pre-referral and referral process (3 hour)
  - Role of family and school personnel
  - The IEP Process
- III. The disability areas (10 categories) including causes, effects on learning, teaching and learning strategies, impact on family and community (33 hours)
- IV. Multicultural education issues (4 hours)
- V. Exams (2 hours)

I. ACTION TO BE TAKEN:  Create New Course  Delete Course  
 Modify Course: List Changes

See note in instructions for courses which are used as prerequisites.

Term Effective: Semester  W Year  2003 See instructions.

II. CURRENT: Include information that is in the current course database.

Course Prefix  Number  Enter Contact Hours per week in boxes.

LECTure  LAB  INDEPENDent Study - Check (x)

Practicum:

Full Course Title:

III. PROPOSED (NEW): See instructions.

Course Prefix  Number  Enter Contact Hours per week in boxes.

LECTure  3 LAB  INDEPENDent Study - Check (x)

Practicum:

Full Course Title:  Emergent Literacy

Abbreviated Course Title:

(Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)

Semester(s) Offered:  fws (See instructions for listing.) Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  3 Minimum Credit Hours  3

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No

Equivalent course: Prefix  Number  See instructions on Replacement courses.

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

G.E.Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural

Enrichment; W=Writing Intensive; Z=Scientific Awareness

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Focuses on literacy acquisition theory and practice from 0 to 3rd grade. Literacy development stages, factors that effect reading acquisition, and characteristics of fluent readers are included. Stressed are the importance of play, schema theory, language development and reading acquisition, and assessment procedures. Course includes part of the training in MLPP assessment required for all early elementary MI teachers.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  none

UCC Chair Signature/Date: *[Signature]* 3/4/02

Academic Affairs Approval Signature/Date: *[Signature]* 03/18/02

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

I. ACTION TO BE TAKEN:  Create New Course  Delete Course  
 Modify Course: List Changes

See note in instructions for courses which are used as prerequisites.  
Term Effective: Semester  W Year  2003 See instructions.

II. CURRENT: Include information that is in the current course database.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEPENDENT Study - Check (x)   
Practicum:

Full Course Title:

III. PROPOSED (NEW): See instructions.

Course Prefix  EDLA Number  222 Enter Contact Hours per week in boxes.  
LECTure  4 LAB  INDEPENDENT Study - Check (x)   
Practicum:

Full Course Title:  Text and the Child

Abbreviated Course Title:

(Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)

Semester(s) Offered:  fws (See instructions for listing.) Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  4 Minimum Credit Hours  4

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replaceme

To be completed by Academic Affairs Office: - Standard & Measures Coding and General

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G

G.E.Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness  
Enrichment; W=Writing Intensive; Z=Scientific Awareness

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Designed to assist pre-service elementary teachers with the creation of projects using literature. Criteria for evaluating and selecting developmentally appropriate text for are examined. A portion of the course covers literature as visual text and various art in picture books are examined. The course emphasizes strategies for using literature in classroom.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  none

UCC Chair/Signature/Date:

*Charles* 3/4/02

Academic Affairs Approval/Signature

*[Signature]* 2/3/02

*Master Syllabus*  
*EDLA 222*  
*Text And the Child*

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

I. ACTION TO BE TAKEN:  Create New Course  Delete Course  
 Modify Course: List Changes   
See note in instructions for courses which are used as prerequisites.  
Term Effective: Semester  W Year  2003 See instructions.

II. CURRENT: Include information that is in the current course database.  
Course Prefix  Number  Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEPENDent Study - Check (x)   
Practicum:   
Full Course Title:

III. PROPOSED (NEW): See instructions.  
Course Prefix  EDLA Number  340 Enter Contact Hours per week in boxes.  
LECTure  3 LAB  INDEPENDent Study - Check (x)   
Practicum:   
Full Course Title:  Writer's Workshop  
Abbreviated Course Title:   
(Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)  
Semester(s) Offered:  fws (See instructions for listing.) Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  3 Minimum Credit Hours  3

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code  
 Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes  
G.E.Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural  
Enrichment; W=Writing Intensive; Z=Scientific Awareness

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Examines composition theory and practice and the integrated nature of the language arts. The course introduces the procedures necessary to set up a daily writer's workshop in the classroom including mini-lesson, conferencing techniques, publication procedures, preparation for the MEAP writing assessment, and evaluation of student work.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  ENGL 250;  EDLA 207;  EDLA 222.

UCC Chair Signature/Date: Chris The 3/4/02 Academic Affairs Approval Signature/Date: James [Signature] 03-18-02

Office of the Registrar use ONLY  
Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]



I. ACTION TO BE TAKEN:  Create New Course  Delete Course  
 Modify Course: List Changes

See note in instructions for courses which are used as prerequisites.  
Term Effective: Semester  Year  2003 See instructions.

II. CURRENT: Include information that is in the current course database.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:   
Full Course Title:

III. PROPOSED (NEW): See instructions.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 EDLA  342  3  LAB  INDEpendent Study - Check (x)   
Practicum:

Full Course Title:  Reader Response  
Abbreviated Course Title:

(Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)

Semester(s) Offered:  fws (See instructions for listing.) Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  3 Minimum Credit Hours  3

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

G.E.Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Awareness

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Examines reader response theory and history, the role of literature circles in reading comprehension, reader performance techniques and fluency development. Reader response journals, discussion groups, evaluation rubrics, portfolio construction, and the role of the teacher as facilitator are emphasized. The comprehension piece of the MLPP training for MI teachers is included.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  ENGL 250;  EDLA 207;  EDLA 222.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

I. ACTION TO BE TAKEN:  Create New Course  Delete Course  
 Modify Course: List Changes   
See note in instructions for courses which are used as prerequisites.  
Term Effective: Semester  Year  2003 See instructions.

II. CURRENT: Include information that is in the current course database.  
Course Prefix  Number  Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:   
Full Course Title:

III. PROPOSED (NEW): See instructions.  
Course Prefix  Number  Enter Contact Hours per week in boxes.  
 EDLA  476 LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:   
Full Course Title:  Inquiry in K-8 Classrooms  
Abbreviated Course Title:   
(Abbreviate only if necessary, use Arabic numbers, limit 26 letters/spaces.)  
Semester(s) Offered:  fws (See instructions for listing.) Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

Does proposed new course replace an equivalent course? Check (x)  Yes  No  
Equivalent course: Prefix  Number  See instructions on Replacement courses.

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

G.E.Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Awareness

CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Designed as the capstone course for the Elementary Language Arts minors. This course explores the use of the authoring cycle to support reading, writing, and inquiry as the foundation of an integrated elementary curriculum. Techniques to assist children in formulating questions, evaluating sources, and presenting findings are included. Emphasizes collaborative learning and community support within the classroom.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  ENGL 250;  EDLA 207;  EDLA 222.

UCC Chair Signature/Date: [Signature] 3/4/02

Academic Affairs Approval Signature/Date: [Signature] 3/15/02

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_\_\_, 1D4 \_\_\_\_\_]

09-00

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: New Course: Literature 380/580 World Folk Literature

Initiating Department: Languages and Literature College : Arts and Sciences

- 1. New Degree/New Program
- 2. New Minor, Concentration, Track or Option
- 3. Revision to Major/Minor
- 4. New Course(s)
- 5. Single Course Change
- 6. Curriculum Clean-up
- 7. Certificates

Signatures, as appropriate

DATE

Vote Results, as appropriate

David L. Hunter  
 Chair, Department Curriculum Committee

Approved  
 Opposed  
 Not Voting

Roxanne Cullen  
 Chair/Head/Coordinator - Faculty Vote

11-9-99  Approved X  
 Opposed  
 Not Voting

Michael G. Walsh  
 Chair, College Curriculum Committee

Approved  
 Opposed  
 Not Voting

[Signature]  
 Dean, College (Faculty Vote)

Approved  
 Opposed  
 Not Voting

[Signature]  
 Chair, University Curriculum Committee

Approved  
 Opposed  
 Not Voting

Andee Kennel  
 President, Academic Senate (Senate Vote)

Approved  
 Opposed  
 Not Voting

Sharon E. [Signature]  
 Vice President, Academic Affairs

2-11-00

**. Proposal Rationale: (Refer to "Philosophy", p.3)**

**This course fulfills a needed General Education option for all Ferris students and will also provide a needed course for the newly proposed elementary education major. The graduate level option has also been designed to fulfill a need within the newly approved graduate degree in the College of Education.**

**2. Summary of All Course Action Required**

**a. Newly Created Courses to FSU:**

| <b>Course Designator</b> | <b>Number</b> | <b>Title</b>          |
|--------------------------|---------------|-----------------------|
| LITR                     | 380/580       | World Folk Literature |

**Courses to be Deleted From FSU Catalog:**

| <b>Course Designator</b> | <b>Number</b> | <b>Title</b> |
|--------------------------|---------------|--------------|
|--------------------------|---------------|--------------|

**c. Existing Course(s) to be Modified:**

| <b>Course Designator</b> | <b>Number</b> | <b>Title</b> |
|--------------------------|---------------|--------------|
|--------------------------|---------------|--------------|

**d. Addition of existing FSU courses to program**

| <b>Course Designator</b> | <b>Number</b> | <b>Title</b> |
|--------------------------|---------------|--------------|
|--------------------------|---------------|--------------|

**e. Removal of existing FSU courses from program**

| <b>Course Designator</b> | <b>Number</b> | <b>Title</b> |
|--------------------------|---------------|--------------|
|--------------------------|---------------|--------------|

## NEW COURSE INFORMATION FORM

### Course Identification:

**Subject Abbreviation or Prefix** LITR **Number** 380/580 **Title** World Folk Literature: Myths, Folktales, Legends and Lore

### Course Description:

A study of traditional oral literature and folklore from around the world, including ancient mythologies, legends, tall tales and fairy tales from Europe, Native America, Africa, India, the Middle and Far East. The origins of folk literature and folklore, their dissemination, their social and psychological implications, and their place in the modern world will all be explored. Course may be taken for graduate credit. Students with credit for LITR 330 may not take LITR 530.

Credit Hours: 3 (3 Lecture; 0 Lab)

Semester Offered: FW

Prerequisite: ENGL 250

### Course Objectives:

Following the successful completion of this course, students should be able to

1. use a vocabulary for discussing folklore and folk literature, including its various manifestations and its literary elements,
2. demonstrate analytical and critical thinking skills using a literary text to support ideas,
3. gain insight into the human experience through the reading of folk literature,
4. gain insight into a variety of world cultures through the reading of representative folk literature from those cultures,
5. pursue independently further reading of folklore and folk literature beyond the classroom.

### Course Outline:

#### Outline:

1. Introduction: Definition of Folk Literature; Origins and Dissemination
2. Classical Greek and Roman Mythology: Origins, Heroes and Legends
3. Norse and Oriental Mythology: Origins, Heroes and Legends
4. Native American and African Mythology: Origins, Heroes and Legends
5. Themes and Variations in Folktales: European
6. Themes and Variations in Folktales: African and Middle Eastern
7. Themes and Variations in Folktales: Oriental and Indian
8. Themes and Variations in Folktales: Native American and Aboriginal
9. Folktales in the Modern World: Literary and Film Adaptations, Parodies
10. Folktales in the Modern World: Psychological and Sociological Interpretations
11. Modern Folklore: Children's Rhymes, Ghost Stories, and Tall Tales
12. Modern Folklore: Popular Icons and Urban Legends

Elementary Education

APRC 2005-2006

Section 6 of 6

## **LITERATURE 330/530: World Folk Literature: Myths, Folktales, Legends, and Lore**

### **Course Philosophy and Rationale:**

Folk literature forms the basis of all the world's great literature. It is the very earliest literature and the most pervasive literature we have. From the stories of the world's great mythologies to the folktales that may be the only truly universal literature, the influence of the folk tradition is profound. Folklore is an extension of the oral tradition and includes jokes, ghost stories, customs and practices, all of which help to reveal the nature of a society. This course will be of interest to prospective teachers in both elementary and high school, since folk literature forms, or ought to form, a significant part of the literature program. In the folktales and mythologies of the world we find the seeds of virtually all storylines, the beginning of romance and of fantasy. Since folktales, tall stories, and mythological tales are eminently accessible to readers—not to mention immensely enjoyable—this could be a popular elective course for students in a wide variety of majors. It can also be taken for graduate credit as 530, in which case it may be attractive to returning teachers and others working with young children.

