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

## **A. PROGRAM GOALS**

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

The departmental goals were developed around a theoretical perspective grounded in cognitive, developmental, and socio-economic conceptualizations of teaching and learning. They are guided by the following educational constructs: 1) curriculum should be integrated and interdisciplinary in nature (Dewey, 1994); 2) the classroom and curriculum should be student-centered (Darling-Hammond, 1996); 3) "cognitive dissonance" (Piaget, 1970) and "scaffolding" (Vygotsky, 1978) help students become engaged learners directed toward independence; 4) learning is dynamic, fluid, reflective and an ongoing process (Dewey, 1904, 1923; Getzels, 1979; Schon, 1983; & Senge, 1990); 5) learning is a developmental process (Bruner, 1961; Piaget, 1970; Kohlberg, 1976; & Erikson, 1959).

Program goals provide a general direction for a program. The program goals for the Masters in Curriculum and Instruction, in the School of Education, College of Education and Human Service are defined by the School of Education Conceptual Framework. This framework is designed to be both inclusive of the Professional Standards for Michigan Teachers and at the same time be distinctive from other teacher education programs in the state. The conceptual framework is articulated as follows:



TRANSFORMATIVE • EXPERIENTIAL • ASSESSMENT DRIVEN • COLLABORATIVE • HOLISTIC

**Outcome: Transformative 1:** Candidates demonstrate competencies in academic and pedagogical knowledge bases.

**Outcome: Transformative 2:** Candidates are reflective of their roles, decisions, knowledge, and interactions in multiple communities.

**Outcome: Experiential 1:** Candidates are active participants in the learning and greater communities.

**Outcome: Experiential 2:** Candidates seek opportunities to engage in a variety of experiences to inform, educate and expand their professional knowledge bases.

**Outcome: Assessment-Driven 1:** Candidates are competent in the gathering of data, demonstrating the ability to synthesize, analyze, reflect upon, and make professional decisions based on those processes.

**Outcome: Assessment-Driven 2:** Candidates are able to demonstrate an understanding of the relationships, causes and effects of their professional actions in the classroom and greater communities.

**Outcome: Collaborative 1:** Candidates demonstrate an understanding of the synergy that can be developed through positive and productive relationships in the learning and greater communities.

**Outcome: Collaborative 2:** Candidates demonstrate an understanding of and commitment to a model of life-long learning in the education and greater communities.

**Outcome: Holistic 1:** Candidates demonstrate an understanding of the complexities of the educative processes and the interrelationships of those processes.

**Outcome: Holistic 2:** Candidates understand the multiple roles of all stakeholders in productive and successful learning and greater communities.

The Masters programs of the School of Education are by necessity aligned with the Professional Standards for Michigan Teachers.



## Professional Standards for Michigan Teachers

Upon entry into an approved teacher preparation program in Michigan, teacher candidates experience ongoing professional development as reflected in the standards listed below. These research-based standards provide a framework of rigorous subject matter knowledge from general and liberal education, relevant pedagogical knowledge for optimal student learning, achievement, and participation in a global society.

A certified teacher within the State of Michigan must initially possess and be able to demonstrate continued growth in:

### 1. SUBJECT MATTER KNOWLEDGE-BASE IN GENERAL AND LIBERAL EDUCATION

An understanding and appreciation of general and liberal arts including English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts, and the ability to:

- a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;
- b. Understand and appreciate free inquiry in English, literature, humanities, social sciences, mathematics, natural or physical sciences, and the arts;
- c. Understand global and international perspectives of the disciplines;
- d. Understand the tenets of a free, democratic, and pluralistic society;
- e. Understand and respect varying points of view and the influence of one's own and others' ethics and values;
- f. Understand and respect the role, rights, and value of the individual in a free democratic society;
- g. Understand technology and its use for gathering, processing, evaluating, analyzing, and communicating ideas and information;
- h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;
- i. Understand the constitutions and histories of the United States and Michigan;
- j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles; and
- k. Demonstrate the abilities and skills necessary for effective communication in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).