### **Texts:**

Joseph Campbell, *The Hero with a Thousand Faces*  
 Max Lüthe, *Once Upon a Time: On the Nature of Fairy Tales*  
 Edith Hamilton, *Mythology*  
 Various collections of world folktales, including, perhaps, The Brothers Grimm and Jane Yolen's *Favorite Folktales from Around the World* (New York: Pantheon, 1986).  
 Jan Brunvand, *The Vanishing Hitchhiker*

### **Outline:**

1. Introduction: Definition of Folk Literature; Origins and Dissemination
2. Classical Greek and Roman Mythology: Origins, Heroes and Legends
3. Norse and Oriental Mythology: Origins, Heroes and Legends
4. Native American and African Mythology: Origins, Heroes and Legends
5. Themes and Variations in Folktales: European
6. Themes and Variations in Folktales: African and Middle Eastern
7. Themes and Variations in Folktales: Oriental and Indian
8. Themes and Variations in Folktales: Native American and Aboriginal
9. Folktales in the Modern World: Literary and Film Adaptations, Parodies
10. Folktales in the Modern World: Psychological and Sociological Interpretations
11. Modern Folklore: Children's Rhymes, Ghost Stories, and Tall Tales
12. Modern Folklore: Popular Icons and Urban Legends

**Assignments:**

1. A major team project resulting in a class presentation on the folklore and folktales (or mythology of a specific cultural group. This project will require library research as well as cooperative learning experience.
2. A series of individual reader response papers addressing the assigned folk literature.
3. An individual research project exploring some facet of the study of folklore and literature.
4. A series of team projects addressing specific issues relating to the assigned reading.

Students taking the course for graduate credit will be expected to complete all the above assignments as well the following:

1. A 15-page research paper exploring some facet of folk literature studies and pedagogy (potential topics might include the dissemination of current urban legends, folk literature as a multi-cultural tool in the elementary classroom, the psychology of the folktale, cultural values in mythological tales and heroic legends, and so on);
2. A five-page review of the current research;
3. A formal classroom presentation demonstrating effective instructional techniques for some facet of folk literature study (potential topics might include the folk literature of a specific culture, folktale variants, comparative mythology, modern parodies of folktales, and so on).

### **BIBLIOGRAPHY OF RESOURCES**

Bernheimer, Kate, ed. *Mirror, Mirror on the Wall: Women Writers Explore Their Favorite Fairy Tales*. New York: Doubleday, 1998.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Knopf, 1976.

Bosma, Betty. *Fairy Tales, Fables, Legends, and Myths: Using Folk Literature in Your Classroom*. 2nd ed. New York: Teachers' College Press, 1993.

Bottigheimer, Ruth, ed. *Fairy Tales and Society: Illusion, Allusion, and Paradigm*. Philadelphia: U of Pennsylvania P, 1986.

\_\_\_\_\_. *Grimms' Bad Girls and Bold Boys: The Moral and Social Vision of the Tales*. New Haven: Yale UP, 1987.



- Campbell, Joseph. *The Hero with a Thousand Faces*. 2nd. ed. Princeton, NJ: Princeton University Press, 1968.
- Chase, Richard. *American Folk Tales and Songs*. New York: Dover, 1971.
- Cook, Elizabeth. *The Ordinary and the Fabulous*. Cambridge, UK: Cambridge University Press, 1969.
- Krappe, Alexander H. *The Science of Folklore*. 1929. New York: Norton, 1964.
- Lieberman, Marcia R. "'Some Day My Prince Will Come': Female Acculturation Through the Fairy Tale." *College English* 34.3 (1972): 383-95.
- Petrone, Penny. *Native Literature in Canada: From the Oral Tradition to the Present*. Oxford: Oxford UP, 1990.
- Stone, Kay. "Fairy Tales for Adults: Walt Disney's Americanization of the Marchen." *Folklore on Two Continents*. Ed. Burlakoff and Lindahl. Bloomington, IN: Indiana UP, 1980.
- \_\_\_\_\_. "The Misuses of Enchantment: Controversies on the Significance of Fairy Tales." *Women's Folklore, Women's Culture*. Ed. Rosan A. Jordan and Susan J. Kalicik. Philadelphia: U of Pennsylvania P, 1985.
- \_\_\_\_\_. "Things Walt Disney Never Told Us." *Women and Folklore*. Ed. Claire R. Farrer. Austin: U of Texas P, 1975.
- Storr, Catherine. "Folk and Fairy Tales." *Children's Literature in Education* 17(Spring 1986): 63-70.
- Tatar, Maria. *Off with Their Heads*. Princeton: Princeton UP, 1992. (Violence and cruelty in fairy tales)
- Thompson, Stith. *The Folktale*. New York: Holt, Rinehart, and Winston, 1951.
- Walker, Virginia, and Mary E. Lunz. "Symbols, Fairy Tales and School-Age Children." *The Elementary School Journal* November 1976: 94-100.
- Warner, Marina. *From the Beast to the Blonde: On Fairy Tales and Their Tellers*. New York: Farrar, Straus, and Giroux, 1995.

Yolen, Jane. *Touch Magic*. New York: Philomel, 1981.

Zipes, Jack. *Breaking the Magic Spell: Radical Theories of Folk and Fairy Tales*. Austin, TX: University of Texas Press, 1979.

\_\_\_\_\_. *Don't Bet on the Prince: Contemporary Feminist Fairy Tales in North America and England*. London: Methuen, 1986.

\_\_\_\_\_. *Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization*. London: Heinemann, 1983.

\_\_\_\_\_. *When Dreams Came True: Classical Fairy Tales and Their Tradition*. New York: Routledge, 1999.

**OFFICE OF THE REGISTRAR  
Course Data Entry Form**

**FORM F**

**Action to be taken:** Add Course

**IE:** Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Fall 2000 Semester(s) Offered:  Fall  Winter  Summer  Demand  
 Semester Year (Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

**Subject Abbr.** LITR **Number** 380

**Subject Abbr.** **Number**

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure 3 LAB 0

LECTure LAB

PRActicum (enter total contact hours)

PRActicum (enter total contact hours)

INdependent Study - Check (X)

**D. COURSE NAME:** World Folk Literature

**COURSE MAX ENROLLMENT** 23

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number, 26 spaces only)  
 WORLD FOLK LITERATURE

G.E. Code(s)  
 G, C, W

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours 3 Minimum Credit Hours 3

Grade Method: Check (X)  Normal Grading  Credit/No Credit only (Pass/Fail)

Exempt from Repeat:  Yes  No Levels:  Undergraduate  Graduate  Both

**E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.**

A study of traditional oral literature and folklore from around the world, including ancient mythologies, legends, tall tales and fairy tales from Europe, Native America, Africa, India, the Middle and Far East. The origins of folk literature and folklore, their dissemination, their social and psychological implications, and their place in the modern world will all be explored. Students with credit for LITR 330 and not take LITR 530.

**Prerequisites:** ENGL 250

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

File Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_] Access \_\_\_\_\_

OFFICE OF THE REGISTRAR  
Course Data Entry Form

FORM F

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2000 Semester(s) Offered:  Fall  Winter  Summer  Demand  
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change.

ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number  
LITR 580

Subject Abbr. Number

Enter Contact Hours per week in boxes.

LECTure 3 LAB 0

Enter Contact Hours per week in boxes.

LECTure LAB

PRActicum (enter total contact hours)

PRActicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: World Folk Literature

COURSE MAX ENROLLMENT 23

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number, 26 spaces only)

WORLD FOLK LITERATURE

G.E. Code(s)

G, C, W

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours 3 Minimum Credit Hours 3

Grade Method: Check (X)  Normal Grading  Credit/No Credit only (Pass/Fail)

Exempt from Repeat:  Yes  No Levels:  Undergraduate  Graduate  Both

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

A study of traditional oral literature and folklore from around the world, including ancient mythologies, legends, tall tales and fairy tales from Europe, Native America, Africa, India, the Middle and Far East. The origins of folk literature and folklore, their dissemination, their social and psychological implications, and their place in the modern world will all be explored. Students will complete a research paper, a review of the current research, and make a classroom presentation. Students with credit for LITR 330 and not take LITR 530.

Prerequisites: ENGL 250 and graduate status or permission of instructor

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_] Access \_\_\_\_\_

Form 2

FERRIS STATE UNIVERSITY  
COURSE PROPOSAL REQUEST

A: Full Course Name: Children's Literature

Abbreviated Course Title: (Limit to 32 characters)

Children's Literature

|                                     |            |                                     |                   |
|-------------------------------------|------------|-------------------------------------|-------------------|
| B: Tier                             |            | C: Action                           |                   |
| <input checked="" type="checkbox"/> | Tier One   | <input type="checkbox"/>            | Direct Conversion |
| <input type="checkbox"/>            | Tier Two   | <input checked="" type="checkbox"/> | Revision          |
| <input type="checkbox"/>            | Tier Three | <input type="checkbox"/>            | New Course        |
| <input type="checkbox"/>            | Tier Four  |                                     |                   |

| D. Conversion Guide |               |       |
|---------------------|---------------|-------|
| Course              | Configuration |       |
| Replaces:           |               |       |
| Substitutes for:    | LIT 326       | 3 + 0 |

|            |            |
|------------|------------|
| E: College | Department |
| C A S      | L A N G    |

F. SEMESTER COURSE IDENTIFICATION

| New Prefix | New Number | Lecture Hours | Lab Hours | Total Credits |
|------------|------------|---------------|-----------|---------------|
| L I T R    | 3 2 6      | 0 3           | 0 0       | 0 3           |

| G. Minimum Credits | Maximum Credits | Grading Method | Semesters Offered |
|--------------------|-----------------|----------------|-------------------|
|                    |                 |                | F W S             |

H: SEMESTER CATALOG DESCRIPTION: (Limit to 75 words)

A survey of literature for children from infancy through elementary school age, topics to include picture books, nursery rhymes, folk literature, poetry, fantasy, realism, biography and informational books. The course will focus on assessing the literary quality of children's literature, methods of acquainting children with the literature, as well as the social, psychological, and philosophical issues raised by literature.

Prerequisites: ENGL 150

Department Chair \_\_\_\_\_

Date \_\_\_\_\_

Dean \_\_\_\_\_

Date \_\_\_\_\_

Senate \_\_\_\_\_

Date \_\_\_\_\_

Academic Affairs Office \_\_\_\_\_

Date \_\_\_\_\_

Semester Transition Office \_\_\_\_\_

Date \_\_\_\_\_

I: If this is a revision to a former term course, summarize the primary changes in emphasis made in this course in its transition from the quarter system to the semester system, and indicate the rationale for these changes. Indicate which major topics have been deleted and which major topics have been added.