### 2. INSTRUCTIONAL DESIGN AND ASSESSMENT

Facilitation of learning and achievement of all students (in accordance with the SBE Universal Education Vision and Principles), including the ability to:

- a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities;
- b. Assess learning and differentiate instruction to maximize student achievement and to accommodate differences in backgrounds, learning modes, disabilities, aptitudes, interests, and levels of maturity;
- c. Understand the connections between instructional decisions, grading, and assessment data. Use formal and informal, as well as formative and summative, assessments to evaluate learning and ensure the academic achievement of all students;

- d. Discern the extent to which personal belief systems and values may affect the instructional process and grading, and adjust instruction and interactions accordingly;
- e. Differentiate instruction in an environment that facilitates each student's learning and access to an equitable education;
- f. Design and implement instruction based on Michigan Curriculum Framework (MCF), using multiple approaches to accommodate the diverse backgrounds, abilities, and needs of students, and modify instruction based on assessment data;
- g. Understand, design, and implement grading processes and assessments, using multiple approaches to accommodate diverse backgrounds, abilities, and needs of students;
- h. Exercise informed judgment in planning and managing time and resources to attain goals and objectives;
- i. Promote literacy in a variety of contexts (e.g., numeric, graphics, textual, multi-media, artistic, and digital); and
- j. Design, adopt, implement, and advocate for accommodations including assistive communicative devices, assistive technologies, and multiple strategies to enhance learning opportunities according to each student's needs.

### **3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES**

Knowledge of subject matter and pedagogy with reference to the MCF and other state sponsored resources, for consistent and equitable learning in Michigan schools, including the ability to:

- a. Design and implement instruction aligned with the MCF, Universal Education Vision and Principles, and the Michigan Educational Technology Standards;
- b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to promote substantive conversation and clear structured writing among teachers and learners regarding subject matter acquisition;
- c. Help each student to learn how to safely and responsibly access and use resources to become a discerning independent learner and problem solver (e.g., print materials, information technology, and assistive technology);
- d. Design instruction so that students are engaged in actively integrating and transferring knowledge across the curriculum;
- e. Engage students in activities that demonstrate the purpose and function of subject matter to make connections to the world beyond the classroom and enhance the relationship and relevance to a global society;
- f. Evaluate, adapt, and modify instructional strategies, technologies, and other educational resources to enhance the learning of each student; and
- g. Embrace teaching through appropriate and creative activities utilizing instructional techniques that are supported by current research.

### **4. EFFECTIVE LEARNING ENVIRONMENTS**

Management and monitoring of time, relationships, students, and classrooms to enhance learning, including the ability to:

- a. Engage students in meaningful learning experiences while maximizing the use of instructional time;
- b. Structure the classroom environment to promote positive peer interactions and positive self-esteem, to ensure that each student is a valued participant in an inclusive learning community;

- c. Construct a learning environment and grading process where both teacher and students have high expectations and mutually understand what is expected of each other to foster optimal achievement of all students;
- d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe and orderly learning environment, (e.g., instructional procedures utilizing the concepts presented in the State Board of Education's Positive Behavior Support Policy 2006), which is conducive to learning and takes into account diverse needs of individual students;
- e. Understand and uphold the legal and ethical responsibilities of teaching (e.g., federal and state laws and SBE policies pertaining to positive and effective learning environments, appropriate behavioral interventions, student retention, truancy, child abuse, safety, first aid, health, and communicable disease);
- f. Use a variety of teaching methodologies and techniques (e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and technology-enhanced lessons), and objectively assess the effectiveness of various instructional approaches and teacher actions for impact on student learning;
- g. Establish a learning environment which invites/welcomes collaborative teaching practices; and
- h. Differentiate between assessment and evaluation procedures and use appropriately.