The current 10 weeks have never allowed enough time to cover the subject of children's literature adequately. By expanding the course to 15 weeks we will be able to incorporate a fuller unit on poetry for children, as well as introduce biography, historical fiction, and informational books--all of which are regarded as important aspects of literature for children. We hope to emphasize the historical development of children's literature as well.

J: Course Topics or Objectives (List below or attach separate sheet)

|             |   |
|-------------|---|
| Week 1      | Survey of the History of Children's Literature<br>Eighteenth Century to Present   |
| Week 2      | Discussion of Reading and Child Development<br>Discussion of Reading Response Theory and Activities   |
| Weeks 3-5   | Children's Picture Books<br>Alphabet, Counting, and Concept Books<br>Mother Goose Books<br>Picture Storybooks<br>Illustrative Styles, Techniques, Media<br>Selecting Picture Books for Children |
| Weeks 6-7   | Folk Literature<br>Conventions in Folktales<br>Origins and Dissemination of Folktales<br>Social and Psychological Aspects of Folktales<br>Literary Folktales                                    |
| Weeks 8-9   | Fantasy<br>Types of Fantasy<br>Nature of Fantasy<br>The Appeal of Fantasy to Children   |
| Weeks 10-11 | Realistic Fiction<br>Nature of Realism<br>Gender and Racial/Ethnic Stereotyping<br>Bibliotherapy, Pros and Cons   |
| Week 12     | Historical Fiction<br>Nature of Historical Fiction<br>Historical Fiction and History  |
| Week 13     | Biography or Nonfiction<br>Evaluating Biography or Nonfiction   |
| Weeks 14-15 | Poetry<br>Riddles, Rhymes, and Nonsense<br>Figurative Language<br>Presenting Poetry to Children<br>Writing Poetry with Children   |

Assignments may include Reader Response Journals, Short Critical Papers, Group Projects (Reader's Theater, Creating a Picture Book, Panel Discussions, and so on), Short- and Long-Answer Essay Examinations, Course Notebooks, Lesson Plans, and Long Critical Papers involving research. The specific assignments to be determined by the instructor. In all cases, in excess of one-half of the grade is determined by written assignments.

**CHILDREN'S LITERATURE 326**

Fall 1988

David L. Russell  
Starr 227 X2526

**Objectives.** To explore the extensive field of literature for young people from infancy through elementary school age, to consider criteria for judging the quality of that literature, to examine methods of acquainting children with varieties of literature, and to discover the enjoyment that lies in this literature for all of us.

**Texts.** *Across the Singing Bridge*, ed. Russell  
*The Yellow Fairy Book*, ed. Lang  
*Pinocchio*, Collodi  
*James and the Giant Peach*, Dahl  
*A Taste of Blackberries*, Buchanan  
*Sarah, Plain and Tall*, MacLachlan

**Requirements.** The following must be completed satisfactorily in order to receive credit for the course.

1. *Reading Quizzes.* There will be at least one quiz for every reading assignment. These will be objective and short answer quizzes worth 25 points each. These quizzes may not be made up without an official university excuse or without making prior arrangements with the instructor.

2. *Study Guide.* Select a single book of some length or a group of short books (e.g., picture books) on a single theme (or perhaps by a single author) and prepare a study guide suitable for use by teachers of young children. The study guide should be a thorough step-by-step outline to help teachers to creatively use the book (or books) in a classroom. The project will be worth 50 points.

3. *Reading Response Notes.* You should prepare a personal response of one typed page for each of the major works we are reading in the class. I am interested in your honest reactions to the works. Try to make meaningful connections between the literature and other books you have read or experiences you have had. Offer your personal reactions to the writer's philosophy and writing style. These are to be submitted at the end of the appropriate unit (the due dates are designated in the Course Outline). Your notes will be evaluated on their thoughtfulness and the extent to which they effectively convey your intellectual and emotional reactions to the literature. Each submission will be worth 25 points.

3.a. The Reading Response Notes to the Poetry Unit will require that you select for discussion several poems from *Across the Singing Bridge*. These notes will exceed the normal one page limit.

3.b. The Reading Response Notes to the Picture Book Unit will require that you select at least 25 picture books from a list I will supply. Devote a brief paragraph to each book, using the book's title and author as a heading. In this way you will acquaint yourself with a generous variety of quality picture books. You should begin these notes as soon as soon as possible and read, for example, four or five picture books each week. These notes will be worth 50 points.

**Grading.** Points will be distributed as follows:

|                        |                 |       |
|------------------------|-----------------|-------|
| Reading Quizzes:       | 6 @ 25 points = | 150   |
| Reading Response Notes | 6 @ 25 points = | 150   |
|                        | 1 @ 50 points = | 50    |
| Study Guide            | 1 @ 50 points = | 50    |
|                        |                 | ----- |
| Total Points Possible  |                 | 400   |

The following scale will be used in determining your grade from your accumulated points:

100-90% . . . A

89-80% . . . B

79-70% . . . C

69-60% . . . D

Below 60% . . . F

**Attendance.** Your regular attendance is expected and should prove beneficial since the Reading Quizzes will also be based on classroom discussions and lectures. More than three unexcused absences may result in a lowering of your grade.



## Course Outline

- Week 1**  
 M Introduction to course; Reading inventory  
 W History of children's literature  
 T History of children's literature
- Week 2**  
 M Reading Quiz: on announced selections from *The Yellow Fairy Book*  
 Folklore: origins and types  
 W Folklore: literary characteristics  
 T Folklore: literary characteristics (concl.)
- Week 3**  
 M Reading Quiz: on announced selections from *The Yellow Fairy Book*  
 Folklore: psychological interpretations  
 W Mythology, legends, fables  
 T Reading Response Notes on Folklore due  
 Folktale variations: group exercise
- Week 4**  
 M Reading Quiz: *Pinocchio*  
 Fantasy: definition and types; review of early fantasy  
 W Fantasy: literary characteristics  
 T Reading Response Notes on *Pinocchio* due  
 Discussion of *Pinocchio*
- Week 5**  
 M Reading Quiz: *James and the Giant Peach*; Review of modern fantasy  
 W Discussion of *James and the Giant Peach*  
 T Reading Response Notes on *James and the Giant Peach* due  
 Treatment of fear in children's literature
- Week 6**  
 M Reading Quiz: *A Taste of Blackberries*; Realism: literary characteristics  
 W Realism: literary characteristics (concl.)  
 T Reading Response Notes on *A Taste of Blackberries* due  
 Treatment of personal/social issues in children's literature
- Week 7**  
 M Reading Quiz: *Sarah, Plain and Tall*  
 Historical fiction: definition; discussion of *Sarah, Plain and Tall*  
 W Informational books: definition and evaluation  
 T Reading Response Notes on *Sarah, Plain and Tall* due  
 Biography and children's literature
- Week 8**  
 M Poetry: definition; group activity--writing a poem  
 W Poetry: poetic forms  
 T Reading Response Notes on selected poems due  
 Presenting poems to children
- Week 9**  
 M Study Guide due; Picture books: Mother Goose  
 W Picture books: alphabet, counting, and concept books  
 T Reading Response Notes on 25 picture books due  
 Characteristics of good illustrative art
- Week 10**  
 M Picture books: varieties of artistic styles  
 W Group exercise: evaluating picture books  
 T Course wrap-up and evaluation

CHECKLIST/ROUTING FORM

Type of Review Requested:

- (1) New Degree/Major
- (2) New Academic Minor
- (3) Revision to Existing Major/Minor
- (4) New Course
- (5) Course Change (Name, Number, Title)

Initiated By: Mary Kilgallen Languages and Literature Arts/Sciences  
 R. von der Osten  
 John Caserta  
 Contact Name Department School  
 STARR 229 x 3988  
 Campus Mailing Address Campus Telephone Extension

|   | Date Rec'd | Date Action Taken | Disposition   |
|---|------------|-------------------|---|
| <u><i>Donna Hordine</i></u><br>Chairperson, Department Curriculum Committee   |            | <u>11/1/88</u>    | <u>approved</u>                                       |
| <u><i>J. M. Alexander</i></u><br>Department Vote-Signature of Department Head |            | <u>11/5/88</u>    | No.<br>[26] In Favor<br>[0] Opposed<br>[0] Not Voting |
| *Chairperson, School Curriculum Committee                                     |            |                   |   |
| Dean, School  |            |                   |   |
| *School Vote  |            |                   | No.<br>[ ] In Favor<br>[ ] Opposed<br>[ ] Not Voting  |

\*Optional depending upon department policy

FERRIS STATE COLLEGE  
COURSE PROPOSAL OR CHANGE REQUEST

A.

Add     Delete     Change

B.

Effective: Spring 88-1989  
(Term) (Year)

C. COURSE IDENTIFICATION

| New Subject | New Number | Lecture Config | Lab Config |
|-------------|------------|----------------|------------|
| E, N, I, G  | 3, 0, 1, 1 | 0, 1, 3        | 0, 1, 0    |

D. For Change Only--Previous

| Subject | Number | Lecture | Lab |
|---------|--------|---------|-----|
|         |        |         |     |

E.

| Abbreviated Course Title                                 | Total Credits | Variable |
|--|---------------|----------|
| I, N, T, R, O, , T, O, , L, I, N, G, U, I, S, T, I, C, S | 0, 3          | N, O     |

F.

| Grade Method | Permit Required | Fee | Space Type | Quarter Offered | Academic Status |
|--------------|-----------------|-----|------------|-----------------|-----------------|
| L            | N               | \$  | 1          | O, D            | A               |

G. CATALOG DESCRIPTION:  
(For New Course)

roduction to Linguistics will enable students to allow and contribute to public debates about language related issues, observe and facilitate their own and their children's language development, work more effectively with the structure of language, and appreciate the complex richness of their own language.

H. OLD CATALOG DESCRIPTION:

*John Alexander*  
Department Chair

12/4/88  
Date

Dean

Date

COURSE IDENTIFICATION  
ENG 301: INTRODUCTION TO LINGUISTICS

COURSE OBJECTIVES

English 301: Introduction to Linguistics will enable students to follow and contribute to public debates about language-related issues, observe and facilitate their own and their children's language development, work more effectively with the structure of language, and appreciate the complex richness of their own language.

Expected Enrollment

With the course offered once every two years, an enrollment of 20 to 30 is expected. Those electing the course will be:

Students in the technical writing program who want to improve their understanding of the structure of English.

Students in education who expect to teach English in the public schools.

Students in child development who need a better understanding of English so that they can more effectively help children develop language skills.

Students who are interested in understanding their own language.

SPACE, EQUIPMENT, SUPPLIES, AND STAFF NEEDS

Present equipment and supplies are sufficient.

There are currently staff members available who have more than 3 graduate courses in linguistics and are thus qualified to teach this course. No new staff will be required.

With over 300 holdings in areas related to linguistics, the library holdings are adequate for this course. In order to keep holdings up to date, additional resources will be requested as a part of normal budgetary planning.

Source of funds: Departmental budgetary planning.

IMPLEMENTATION PLAN

The course will be listed in the schedule book for Winter 1989 and publicized. Students in Education, Child Development, and Technical Communication will especially be informed about this course.

Present procedures for scheduling students and faculty are appropriate; new ones need not be added.

No problems are anticipated in implementing this course.

## JUSTIFICATION FOR COURSE

It is a sad fact that few Americans, even those with a college education, know a second language; it is sadder still that far too few Americans have any sense of either the richness or the interesting history of their own language. Students at a university should have at least the opportunity to be introduced to the history of their own language, to how patterns of sounds manage to become the words of a language, to how words take on meaning, to how the order of words is crucial to the sense we make in speech and writing.

Besides providing Ferris students with a fundamental appreciation of their language, a basic understanding of linguistics will allow students as future parents to appreciate and facilitate their children's language development. It will also enable them to follow issues important to their children's education, such as the phonics/whole word debate over the teaching of reading.

Students in programs such as Early Childhood Development, Education, and Technical Communications will certainly need the opportunity to take an introductory course in linguistics. Students in early childhood development and education need a background in language in order to understand how children acquire and develop a mastery over English. Teachers who work with students of any age need to have some understanding of language to understand how to effectively foster language skills. Students training to be technical writers would benefit from being exposed to methods of analyzing sentence structure and style.

Most other four-year universities in Michigan (including Central Michigan, Grand Valley State, Saginaw Valley State, and Lake Superior State) have linguistic courses equivalent to this course.

## COURSE IMPACT ON OTHER PROGRAMS

No course at Ferris covers the planned subject matter of this course in depth or in a systematic fashion. While this course will build on the currently proposed course in semantics (English 200), it differs in providing a more formal understanding of traditional linguistics (including the history of English, phonetics, semantics, and syntax). This course will help students specializing in technical communication prepare for History of Rhetoric and Style and will help to prepare students in Education and Early Childhood Development for methods courses that involve issues in language instruction. It will also provide a much needed elective for any student interested in language. This proposed course is already listed as an elective for the English Education Minor.

- Week 1: The history of English**  
The roots of English in other languages  
The sounds, origins, and structure of Old English  
The sounds, origins, and structure of Middle English
- Week 2: The rise of Modern English**  
English of the Elizabethans  
The King James Bible/ the Modern American Bible  
The development of American English  
Understanding the impact of language change
- Week 3: Dialects**  
The nature of dialects  
How dialects develop and change  
Regional American Dialects  
Black English
- Language and culture  
Vocabulary and culture  
Syntax and culture  
The relationship between languages and cultures
- Week 4: Phonetics**  
The different sounds that make up speech  
Jackopsen's theory of minimal pairs  
The phoneme  
Phonetic notational systems
- Week 5: Phonetics in practice**  
How children learn the sounds of a language  
Phonetics and orthography  
Phonetics and morphological spellings  
Phonics versus morphological approaches to reading  
Phonetics and speech defects
- Week 6: Word meanings: Semantics**  
How words refer  
Denotation and connotation  
Words that mean without reference  
Semantic markers that place constraints on sense  
How metaphors work  
Morphemes  
Lexicography
- Week 7: How people learn words**  
The acquisition of vocabulary  
The role of context in understanding  
The semantic source of confusion  
Semantics in advertising and politics
- Week 8: Introduction to sentence structure**  
The importance of word order

Different methods of studying sentence structure  
Descriptive, structural, and transformational linguistics  
The basics of transformational grammar  
How people acquire sentence structure

Week 9: The basic structure of English

The subject/verb/object structure  
Clause structure  
Prepositional phrases  
Verb forms  
Helping verbs, modals, tense markers  
Transformations

Week 10: Stylistic analysis at the sentence level

Describe stylistic analysis  
Active as opposed to passive sentence structure  
Periodic, balanced, and cumulative sentences  
Sentences with embeddings  
Distinguishing author or period by sentence structure

The text for the course will be An Introduction to Linguistics. The course will also use tapes and records presenting language samples from other languages and periods. The course will be a lecture course but will also involve students in a number of short projects related to the course content. Student will trace the origins and history of a selected word, describe distinctive phonetic content and sentence structure in a given dialect, describe how a selected metaphor might work, analyze the stylistic features at the sentence level of a selected author, write a short summary of an article on an issue in their field related to language theory. They will also be asked to keep a journal of observations on the language use of children and their peers relevant to the section of the course being covered.

Students will be evaluated by mid-term and final exams (short answers and essays) as well as through several short projects.

## CURRICULAR CONSULTATION FORM

To be completed by each department affected by the proposed change, new course, or new program, for written comment. All returned forms should be included in the packet and notation made of any contacted departments not responding.

To: John Alexander, Head, Department of Languages and Literature  
(Head, Proposing Department)

From: Linda Peters, Director, Center for Occupational Education  
(Head, Responding Department)

Date: 4-7-89

RE: Proposed Curriculum Change for ENG 301 - Introduction to Linguistics

Received on: 4/7/89  
(Date)

Based upon department faculty review, we

- support the above proposal  
 support the above proposal with modifications listed below  
 do not support the proposal for reasons listed below  
 need additional consultation on points listed below

Signatures (responding department):

Linda S. Peters  
(Department Head)

Ed Cory  
(Curriculum Committee Chair)

31

8/87



CURRICULAR CONSULTATION FORM

To be completed by each department affected by the proposed change, new course, or new program, for written comment. All returned forms should be included in the packet and notation made of any contacted departments not responding.

To: John Alexander, Head, Languages and Literature  
(Head, Proposing Department)

From: Lon Green, Head, Humanities  
(Head, Responding Department)

Date: April 6, 1989

RE: Proposed Curriculum Change for ENG 301 Introduction to Linguistics

Received on: \_\_\_\_\_  
(Date)

Based upon department faculty review, we

- support the above proposal
- support the above proposal with modifications listed below
- do not support the proposal for reasons listed below
- need additional consultation on points listed below

Signatures (responding department):

[Signature]  
(Department Head)

[Signature]  
(Curriculum Committee Chair)

May 2, 1989

Lon Green, Head  
Department of Humanities

SPEECH COMMUNICATION AREA RESPONSE LANGUAGES AND LITERATURE  
PROPOSALS

As you requested, I distributed to the faculty the proposals for linguistics and semantics classes. If there were three unfavorable responses, I would have scheduled a discussion meeting. I also sent the faculty a follow-up reminder of my need for their responses.

I have received four written responses from faculty. They are attached. Additionally, I have discussed the proposals with most faculty members. Although there is some concern about the overlap between SPC 105 and some of the content in the proposed semantics course, the concensus favors approval of both proposals. I am always willing to further discuss the proposals with you.

Please inform the appropriate people of the Speech Communication faculty response.

Cordially,



R. W. Loesch  
Area Coordinator, Speech Communication  
Humanities

LIBRARY CONSULTATION FORM

To be completed by the liaison librarian.  
All returned forms should be included in the proposal.

To: John Alexander  
(Head, Proposing Department)

From: Heather Kinnear  
(Liaison Librarian)

Date: Mon 11/18/87

RE: Proposed Curriculum Change for Language & Literature

Received on: \_\_\_\_\_  
(Date)

- Based upon our review, the library
- supports the above proposal.
  - supports the above proposal with modifications listed below.
  - does not support the proposal for reasons listed below.
  - needs additional consultation on points listed below.

The library will need to extend its holdings in reference for language lexicons, especially by type and thematic dictionaries, in analysis of materials recommended by ALA indicates potential weaknesses especially in phonetics.

Signature(s) (library):  
Heather Kinnear  
(Liaison Librarian)

[Signature]  
(Library Dean)

# MODIFY COURSE

Course Date Entry Form

FORM F  
Modify Course  
rev. 9/23/02

## I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

1. If this course is a prerequisite for other university courses, Form Fs for those courses must also be submitted.
2. If either prefix or number are being changed, use 'Delete Course' and 'New Course' forms rather than this form.

List the changes to be made: Change the numbering of EDUC 301, Principles of Teaching and Learning, to EDUC 289

Term Effective: Semester Fall Year 2004 See instructions.

## II. CURRENT: Include information that is in the current course database.

Course Prefix EDUC Number 301 Enter Contact Hours per week in boxes.  
LECTure 3 LAB  INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title: Principles of Teaching and Learning

## III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

Course Prefix EDUC Number 289 Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title: Principles of Teaching and Learning

Abbreviated Course Title:

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours 3

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

**CATALOG DESCRIPTION** - Limit to 75 words - PLEASE BE CONCISE.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_, 1D4 \_\_]

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

|                           |                 |             |                             |  |
|---------------------------|-----------------|-------------|-----------------------------|--|
| <b>B. TERM Effective:</b> | Fall            | 2000        | <b>Semester(s) Offered:</b> | Fall, Winter, Summer                     |
|                           | <b>Semester</b> | <b>Year</b> |                             | <b>(Fall, Winter, Summer, on Demand)</b> |

|  |  |
|--|--|
| <b>C. COURSE IDENTIFICATION ALWAYS</b> complete this side for: Adds, Deletes, and the <b>NEW</b> information for a Change. | <b>ONLY</b> complete this side for <b>CHANGES</b> in abbreviations, numbers and course format. |
|--|--|

|                      |               |                      |               |
|----------------------|---------------|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> | <b>Subject Abbr.</b> | <b>Number</b> |
| CRIM                 | 302           |                      |               |

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTure</b> | <b>LAB</b> |
| 01             | 00         |

**PRA**cticum (enter total contact hours)

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTure</b> | <b>LAB</b> |
|----------------|------------|

**PRA**cticum (enter total contact hours)

**IN**dependent Study - Check (X)

**D. COURSE NAME:** Creating Safe Schools

**COURSE MAX ENROLLMENT: 25**

|   |                     |
|---|---------------------|
| <b>Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)</b> | <b>G.E. Code(s)</b> |
| <u>CREATING SAFE SCHOOLS</u>  |                     |

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

**Credit Hours:** Check (X) type and enter maximum and minimum hours in boxes.

|             |                          |                          |
|-------------|--------------------------|--------------------------|
| Type: Fixed | Maximum Credit Hours: 01 | Minimum Credit Hours: 01 |
|-------------|--------------------------|--------------------------|

Grade Method: Normal Grading

Exempt from Repeat: No      Levels: Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

This course will enhance awareness and understanding of research regarding school violence, current statistics, laws, critical issues and effective approaches in managing violence. Students will gain insight and develop strategies to prevent violence and promote safe schools. Identification of characteristics of potentially violent situations and the role of educators in the development and implementation of policies and procedures will be explored.

**Prerequisites:**

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

|                           |                 |             |                             |  |
|---------------------------|-----------------|-------------|-----------------------------|--|
| <b>B. TERM Effective:</b> | Fall            | 2000        | <b>Semester(s) Offered:</b> | Fall, Winter, Summer                     |
|                           | <b>Semester</b> | <b>Year</b> |                             | <b>(Fall, Winter, Summer, on Demand)</b> |

|   |  |
|---|--|
| <b>C. COURSE IDENTIFICATION ALWAYS</b> complete this side for: Adds, Deletes, and the NEW information for a Change. | <b>ONLY</b> complete this side for <b>CHANGES</b> in abbreviations, numbers and course format. |
|---|--|

|                      |               |                      |               |
|----------------------|---------------|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> | <b>Subject Abbr.</b> | <b>Number</b> |
| EDUC                 | 302           |                      |               |

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTurc</b> | <b>LAB</b> |
| 01             | 00         |

**PRA**cticum (enter total contact hours)

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTurc</b> | <b>LAB</b> |
|----------------|------------|

**PRA**cticum (enter total contact hours)

INdependent Study - Check (X)

**D. COURSE NAME:** Creating Safe Schools

**COURSE MAX ENROLLMENT:** 25

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

CREATING SAFE SCHOOLS

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed

Maximum Credit Hours: 01

Minimum Credit Hours: 01

Grade Method: Normal Grading

Exempt from Repeat: No

Levels: Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

This course will enhance awareness and understanding of research regarding school violence, current statistics, laws, critical issues and effective approaches in managing violence. Students will gain insight and develop strategies to prevent violence and promote safe schools. Identification of characteristics of potentially violent situations and the role of educators in the development and implementation of policies and procedures will be explored.