**5. RESPONSIBILITIES AND RELATIONSHIPS TO THE SCHOOL, CLASSROOM, AND STUDENT**

Systematic reflection to organize and improve teaching and develop effective relationships, including the ability to:

- a. Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
- b. Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;
- c. Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;
- d. Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- e. Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;
- f. Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;
- g. Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community; and
- h. Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

**6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY**

Participation in professional, local, state, national, and global learning communities, including the ability to:

- a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;
- b. Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
- c. Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;

- d. Use community and home resources to enhance school programs and instruction;
  - e. Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and
  - f. Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.
- 7. TECHNOLOGY OPERATIONS AND CONCEPTS**  
Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:
- a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;
  - b. Successfully complete and reflect upon collaborative online learning experiences;
  - c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;
  - d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
  - e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
  - f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
  - g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

In addition to the Conceptual Framework and the Michigan Department of Education Professional Standards, the Graduate Program has adopted the following Master's Outcomes:

Upon completion of a master's program at Ferris State University, graduates will be able to:

1. Articulate the status and trends in education, within the context of historical developments and current socio-political factors, in the proposal of educational, administrative, class management or educational practice processes designed to enhance the quality of education. (Transformative)

2. Apply theories, models, concepts, and research findings in programs of education, teaching practices, or administration, based upon a critical analysis of their relevance to and probable effect on education. (Experiential)
  
3. Use the research process to develop education's body of knowledge, extend its sphere of influence, and identify and propose resolutions to educational concerns, based on an analysis of the trends and needs within the profession. (Assessment-driven)
  
4. Exercise leadership in education through activities that provide stability and facilitate needed change and progress toward meeting collaboratively-established goals for education. (Collaborative)
  
5. Contribute to the development and implementation of educational knowledge and effectiveness through various forms of communication to numerous publics, including the teaching profession, the educational system, and society in general. (Holistic)

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

The goals of the Masters Degree programs are defined by the Conceptual Framework for the School of Education. The Conceptual Framework consists of five core values which together define the School of Education's view of an effective educator. They are as follows and are defined in the previous section under program goals: **Transformative**, **Experiential**, **Assessment based**, **Collaborative**, and **Holistic** (TEACH). This conceptual framework was originally established in the late 1990's and was reviewed and updated in September of 2008.

This framework is an established and acceptable methodology for establishing program outcomes and is required by the School of Education accrediting body: TEAC.

The Master's specific outcomes were developed at a School of Education retreat during September of 2008. Although the Master's program already adhered to state standards as well as our overarching conceptual framework, that the Graduate program needed to demonstrate increased academic rigor by establishing a set of Master's specific outcomes, all of which are framed in the Higher Order Thinking Skills that should characterize advanced studies.

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

The program goals directly relate to the preparation of students for a career in K-12 schools due to the relationship of the program goals to employer's needs validated by four separate methods: (1) by the Michigan Department of Education's Professional Standards for Michigan Teachers, (2) by survey data of employers, (3) focus group interviews with current and prospective employers, and (4) expert validation by presentations at professional conferences.

Another method of validating the relationship between the program goals and the needs of employers includes the use of surveys that assess the needs, not of the employers of teachers, but of the employers of the students that will graduate from their secondary and technical programs. A meta-study conducted by Randall S. Hansen and Katharine Hansen indicates employers are seeking employees with the following skill sets<sup>1</sup>:

1. Communications Skills (listening, verbal, written)

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<sup>1</sup> ([http://www.quintcareers.com/job\\_skills\\_values.html](http://www.quintcareers.com/job_skills_values.html))

2. Analytical/Research Skills.
3. Computer/Technical Literacy.
4. Flexibility/Adaptability/Managing Multiple Priorities.
5. Interpersonal Abilities.
6. Leadership/Management Skills.
7. Multicultural Sensitivity/Awareness.
8. Planning/Organizing.
9. Problem-Solving/Reasoning/Creativity.
10. Teamwork.

While the specific goals of the Master’s Degree in Education do not necessarily explicitly address the Hansen survey results, the following table illustrates the crosswalk of program goals to consumers (employers) of the students who are expected to be prepared by the teachers of the FSU School of Education program.