Prerequisites:

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

## **EDUC/CRIM 302    CREATING SAFE SCHOOLS (1 credit)**

### **Course Description:**

This course is designed to enhance awareness and understanding of research regarding school violence, current statistics, laws, critical issues and effective approaches in managing violence. The course will provide students with insight and the opportunity to develop strategies that will prevent violence and promote safe schools. Students will learn to identify characteristics and traits of potential violent situations and explore the role of educators in the development and implementation of policies and procedures in our school systems. Students will be encouraged to actively participate in the discussion of strategies for creating safe schools and responding to crisis. Students will be assisted in the development of skills, attitudes and the awareness of positive experiences of schools where the value and potential of every child/student is acknowledged and where good practices provide a safe school environment for students, staff and educators.

### **Course Outline:**

- I.     **Preventing School Violence**
  - a.     identify and interpret research
  - b.     define laws/MI laws
  - c.     describe personal responsibilities
  
- II.    **Recognizing Characteristics of a Safe School**
  - a.     focus on academic achievement
  - b.     involve families
  - c.     develop links to the community
  - d.     emphasize positive relationships
  
- III.   **Identifying Early Warning Signs**
  - a.     social withdrawal
  - b.     feelings of isolation/rejection/victims of violence/abuse
  - c.     no interest/poor academic performance
  - d.     demonstration of aggressive/violent behavior
  - e.     substance abuse
  - f.     affiliation with gangs
  
- IV.    **Reacting to Imminent Warning Signs**
  - a.     physical fighting
  - b.     destruction of property
  - c.     threatens of violence to self/others
  - d.     possession of weapon
  - e.     presents a detailed plan to harm/kill

- V. Responding to Troubled Children
  - a. access to special education services
  - b. consult school psychologists/mental health specialists
  - c. appropriate culture/family support
  - d. utilize community resources
  
- VI. Implementing Prevention/Conflict Resolution
  - a. implement classroom management
  - b. establish classroom rules/consequences
  - c. identify non-verbal/verbal techniques in preventing acting out behavior
  - d. develop verbal techniques to de-escalate acting out behavior
  - e. provide conflict resolution training
  - f. demonstrate physical control and restraint techniques
  
- VII. Developing a Prevention and Response Plan
  - a. create a violence prevention and response plan
  - b. form a prevention and response team
  
- VIII. Responding to Crisis
  - a. assess safety issues/protect students/staff
  - b. provide emergency medical attention
  - c. call 911/notify police/rescue/superintendent
  - d. convene response team
  - e. evaluate available/needed resources
  - f. secure all areas
  
- IX. Implementing Post-Crisis Intervention
  - a. aid individuals in coping with crisis situations
  - b. provide debriefing/counseling

**Sources:** EDUC 330: Instructional Planning & Delivery Class: Group Activity

Early Warning Timely Response: A Guide to Safe Schools

U.s. Department of Education

Nonviolent Crisis Intervention

Crisis Prevention Institute, Inc.



## **EDUC 310: Multicultural Education in the Elementary/Middle School (3 credits)**

**Course Description:** This course is designed to prepare future elementary and middle school teachers to effectively accommodate individual differences in the classroom: intellectual and learning differences, physical and health-related differences, and behavior and personality differences. Students will also learn to accommodate learners who have economic advantages and disadvantages, who are coming to terms with differences in sexual orientation, and who may be of racially, ethnically and religiously diverse backgrounds. Students will also examine their feelings, attitudes, and possible actions or reactions to critical incidents in teaching related to: sex and gender, religion, exceptionality, social class, ethnicity, age, and language.

### **Course Outline:**

- I. **Culture, Pluralism, and Equality**
  - A. Diversity in the Classroom
  - B. Culture
  - C. Pluralism and Differences
  - D. Democracy and Equality
  - E. Multicultural Education
  
- II. **Class**
  - A. Class Structure
  - B. Social Stratification
  - C. Socioeconomic Status
  - D. Class Differences
  - E. Interaction of Class with Race and Ethnicity; Gender and Age
  - F. Educational Implications
  
- III. **Ethnicity and Race**
  - A. Ethnic and Racial Diversity
  - B. Ethnic and Racial Groups
  - C. Intergroup Relations
  - D. Racial and Ethnic Identity
  - E. Educational Implications
  
- IV. **Gender**
  - A. Gender and Society
  - B. Gender and Biology
  - C. Gender and Culture
  - D. Gender Identity
  - E. Sexism and Gender Discrimination
  - F. Interaction of Gender with Ethnicity, Class, and Religion
  - G. Educational Implications
  
- V. **Exceptionality**
  - A. Labeling
  - B. Historical Antecedents
  - C. Disproportionate Placements in Special Education

- D. Litigation and People with Disabilities
- E. Exceptionality and Society
- F. Exceptional Microcultures
- G. Normalization and Mainstreaming
- H. Educational Implications

VI. Religion

- A. Religion and Culture
- B. Religion as Way of Life
- C. Religious Pluralism in the United States
- D. Religion and Gender
- E. Homosexuality
- F. Religion and Race
- G. Beliefs: a Function of Class and Education
- H. Individual Religious Identity
- I. Influence of the Religious Right
- J. Educational Implications

VII. Language

- A. Language and Culture
- B. The Nature of Language
- C. Language Differences
- D. Dialect Differences
- E. Nonverbal Communication
- F. Second Language Acquisition
- G. Official English (English Only) Controversy
- H. Educational Implications

VIII. Age

- A. Age and Culture
- B. Critical Issues in Childhood
- C. Critical Issues in Adolescence
- D. Adulthood
- E. The Aged
- F. Educational Implications

IX. Teaching That is Multicultural

- A. Multicultural Education
- B. Curriculum and Instruction
- C. Student and Teacher Interactions
- D. Textbooks and Instructional Materials
- E. School Climate

Sources: Gollnick D.M. & Chinn, P. C. (1998). Multicultural Education in a Pluralistic Society, 5<sup>th</sup> Edition. New Jersey: Prentice Hall.

ME

## **NEW COURSE INFORMATION FORMS**

Detailed descriptions and outlines for all of the new courses proposed in the Professional Education Sequence for the Elementary Education Program are attached.

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

ction to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

|                           |                 |             |                             |  |
|---------------------------|-----------------|-------------|-----------------------------|--|
| <b>B. TERM Effective:</b> | Fall            | 2000        | <b>Semester(s) Offered:</b> | Fall, Summer                             |
|                           | <b>Semester</b> | <b>Year</b> |                             | <b>(Fall, Winter, Summer, on Demand)</b> |

|  |  |
|--|--|
| <b>C. COURSE IDENTIFICATION ALWAYS</b> complete this side for: Adds, Deletes, and the <b>NEW</b> information for a Change. | <b>ONLY</b> complete this side for <b>CHANGES</b> in abbreviations, numbers and course format. |
|--|--|

|                      |               |                      |               |
|----------------------|---------------|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> | <b>Subject Abbr.</b> | <b>Number</b> |
| EDUC                 | 310           |                      |               |

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTure</b> | <b>LAB</b> |
| 03             | 01         |

**PRA**cticum (enter total contact hours)

Enter Contact Hours per week in boxes.

|                |            |
|----------------|------------|
| <b>LECTure</b> | <b>LAB</b> |
|----------------|------------|

**PRA**cticum (enter total contact hours)

**IN**dependent Study - Check (X)

|                        |  |                                  |
|------------------------|--|----------------------------------|
| <b>D. COURSE NAME:</b> | <u>Multicultural Education in the Elementary/Middle School</u> | <b>COURSE MAX ENROLLMENT:</b> 25 |
|------------------------|--|----------------------------------|

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

MULTICULTURAL EDELEM/MS

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

|       |       |                       |    |                       |    |
|-------|-------|-----------------------|----|-----------------------|----|
| Type: | Fixed | Maximum Credit Hours: | 03 | Minimum Credit Hours: | 01 |
|-------|-------|-----------------------|----|-----------------------|----|

Grade Method: Normal Grading

|                     |    |         |               |
|---------------------|----|---------|---------------|
| Exempt from Repeat: | No | Levels: | Undergraduate |
|---------------------|----|---------|---------------|

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

This course will prepare future elementary and middle school teachers to effectively accommodate a wide range of individual differences in the classroom. Students will also examine their feelings, attitudes, and possible actions or reactions to critical incidents in teaching related to: sex and gender, religion, exceptionality, social class, ethnicity, age, and language. Coursework includes field experiences in multicultural settings.

**Prerequisites:**

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

|                |                 |                                 |            |
|----------------|-----------------|---------------------------------|------------|
| Date Received: | Date Completed: | Entered: SIS [125 ___ 1D4 ___ ] | Access ___ |
|----------------|-----------------|---------------------------------|------------|

## **EDUC 310: Multicultural Education in the Elementary/Middle School (3 credits)**

**Course Description:** This course is designed to prepare future elementary and middle school teachers to effectively accommodate individual differences in the classroom: intellectual and learning differences, physical and health-related differences, and behavior and personality differences. Students will also learn to accommodate learners who have economic advantages and disadvantages, who are coming to terms with differences in sexual orientation, and who may be of racially, ethnically and religiously diverse backgrounds. Students will also examine their feelings, attitudes, and possible actions or reactions to critical incidents in teaching related to: sex and gender, religion, exceptionality, social class, ethnicity, age, and language.

### **Course Outline:**

- I. **Culture, Pluralism, and Equality**
  - A. Diversity in the Classroom
  - B. Culture
  - C. Pluralism and Differences
  - D. Democracy and Equality
  - E. Multicultural Education
  
- II. **Class**
  - A. Class Structure
  - B. Social Stratification
  - C. Socioeconomic Status
  - D. Class Differences
  - E. Interaction of Class with Race and Ethnicity; Gender and Age
  - F. Educational Implications
  
- III. **Ethnicity and Race**
  - A. Ethnic and Racial Diversity
  - B. Ethnic and Racial Groups
  - C. Intergroup Relations
  - D. Racial and Ethnic Identity
  - E. Educational Implications
  
- IV. **Gender**
  - A. Gender and Society
  - B. Gender and Biology
  - C. Gender and Culture
  - D. Gender Identity
  - E. Sexism and Gender Discrimination
  - F. Interaction of Gender with Ethnicity, Class, and Religion
  - G. Educational Implications
  
- V. **Exceptionality**
  - A. Labeling
  - B. Historical Antecedents
  - C. Disproportionate Placements in Special Education

- D. Litigation and People with Disabilities
- E. Exceptionality and Society
- F. Exceptional Microcultures
- G. Normalization and Mainstreaming
- H. Educational Implications

VI. Religion

- A. Religion and Culture
- B. Religion as Way of Life
- C. Religious Pluralism in the United States
- D. Religion and Gender
- E. Homosexuality
- F. Religion and Race
- G. Beliefs: a Function of Class and Education
- H. Individual Religious Identity
- I. Influence of the Religious Right
- J. Educational Implications

VII. Language

- A. Language and Culture
- B. The Nature of Language
- C. Language Differences
- D. Dialect Differences
- E. Nonverbal Communication
- F. Second Language Acquisition
- G. Official English (English Only) Controversy
- H. Educational Implications

VIII. Age

- A. Age and Culture
- B. Critical Issues in Childhood
- C. Critical Issues in Adolescence
- D. Adulthood
- E. The Aged
- F. Educational Implications

IX. Teaching That is Multicultural

- A. Multicultural Education
- B. Curriculum and Instruction
- C. Student and Teacher Interactions
- D. Textbooks and Instructional Materials
- E. School Climate

Sources: Gollnick D.M. & Chinn, P. C. (1998). Multicultural Education in a Pluralistic Society, 5<sup>th</sup> Edition. New Jersey: Prentice Hall.

# CREATE A NEW COURSE

FORM F  
Create Course  
rev. 2/14/05

Course Date Entry Form

## I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in section I and section II.
2. : If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: a. Semester  Fall  b. Year  2005  See instructions.

## II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

a. Course Prefix  EDUC  b. Number  413  c. Enter Contact Hours or check Independent Study (X).  
LECture  3 hr/week  LAB  2 hr/week  INDEpendent Study   
Practicum:  hr/semester Seminar:  hr/week

d. Full Course Title:  Instr Planning & Delivery in Elem / Middle School

e. Abbreviated Course Title:  Instr Plng Del Elem Mid Sc. (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

f. Semester(s) Offered:  FW  (See instructions for listing.) g. Max. Section Enrollment :  25

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

h. Type:  Variable  Fixed i. Maximum Credit Hours  4  j. Minimum Credit Hours  4

k. Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

m. May Be Repeated for Added Credit: Check (x)  Yes  No

n. Levels: Check (x)  Undergraduate  Graduate  Professional

o. Does proposed new course replace an equivalent course? Check (x)  Yes  No

p. Equivalent course: Prefix  EDUC  Number  407  See instructions on Replacement courses.

q. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Theory with applied practice in planning instruction, classroom delivery techniques, and evaluating student performance. Integration of all academic areas across the curriculum is emphasized.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.  LITR 326 & Department approval.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

### Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ 12R \_\_\_, 131 \_\_\_]

# OFFICE OF THE REGISTRAR

# FORM F

# Course Data Entry Form

Action to be taken: Change: Prerequisites/Co-requisites

E: Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2001

Semester(s) Offered:

Semester

Year

(Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change.

ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr.

Number

Subject Abbr.

Number

EDUC

330

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure

LAB

LECTure

LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Instructional Planning and Delivery

COURSE MAX ENROLLMENT

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Variable Fixed Maximum Credit Hours Minimum Credit Hours

Grade Method: Check (X) Normal Grading Credit/No Credit only (Pass/Fail)

Exempt from Repeat: Yes No Levels: Undergraduate Graduate Both

E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.

Recommended Co-requisite: LITR 326

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_



OFFICE OF THE REGISTRAR

FORM F

Course Data Entry Form

Action to be taken: Change Prerequisites/Co-requisites

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Winter 2002 Semester(s) Offered: F,W,S
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.
Subject Abbr. Number Subject Abbr. Number
EDUC 330
Enter Contact Hours per week in boxes. LECTure LAB PRACTicum (enter total contact hours) INDEPENDENT Study - Check (X)

D. COURSE NAME: Instructional Planning & Delivery COURSE MAX ENROLLMENT
Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness
Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.
Type: Variable Fixed Maximum Credit Hours Minimum Credit Hours
Grade Method: Check (X) Normal Grading Credit/No Credit only (Pass/Fail)
Exempt from Repeat: Yes No Levels: Undergraduate Graduate Both

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Recommended Co-requisite: LITR 326

University Curriculum Committee Chair Signature/Date: Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: Date Completed: Entered: SIS [125 1D4 ] Access

# OFFICE OF THE REGISTRAR

# FORM F

# Course Data Entry Form

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Fall 2000 Semester(s) Offered: Fall, Summer  
Semester Year (Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the NEW information for a Change. **ONLY** complete this side for CHANGES in abbreviations, numbers and course format.

|               |        |               |        |
|---------------|--------|---------------|--------|
| Subject Abbr. | Number | Subject Abbr. | Number |
| EDUC          | 420    |               |        |

Enter Contact Hours per week in boxes.

LECTure LAB  
03 00

PRACTicum (enter total contact hours)

Enter Contact Hours per week in boxes.

LECTure LAB

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

**D. COURSE NAME:** Teaching Reading in the Elementary/Middle School } COURSE MAX ENROLLMENT: 25

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

TCHG READING ELEM/MSI

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 03 Minimum Credit Hours 01

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

## E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

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

Prerequisites: Admission to Teacher Education Program

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change: Prerequisites/Co-requisites

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2001

Semester(s) Offered:

Semester

Year

(Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change.

ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr.

Number

Subject Abbr.

Number

EDUC

420

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure

LAB

LECTure

LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Teaching Reading in the Elementary/Middle School I

COURSE MAX ENROLLMENT

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

|                     |           |       |                      |                                       |
|---------------------|-----------|-------|----------------------|---------------------------------------|
| Type:               | Variable  | Fixed | Maximum Credit Hours | Minimum Credit Hours                  |
| Grade Method:       | Check (X) |       | Normal Grading       | Credit/No Credit only (Pass/Fail)     |
| Exempt from Repeat: | Yes       | No    | Levels:              | Undergraduate      Graduate      Both |

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Prerequisite or Co-requisite: EDUC 330

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change Prerequisites/Co-requisites & Semester Offered

Ⓢ: Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.  
**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Winter 2002 Semester(s) Offered: F,W,S  
Semester Year (Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

**Subject Abbr. Number Subject Abbr. Number**  
EDUC 420

Enter Contact Hours per week in boxes. Enter Contact Hours per week in boxes.  
**LECTure LAB LECTure LAB**

**PRACTicum (enter total contact hours) PRACTicum (enter total contact hours)**

**INDEPENDENT Study - Check (X)**

**D. COURSE NAME:** Teaching Reading in the Elementary/Middle School 1 **COURSE MAX**  
**ENROLLMENT:** 25

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

**Credit Hours:** Check (X) type and enter maximum and minimum hours in boxes.

**Type:** Fixed Maximum Credit Hours: 03 Minimum Credit Hours

**Grade Method:** Normal Grading

**Exempt from Repeat:** No **Levels:** Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.**

**Prerequisites:** EDUC 330

University Curriculum Committee Chair Signature/Date: Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

## **EDUC 420: Teaching Reading in the Elem./Middle School I (3 credits)**

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

**Course Objectives:** Students completing this course will be able to:

1. Articulate the relationship of emergent literacy and literacy acquisition to the broader framework of national and state English Language Arts standards<sup>1</sup> and benchmarks, and recognize literacy progression from K-4/3-8,
2. Identify variables that influence literacy acquisition,
3. Demonstrate an understanding of literacy acquisition and appropriate instructional practices, including interdisciplinary, thematic units,
4. Design literacy instruction for all learners within print-rich environments and with adaptations for at-risk learners,
5. Compare and contrast literacy programs, practices, materials, and methodologies.

**Course Outline:** The following course outline reflects standards for teaching under graduate reading courses:

**I. Introduction to early elementary reading instruction: (15 hours)** a) generate interactive definition of reading instruction, b) relate reading instruction to communication arts (listening, speaking, reading, writing, and thinking) and standards, c) develop timeline showing relationships between early pre-reading (emergent literacy experiences) and mature reading focusing on early literacy, and d) identify variables that influencing literacy acquisition.

**II. Core principles for successful reading/literacy instruction: (15 hours)** a) examine research-based principles for successful reading instruction and preventing failure, b) define print-rich environments and components of balance literacy approaches (i.e. writing, emphasis on meaning, grapheme/phoneme relationships, etc.), and c) analyses of materials, programs, methodologies (including multi-media).

**III. Instructional design: (9 hours)** a) develop applications for principles and influences of developmental issues, b) examine student-centered best practices for teaching reading conventions, c) identify specific strategies for preventing reading failure, and d) compare classroom assessment models for literacy.

**IV. Adaptations: (6 hours)** a) explore reading issues for special needs students, b) identifying early reading problems, and c) strategies for treatment—tutorials and family literacy activities.

---

<sup>1</sup> Michigan Curriculum Framework Communication Arts Standards and International Reading Association Standards

OFFICE OF THE REGISTRAR

FORM F

Course Data Entry Form

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2000 Semester(s) Offered: Winter, Summer
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number Subject Abbr. Number
EDUC 421

Enter Contact Hours per week in boxes. LECTure LAB 03 00

PRACTicum (enter total contact hours) PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Teaching Reading in the Elementary/Middle School 2 COURSE MAX ENROLLMENT: 25

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

TCHG READING ELEM/MSII

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 03 Minimum Credit Hours 01

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

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

Prerequisites: EDUC 420

University Curriculum Committee Chair Signature/Date: Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

ie Received: Date Completed: Entered: SIS [125 ID4 ] Access

# OFFICE OF THE REGISTRAR

# FORM F

# Course Data Entry Form

Action to be taken: Change: Prerequisites/Co-requisites

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2001

Semester(s) Offered:

Semester

Year

(Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change.

ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr.

Number

Subject Abbr.

Number

EDUC

421

Enter Contact Hours per week in boxes.

LECTure

LAB

Enter Contact Hours per week in boxes.

LECTure

LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Teaching Reading in the Elementary/Middle School II

COURSE MAX ENROLLMENT

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Variable Fixed Maximum Credit Hours Minimum Credit Hours

Grade Method: Check (X) Normal Grading Credit/No Credit only (Pass/Fail)

Exempt from Repeat: Yes No Levels: Undergraduate Graduate Both

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Prerequisite: EDUC 420

Prerequisite or Co-requisite: EDUC 431 and/or EDUC 432 (NOTE: If planning to take EDUC 421, 422 & 432 in the same semester, you must also take EDUC 433.)

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change Prerequisites/Co-requisites & Semester Offered

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Winter 2002 Semester(s) Offered: F, W, S  
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number Subject Abbr. Number  
EDUC 421

Enter Contact Hours per week in boxes. Enter Contact Hours per week in boxes.  
LECTure LAB LECTure LAB

PRActicum (enter total contact hours) PRActicum (enter total contact hours)

INDEPENDENT Study - Check (X)

D. COURSE NAME: Teaching Reading in the Elementary/Middle School 2 COURSE MAX ENROLLMENT: 25

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 03 Minimum Credit Hours

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

Prerequisites: EDUC 420  
Co-requisites: EDUC 431 and/or EDUC 432 (NOTE: If planning to take EDUC 421, 431 & 432 in the same semester, EDUC 433 must also be taken).

University Curriculum Committee Chair Signature/Date: Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: Date Completed: Entered: SIS [125 ID4 ] Access



## **EDUC 421: Teaching Reading in the Elem./Middle School II (3 credits)**

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

**Course Objectives:** Students completing this course will be able to:

1. Describe the development of mature and independent literacy within broader framework of national and state English Language Arts standards and benchmarks,
2. Identify variables that influence literacy acquisition, characteristics of successful readers, and adaptations for special needs students,
3. Demonstrate an understanding of strategic teaching and reading methodologies,
4. Design literacy instruction within interdisciplinary thematic units for all learners,
5. Compare and contrast literacy programs, practices, materials, and methodologies.