**Crosswalk of a Meta Study of Employer Needs to Master’s Degree Program Goals<sup>2</sup>**

1. Communications Skills (listening, verbal, written)	Collaborative
2. Analytical/Research Skills.	Assessment Driven
3. Computer/Technical Literacy.	Not specifically addressed by any goal, but embedded in every course
4. Flexibility/Adaptability/Managing Multiple Priorities.	Experiential, Collaborative
5. Interpersonal Abilities.	Collaborative

<sup>2</sup> ([http://www.quintcareers.com/job\\_skills\\_values.html](http://www.quintcareers.com/job_skills_values.html))

6. Leadership/Management Skills.	Collaborative, Holistic
7. Multicultural Sensitivity/Awareness.	Transformative, Holistic
8. Planning/Organizing.	Assessment Driven,
9. Problem-Solving/Reasoning/Creativity.	Transformative, Holistic
10. Teamwork.	Collaborative

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

The goals for the Master’s Degree in Education have changed since the last APRC in 2005 in that while the conceptual framework of TEACH remains, the definitions of the goals have changed. The following table illustrates the change in definition of the Conceptual Framework:

<b>Old</b>	<b>New</b>
Technology	Transformative
Experiential	Experiential
Awareness	Assessment Driven
Collaborative	Collaborative
Holistic	Holistic



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

Crosswalk of University’s Mission, and the Departmental, College and Divisional Strategic Plans.

University Mission	COEHS Mission	SOE: Theoretical perspective of the SOE T.E.A.C.H	College & School Unit Action Plan
<p>Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.</p>	<p>The College of Education and Human Services strives to graduate students who will secure careers as knowledgeable, participatory and collaborative professionals; who adapt to, serve, and participate meaningfully in a diverse and rapidly changing state, nation, and world; and who model life-long learning and integrity in their professions, their communities, and their lives.</p>	<p><b>Outcome: Transformative 1:</b> Teacher candidates demonstrate competencies in academic and pedagogical knowledge bases.</p> <p><b>Outcome: Transformative 2:</b> Teacher candidates are reflective of their roles, decisions, knowledge, and interactions in multiple communities.</p> <p><b>Outcome: Experiential 1:</b> Teacher education candidates are active participants in the learning and greater communities.</p> <p><b>Outcome: Experiential 2:</b> Teacher candidates seek opportunities to engage in a variety of experiences to inform, educate and expand their professional knowledge bases.</p> <p><b>Outcome: Assessment-Driven 1:</b> Teacher candidates are competent in the gathering of data, demonstrating the ability to synthesize, analyze, reflect upon, and make professional decisions based on those processes.</p> <p><b>Outcome: Assessment-Driven 2:</b> Teacher candidates are able to demonstrate an understanding of the relationships, causes and effects of their professional actions in the classroom and greater communities.</p> <p><b>Outcome: Collaborative 1:</b> Teacher candidates demonstrate an understanding of the synergy that can be developed through positive and productive relationships in the learning and greater communities.</p> <p><b>Outcome: Collaborative 2:</b> Teacher candidates demonstrate an understanding of and commitment to a model of life-long learning in the education and greater communities.</p> <p><b>Outcome: Holistic 1:</b> Teacher candidates demonstrate an understanding of the complexities of the educative processes and the interrelationships of those processes.</p> <p><b>Outcome: Holistic 2:</b> Teacher candidates understand the multiple roles of all stakeholders in productive and successful learning and greater communities.</p>	<p>Look for new off-campus opportunities with the appropriate support</p> <p>Expanding the network of alumni to support the programs in all four departments</p>

## **Ferris State University Mission Statement**

The mission statement for the university is relatively broad indicating that Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning.

Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.<sup>3</sup> The program goals and how they relate to the College of Education and Human Services Core Values, the college's mission statement, unit action plans and schools theoretical perspectives based on transformative, experiential, assessment driven, collaborative, and holistic foundations are briefly outlined in the matrix listed above. Within the relationships expressed in the chart are three loosely related themes: 1) the relationship of the college/school and program to the external community, 2) the focus on active student learning and its relationship to real world applications, and 3) teaching through technology while increasing access to a wide range of learners.

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

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

The School of Education is one department of the College of Education and Human Services within Ferris State University. The Master of Education: Curriculum and Instruction degree program has several different options from which a student may choose. Each option is

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<sup>3</sup> <http://www.ferris.edu/htmls/ferrisfaq/mission.htm>

designed to meet the unique needs of the student. The following are options within the Masters of Education Program:

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

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

Experiential Education- This option is designed to meet the needs of classroom teachers, outdoor professionals, education administrators and people working in the many fields. This holistic educational philosophy uses carefully chosen experiences that help learners take responsibility, be creative, solve problems and construct meaning.

Reading- currently being redesigned, this option is for certified teachers who would like to seek a Reading Endorsement on their current certification and to complete a master's degree.

Special Education- designed for K-12 teachers who are interested in seeking an endorsement in special education. This option will allow certified teachers to complete an endorsement in Learning Disabilities or Cognitive Impairments while completing a master's degree. Pending state approval, Autism and Emotional Impairments will also be offered.

Philanthropy Education- Academic Service Learning- designed for certified K-12 teachers who would like to obtain a master's degree with a curriculum focus on educating for a more

civil society and for more responsible citizenship. This master's degree is currently being phased out.

Secondary Certification- this program is designed for students who are interested in receiving their first teacher certification in grades 7-12. Certification at the master's level is currently being phased out as of Fall 2008.

Elementary Certification- this program is designed for students who are interested in receiving their first teacher certification in grades K-8. Certification at the master's level is currently being phased out as of Fall 2008.

The School of Education is authorized by the State of Michigan Department of Education to administer secondary and elementary education certification programs. Upon successful completion of the Master of Education Degree, some graduates are recommended to the State of Michigan Department of Education to be certified to teach Elementary Education (grades K-8) or Secondary Education (grades 7-12) in specific teachable majors and minors. The School of Education offers Ferris State University graduate students the same majors and minors as in the undergraduate Elementary and Secondary Certification Options. Students who have completed a program at another University may also apply any state approved teachable major or minor toward content-area certification requirement. As of Fall 2008 the School of Education no longer offers certification at the master's degree level.

The Master's Degree in Education has a number of features designed specifically to enhance the quality of programming or increase student access.

- 1) Courses are offered weekends, evenings, online and in blended format.

- 2) Courses are offered at multiple locations including: Big Rapids, Grand Rapids, Traverse City, Flint and Dowagiac.
- 3) Students are admitted to the Master's program three times a year. Most competitors only offer admission Fall and Spring.
- 4) Newly admitted students are required to attend a Graduate Orientation which is offered three times a year.
- 5) The program counts with a dedicated Graduate Coordinator to provide single point of contact. Application and admissions are handled.
- 6) Students are offered either a Thesis or a Capstone option at the end of their program.
- 7) The program requires a three course research sequence leading to the Thesis/Capstone.
- 8) Core courses overlap for all programs insuring that administrators, teachers (including special education) and trainers from business and industry (CTE graduate program) have an opportunity to interact and share perspectives on foundational education issues.

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

Ferris State University originated in 1884 as the Big Rapids Industrial School, under the direction of founder Woodbridge N. Ferris. A private institution until 1950, the focus of the curriculum was post-secondary career and technical education. The teacher education program at Ferris State University was instituted in 1893, at the direction of W. Ferris. Initially

established as a small normal school, the original program focus was on meeting the rigorous standards of K-12 state certification, which continues today.<sup>4</sup>

During the later part of the 20<sup>th</sup> century the program was expanded to include secondary education, career and technical education, elementary education, and early childhood education. In 1973 the unit became known as a School of Education. In 1987, the early childhood education program began offerings, and in 2001, the elementary education program was established. All programs flourish today with overall undergraduate enrollment of approximately six hundred students. The program also hosts two Master degree programs; a Master of Education in Curriculum and Instruction and a Master of Science in Career and Technical Education. Both programs have a variety of concentration areas and provide services to over nine hundred graduate students. All programs are currently accredited by the Michigan Department of Education and recognized in the overall national accreditation of the university by the Higher Learning Commission.