**Course Outline:** The following course outline reflects standards for teaching under graduate reading courses:

- I. Introduction to reading instruction for later elementary students: (15 hours)**
  - a) review the interactive definition of reading instruction, b) relate reading instruction to communication arts (listening, speaking, reading, writing, and thinking—integrated English Language Arts/literacy) and standards to older, more mature readers, c) examine problems of students at-risk of reading failure, and d) identify the variables that influence literacy acquisition and characteristics of successful readers.
- II. Core principles for successful reading/literacy instruction: (15 hours)**
  - a) examine research-based principles for strategic teaching and reading: Metacognition, prior knowledge, inference, vocabulary, text structure b) develop an instructional model engaging students before, during, and after instruction, c) identify components of balance literacy approaches (i.e. writing, emphasis on meaning, grapheme/phoneme relationships, etc.), and e) analyses of the writing-reading processes link within an instructional format using portfolios.
- III. Instructional design: (9 hours)**
  - a) develop applications for principles, noting influences of developmental issues, b) examine student-centered best practices for teaching reading conventions with a literate environment, c) identify specific strategies for preventing reading failure and d) design a thematic unit.
- IV. Adaptations: (6 hours)**
  - a) explore reading issues for mature students, b) identifying early reading/writing problems, and c) strategies for tutorials including vocabulary development, content area focus, and family literacy.

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change: Prerequisites/Co-requisites

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

|                           |                 |             |                      |  |
|---------------------------|-----------------|-------------|----------------------|--|
| <b>B. TERM Effective:</b> | Fall            | 2001        | Semester(s) Offered: | Fall, Winter, Summer                     |
|                           | <b>Semester</b> | <b>Year</b> |                      | <b>(Fall, Winter, Summer, on Demand)</b> |

|  |  |
|--|--|
| <b>C. COURSE IDENTIFICATION ALWAYS</b> complete this side for: Adds, Deletes, and the <b>NEW</b> information for a Change. | <b>ONLY</b> complete this side for <b>CHANGES</b> in abbreviations, numbers and course format. |
|--|--|

|                      |               |
|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> |
| EDUC                 | 430           |

|                      |               |
|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> |
|----------------------|---------------|

Enter Contact Hours per week in boxes.  
LECTure                      LAB

Enter Contact Hours per week in boxes.  
LECTure                      LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

**D. COURSE NAME:** Instructional Delivery and Evaluation

**COURSE MAX ENROLLMENT:**

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

|             |                       |                       |
|-------------|-----------------------|-----------------------|
| Type: Fixed | Maximum Credit Hours: | Minimum Credit Hours: |
|-------------|-----------------------|-----------------------|

Grade Method: Normal Grading

|                     |         |
|---------------------|---------|
| Exempt from Repeat: | Levels: |
|---------------------|---------|

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

**Prerequisites: EDUC 330**

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

|                      |                       |                                 |              |
|----------------------|-----------------------|---------------------------------|--------------|
| Date Received: _____ | Date Completed: _____ | Entered: SIS [125 ___ 1D4 ___ ] | Access _____ |
|----------------------|-----------------------|---------------------------------|--------------|

# MODIFY COURSE

FORM F

## Course Date Entry Form

Modify Course  
rev. 9/23/02

### I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

1. If this course is a prerequisite for other university courses, Form Fs for those courses must also be submitted.
2. If either prefix or number are being changed, use 'Delete Course' and 'New Course' forms rather than this form.

List the changes to be made: Course description

Term Effective: Semester Winter Year 05 See instructions.

### II. CURRENT: Include information that is in the current course database.

Course Prefix EDUC Number 431 Enter Contact Hours per week in boxes.  
 LECTure 2 LAB 3 INDEpendent Study - Check (x)   
 Practicum:  Seminar:

Full Course Title: Language Arts and Social Studies Methods

### III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
 LECTure  LAB  INDEpendent Study - Check (x)   
 Practicum:  Seminar:

Full Course Title:

Abbreviated Course Title:

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

### CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

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

Requires: 40 hour field experience required in authentic setting

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.

UCC Chair Signature/Date: \_\_\_\_\_

Academic Affairs Approval Signature/Date: \_\_\_\_\_

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY



**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change: Prerequisites. Co-requisites

IE: Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2001

Semester(s) Offered:

Semester

Year

(Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change.

ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr.

Number

Subject Abbr.

Number

EDUC

433

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure

LAB

LECTure

LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INDEPENDent Study - Check (X)

D. COURSE NAME: Methods of Integrating, Teaching, and Evaluating Art, Music, Health & Phys. Ed. in the Elementary/Middle School

**COURSE MAX ENROLLMENT**

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Variable Fixed Maximum Credit Hours Minimum Credit Hours

Grade Method: Check (X) Normal Grading Credit/No Credit only (Pass/Fail)

Exempt from Repeat: Yes No Levels: Undergraduate Graduate Both

E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.

Co-requisite: Either EDUC 431 or EDUC 432

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change Prerequisites/Co-requisites

3: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Winter 2002 Semester(s) Offered:  
 Semester Year (Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

**Subject Abbr. Number**  
 EDUC 433

**Subject Abbr. Number**

Enter Contact Hours per week in boxes.

LECTure LAB

Enter Contact Hours per week in boxes.

LECTure LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INDEPENDent Study - Check (X)

**D. COURSE NAME:** Methods of Teaching, Integrating, and Evaluating Art, Music, Health & P.E. in the Elem/Middle School  
**COURSE MAX ENROLLMENT:** 20

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed

Maximum Credit Hours: 03

Minimum Credit Hours

Grade Method: Normal Grading

Exempt from Repeat: No

Levels: Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

**Co-requisite:** Either EDUC 431 or EDUC 432

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

OFFICE OF THE REGISTRAR

FORM F

Course Data Entry Form

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2000 Semester(s) Offered: Winter
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number Subject Abbr. Number
EDUC 431

Enter Contact Hours per week in boxes. LECTure LAB 02 03 PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Methods of Teaching, Integrating, and Evaluating Language Arts and Social Studies in the Elem/Middle School
COURSE MAX ENROLLMENT: 20

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

LANG ARTS & SOC STUD METH

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 03 Minimum Credit Hours 01

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

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

Prerequisites: EDUC 330

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: Date Completed: Entered: SIS [125 1D4 ] Access

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change: Prerequisites/Co-requisites

*E*: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Fall 2001

Semester(s) Offered:

Semester Year

(Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change.

**ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

Subject Abbr.  
EDUC

Number  
431

Subject Abbr.

Number

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure

LAB

LECTure

LAB

PRACTicum (enter total contact hours)

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

**D. COURSE NAME:** Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School

**COURSE MAX ENROLLMENT**

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Variable Fixed Maximum Credit Hours Minimum Credit Hours

Grade Method: Check (X) Normal Grading Credit/No Credit only (Pass/Fail)

Exempt from Repeat: Yes No Levels: Undergraduate Graduate Both

**E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.**

Prerequisite or Co-requisite: EDUC 421

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_



**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change Prerequisites/Co-requisites and Semester Offered

?: Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Winter 2002 Semester(s) Offered: F, W  
 Semester Year (Fall, Winter, Summer, on Demand)

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the NEW information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

|                      |               |                      |               |
|----------------------|---------------|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> | <b>Subject Abbr.</b> | <b>Number</b> |
| EDUC                 | 431           |                      |               |

|  |  |
|--|--|
| Enter Contact Hours per week in boxes. | Enter Contact Hours per week in boxes. |
| <b>LECTure</b> <b>LAB</b>              | <b>LECTure</b> <b>LAB</b>              |

**PRACTicum** (enter total contact hours)      **PRACTicum** (enter total contact hours)

**INDEPENDent Study** - Check (X)

**D. COURSE NAME:** Methods of Teaching, Integrating, and Evaluating Language Arts and Social Studies in the Elem/Middle School  
**COURSE MAX ENROLLMENT:** 20

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)      G.E. Code(s)

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed      Maximum Credit Hours: 03      Minimum Credit Hours

Grade Method: Normal Grading

Exempt from Repeat: No      Levels: Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.**

Prerequisite or Co-requisite: EDUC 421

University Curriculum Committee Chair Signature/Date:      Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_] Access \_\_\_\_\_

**EDUC 431: Methods of Teaching, Integrating, and Evaluating Language Arts & Social Studies in the Elementary/Middle School (3 credits)**

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

**Course Objectives:** Students completing this class will be able to:

1. Articulate the relationship between social studies and English Language Arts benchmarks and standards,
2. Design interdisciplinary thematic units that provide opportunities for broad reading and writing,
3. Plan instructional episodes that connect social studies with the world beyond the classroom by engaging students in inquiry and persuasive writing,
4. Develop instructional and assessment resources that promote authentic teaching, learning, and assessment.

**Course Outline:** The following course outline reflects research-based, best practice for social studies, English Language Arts, and authentic instruction and assessment:

- I. **Integrating Social Studies, English Language Arts, and Standards for teaching, learning, and assessment: (9 hours)** a) examine and identify practical applications for the social studies standards in five themes and b) connect the English Language Arts standards for inquiry, writing, organizing information, comprehending varieties of texts, and moving from ideas to action.
- II. **Authentic Teaching, Learning, and Assessment Standards: (9 hours)** a) review the research on engaged and problems-based/project-based learning, b) investigate authentic teaching and learning standards<sup>1</sup>, and c) organize assessment information according to the authentic assessment standards within portfolios.
- III. **Reading and Writing Processes to Enhance Social Studies Learning: (9 hours)** a) investigate strategies for critical analysis, synthesis across multiple texts, etc., b) design researchable questions, c) design strategies for gathering, interpreting and organizing data, and d) examine writing models—i. e. report and persuasive writing.
- IV. **Instructional Design and Management: (9 hours)** a) examine design models that promote understanding, b) organize instruction and assessment to promote conceptual understanding, and c) investigate models, materials (including primary sources and multi-media), and programs.
- V. **Adaptations to Improve Student Understanding: (9 hours)** a) identify comprehension improvement strategies, b) examine developmental writing issues, and c) design pre-and post-assessments to identify misconceptions.

---

<sup>1</sup> Wisconsin Center for Educational Research Newmann et al.

# MODIFY COURSE

FORM F  
Modify Course  
rev. 9/23/02

## Course Date Entry Form

### I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:

1. If this course is a prerequisite for other university courses, Form Fs for those courses must also be submitted.
2. If either prefix or number are being changed, use 'Delete Course' and 'New Course' forms rather than this form.

List the changes to be made: Course description

Term Effective: Semester Winter Year 05 See instructions.

### II. CURRENT: Include information that is in the current course database.

Course Prefix EDUC Number 432 Enter Contact Hours per week in boxes.  
LECTure 2 LAB 3 INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title: Math and Science Methods

### III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes in the course. Leave all other spaces blank.

Course Prefix  Number  Enter Contact Hours per week in boxes.  
LECTure  LAB  INDEpendent Study - Check (x)   
Practicum:  Seminar:

Full Course Title:

Abbreviated Course Title:

(Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)

Semester(s) Offered:  (See instructions for listing.) Max. Section Enrollment:

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

Type:  Variable  Fixed Maximum Credit Hours  Minimum Credit Hours

Grade Method: Check (x)  Normal Grading  Credit/No Credit only (Pass/Fail)

May Be Repeated for Added Credit: Check (x)  Yes  No

Levels: Check (x)  Undergraduate  Graduate  Professional

### CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

This course provides students with a vision and understanding of elementary mathematics and science curricula which reflect the state and national standards. Emphasis placed upon the Assessment-Instruction-evaluation-Intervention Teaching model, appropriate use of concrete models, manipulatives, and applications of technology. Investigation of current best practices of instruction and effective assessment strategies emphasized. Students will explore mathematics strands as they integrate into the science topics of constructing, reflecting, and using scientific knowledge. 40 hour field experience requirement in authentic setting.

Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces.

UCC Chair Signature/Date: \_\_\_\_\_ / /

Academic Affairs Approval Signature/Date: \_\_\_\_\_ / /

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

# OFFICE OF THE REGISTRAR

# FORM F

# Course Data Entry Form

Action to be taken: Add Course

IE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2000 Semester(s) Offered: Fall  
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number Subject Abbr. Number  
EDUC 432

Enter Contact Hours per week in boxes.

LECTure LAB  
02 03

PRACTicum (enter total contact hours)

Enter Contact Hours per week in boxes.

LECTure LAB

PRACTicum (enter total contact hours)

INdependent Study - Check (X)

D. COURSE NAME: Methods of Teaching, Integrating, and Evaluating Math and Science in the Elem/Middle School  
COURSE MAX ENROLLMENT: 20

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

MATH & SCIENCE METH

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 03 Minimum Credit Hours 01

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

## E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE.

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

Prerequisites: EDUC 330

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

**Action to be taken:** Change: Prerequisites/Co-requisites

E: Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

**B. TERM Effective:** Fall 2001

**Semester(s) Offered:**

**Semester                      Year**

**(Fall, Winter, Summer, on Demand)**

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change.

**ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

**Subject Abbr.                      Number**  
EDUC                                      432

**Subject Abbr.                      Number**

Enter Contact Hours per week in boxes.  
**LECTure                      LAB**

Enter Contact Hours per week in boxes.  
**LECTure                      LAB**

**PRActicum** (enter total contact hours)

**PRActicum** (enter total contact hours)

**INDEpendent Study** - Check (X)

**D. COURSE NAME:** Methods of Integrating, Teaching, and Evaluating Math and Science in the Elementary/Middle School

**COURSE MAX ENROLLMENT**

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

**Credit Hours:** Check (X) type and enter maximum and minimum hours in boxes.

**Type:**            Variable            Fixed            Maximum Credit Hours            Minimum Credit Hours

**Grade Method:** Check (X)            Normal Grading            Credit/No Credit only (Pass/Fail)

**Exempt from Repeat:**            Yes            No            Levels: Undergraduate            Graduate            Both

**E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.**

**Prerequisite or Co-requisite:** EDUC 421

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

Action to be taken: Change Prerequisites/Co-requisites and Semester Offered

Add course – Delete course – Change: Credit hours – Contact hours – Course title – Grade method – Description – Prerequisite, etc.

**NOTE:** Adding a course that **REPLACES** a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

|                           |                 |             |  |
|---------------------------|-----------------|-------------|--|
| <b>B. TERM Effective:</b> | Winter          | 2002        | Semester(s) Offered: F, W                |
|                           | <b>Semester</b> | <b>Year</b> | <b>(Fall, Winter, Summer, on Demand)</b> |

**C. COURSE IDENTIFICATION ALWAYS** complete this side for: Adds, Deletes, and the **NEW** information for a Change. **ONLY** complete this side for **CHANGES** in abbreviations, numbers and course format.

|                      |               |                      |               |
|----------------------|---------------|----------------------|---------------|
| <b>Subject Abbr.</b> | <b>Number</b> | <b>Subject Abbr.</b> | <b>Number</b> |
| EDUC                 | 432           |                      |               |

Enter Contact Hours per week in boxes.

LECTure                      LAB

Enter Contact Hours per week in boxes.

LECTure                      LAB

**PRA**cticum (enter total contact hours)

**PRA**cticum (enter total contact hours)

**IN**dependent Study - Check (X)

**D. COURSE NAME:** Methods of Teaching, Integrating, and Evaluating Math and Science in the Elem/Middle School  
**COURSE MAX ENROLLMENT:** 20

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number)

G.E. Code(s)

**G.E. Codes:** G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

**Credit Hours:** Check (X) type and enter maximum and minimum hours in boxes.

Type:            Fixed                                      Maximum Credit Hours: 03                                      Minimum Credit Hours

Grade Method: Normal Grading

Exempt from Repeat:            No                                      Levels:            Undergraduate

**E. CATALOG DESCRIPTION - Limit to 75 words – PLEASE BE CONCISE.**

**Prerequisites or Co-requisites:** EDUC 421

University Curriculum Committee Chair Signature/Date:

Academic Affairs Approval Signature/Date:

**Office of the Registrar use ONLY**

Date Received: \_\_\_\_\_ Date Completed: \_\_\_\_\_ Entered: SIS [125 \_\_\_ 1D4 \_\_\_ ] Access \_\_\_\_\_

**EDUC 432: Methods of Integrating, Teaching, and Evaluating  
Mathematics and Science in the Elementary/Middle School (3 credits)**

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

**Course Objectives:** Students completing this class will be able to:

1. Define the relationships between Mathematics and Science standards and benchmarks,
2. Develop and use appropriate assessment tools for Mathematics and Science,
3. Create integrated activities and units of study that offer elementary students authentic mathematics and science learning in a real-world context.
4. Encourage young people to develop their abilities to reason and communicate mathematically and scientifically.

**Course Outline:**

- I. **Introduction to the Michigan Curriculum Framework Elementary Mathematics and Science Standards: (15 hours)** Through the appropriate use of concrete models, and instructional materials students will: a) examine the six strands in mathematics (patterns, relationships and functions; geometry and measurement; data analysis and statistics; numeration; numerical and algebraic operations; and probability and discrete mathematics) and, b) investigate the five Science Content Strands. (Constructing New Scientific Knowledge, Reflecting on Scientific Knowledge, Using Scientific Knowledge in Life Science, Using Scientific Knowledge in Physical Science and using Scientific Knowledge in Earth Science)
- II. **Investigation of Current Best Practices and Programs: (5 hours)** a) examine recently designed curricula and materials, b) learn how to conduct an effective gap analysis, c) acquire methods of using available technological resources in the teaching of science and mathematics.
- III. **Authentic Assessment: (15 hours)** Students will examine a range of assessment possibilities including: a) alternative/authentic assessment strategies such as portfolios and other performance based assessment, b) traditional forms of assessment. Students will then develop scoring rubrics, and design other forms of tools that evaluate the teaching and learning standards.
- IV. **Instructional Design and Management: (15 hours)** Through inquiry-guided math and science instructional approaches, (which promote balance between authentic use of the scientific method and authentic reasons for studying science content) and the use of manipulative materials which aid in presenting mathematical concepts in a meaningful and authentic way, students will: a) become better equipped to select and construct appropriate teaching materials, b) using state and national standards, design appropriate lessons and units of study that are tied to the benchmarks suggested, c) investigate appropriate classroom management plans.

**EDUC 433: Methods of Integrating, Teaching, and Evaluating Art, Music, Health and P.E.**  
**(1 credit)**

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

**Course Outline:**

**I. Art in the Elementary School**

- a. The Purpose of Art in the Elementary School
- b. What is creative Art?
- c. Selecting developmentally appropriate Art materials
- d. Selecting age appropriate Art activities
- e. Developing interdisciplinary lesson plans for Art
- f. Art Workshop-creative art projects
- g. Hands-on Art Activities with Children

**II. Music in the Elementary School**

- a. The Purpose of Music in the Elementary School
- b. Selecting age appropriate Music materials
- c. Selecting age appropriate Music activities
- d. Developing interdisciplinary lessons plans for Music
- e. Hands-on Music Activities with Children
- f. Music Workshop

**III. Physical Education in the Elementary School**

- a. The Purpose of Physical Education in the Elementary School
- b. Selecting age appropriate materials for Physical Education
- c. Selecting age appropriate activities for Physical Education
- d. Developing interdisciplinary lessons plan for Physical Education
- e. Hands-on Physical Education Activities with Children
- f. Physical Education Workshop



**OFFICE OF THE REGISTRAR**

**FORM F**

**Course Data Entry Form**

ction to be taken: Add Course

NOTE: Add course - Delete course - Change: Credit hours - Contact hours - Course title - Grade method - Description - Prerequisite, etc.

NOTE: Adding a course that REPLACES a previous course requires additional forms for all courses that list the replaced course as a prerequisite.

B. TERM Effective: Fall 2000 Semester(s) Offered: Fall, Winter  
Semester Year (Fall, Winter, Summer, on Demand)

C. COURSE IDENTIFICATION ALWAYS complete this side for: Adds, Deletes, and the NEW information for a Change. ONLY complete this side for CHANGES in abbreviations, numbers and course format.

Subject Abbr. Number  
EDUC 493

Subject Abbr. Number

Enter Contact Hours per week in boxes.

Enter Contact Hours per week in boxes.

LECTure LAB  
00 00

LECTure LAB

PRACTicum (enter total contact hours)  
225 - 450 hours

PRACTicum (enter total contact hours)

INDEPENDent Study - Check (X)

D. COURSE NAME: Elementary/Middle Directed Teaching COURSE MAX ENROLLMENT: 80

Abbreviated Course Title (Abbreviate only if necessary, use Arabic number) G.E. Code(s)

ELEMMS DIR TEACHING

G.E. Codes: G = Global Consciousness; R = Race/Ethnicity/Gender Issues; S = Social Awareness/Cultural Enrichment; W = Writing Intensive; Z = Scientific Awareness

Credit Hours: Check (X) type and enter maximum and minimum hours in boxes.

Type: Fixed Maximum Credit Hours: 12 Minimum Credit Hours: 06

Grade Method: Normal Grading

Exempt from Repeat: No Levels: Undergraduate

E. CATALOG DESCRIPTION - Limit to 75 words - PLEASE BE CONCISE. Practical experience under guidance of supervising teachers in planning for teaching, managing the classroom, and directing the learning activities of pupils. Student teachers are given increasing responsibility for directing the activities of the classroom group to the point of assuming full responsibility. Major/minor appropriate student teaching in a pre-school, elementary and/or middle school. (12 credits = 450 hours)

Prerequisites: Admission to Teacher Education Program and passing State of Michigan required tests.

Co-requisite: EDUC 499

University Curriculum Committee Chair Signature/Date: Academic Affairs Approval Signature/Date:

Office of the Registrar use ONLY

Date Received: Date Completed: Entered: SIS [125 1D4 ] Access:

## **EDUC 493: Elementary/Middle Directed Teaching (6-12 credits)**

**Course Description:** Practical experience under guidance of supervising teachers in planning for teaching, managing the classroom, and directing the learning activities of pupils. Student teachers are given increasing responsibility for directing the activities of the classroom group to the point of assuming full responsibility. Major/minor appropriate student teaching in a pre-school, elementary and/or middle school.

### **Course Outline:**

- I. Directed/Intern Teaching Guide
  - A. Policies and Procedures
  - B. Objective for Directed/Intern Teachers
  - C. Responsibilities of Directed/Intern Teachers
  - D. Responsibilities of the On-Site Supervising Teacher
  - E. Responsibilities of the University Supervisor
  - F. Evaluation Procedure
  
- II. Develop Instructional Notebook(s)
  - A. Unit Plan
  - B. Lesson Plans
  - C. Instructional Sheets
  - D. Classroom Activities
  - E. Quizzes and Tests
  - F. List of References Used
  
- III. Maintain a Journal
  - A. Record Observation
  - B. Reflect on Experience(s)
  
- IV. Observation Reports
  - A. Observe 3-5 other Classrooms
  - B. Note Teaching and Learning Strategies
  - C. Complete Observation Reports
  
- V. Case Study
  - A. Select a Student
  - B. Gather Data
  - C. Analyze and Interpret Findings
  - D. Case Study Criteria
  
- VI. Periodic and Final Evaluation
  - A. Two Periodic Evaluations
  - B. Final Evaluation
  
- VII. EDUC 599 Professional Seminar
  - A. Co-requisite
  - B. Attendance is Required