The School of Education is one of four units organized within the College of Education and Human Services. Its enrollment marks it as the largest unit within the college and ranks among the highest enrollment university- wide with a focus on professional preparation.

The unit faculty began to engage in self-study in 2004 via committees, retreats, and focused study groups. Issues related to assessment, curricula alignment, and future visions of the programs were discussed and reforms and revisions were orchestrated via faculty consensus. This rich dialogue provided a forum for the development of a new conceptual

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<sup>4</sup> <http://www.ferris.edu/alumni/Historical/COO/certified.htm>.

framework, the implementation of a more structured tiered program, and the adoption of a continuous improvement model for program sustainability.

The SOE provides numerous opportunities for those interested in the study of education. Programs address the continuum of the educational experience from early childhood education to secondary and vocational education as well as graduate programs that lead to certification and endorsement areas.

#### Requirements for admission and graduation

Students seeking admission to the Master's in Education program must meet requirements that address academic preparedness, professional disposition and scholarly success. Several measures are used to provide evidence of the readiness of the graduate candidate. Specific admission criteria are:

- Undergraduate cumulative grade point average of 3.0 or higher
- Literate essay on espousing their philosophy of education
- Valid teaching license or co-enrollment in teacher certification program
- Commitment to finish degree within five years

Graduating students must complete:

- All coursework in their chosen program
- A Master's thesis or capstone project
- A digital portfolio containing evidence of satisfaction of program outcomes

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

Grand Valley State University and Central Michigan University are main competitors with Ferris State.

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

	<b>Ferris State University</b>	<b>Central Michigan University</b>	<b>Grand Valley State University</b>
Small Class Sizes	<b>X</b>	<b>X</b>	
Close Contact w/ Advisors	<b>X</b>	<b>X</b>	
State of the Art Library	<b>X</b>	<b>X</b>	
Integrated Technology in the Classrooms	<b>X</b>	<b>X</b>	
Award Winning Faculty		<b>X</b>	
Adjuncts hold a doctorate, Ed Specialist, or come with high recommendations as specialized in their field	<b>X</b>		<b>X</b>
Weekend Classes available	<b>X</b>		<b>X</b>
Mixed Delivery Classes available	<b>X</b>		
Instructional emphasis based on:			<b>X</b>
Lab Sessions	<b>X</b>		<b>X</b>
Hands-on Activities	<b>X</b>		<b>X</b>
Group Discussions			
Offer programs on multiple campuses	<b>X</b>		
Overnight accommodations within walking distance			<b>X</b>
Required GPA:			
2.7		<b>X</b>	
3.0	<b>X</b>		<b>X</b>
Orientation Mandated	<b>X</b>		



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

Ferris State University is currently working on the web services offered to perspective graduate students. Confirmed by investigating the information to complete this question, many of the characteristics that compare to our competitors is not made available to future students. Our new web page, among other services, will include a Graduate Handbook every graduate (current or future) will be able access at any time.

**C. PROGRAM RELEVANCE**

**1) Provide a labor market analysis: This activity is designed to assess the marketability of future graduates. Reports from the U.S. Department of Labor and from industry are excellent sources for forecasting the demand of graduates.**

According to the newscasts, Michigan has one of the highest unemployment rates in the nation. In the current economy, data shows that as of this last December, the state now has a 10.6 percent unemployment rate, the steepest since December 1984. Limited labor opportunities often create a reduction in population as families move to regions of the country where employment opportunities exist. In turn, the reduction in population results in fewer students in schools, and subsequently a reduced demand for secondary and technical education teachers. The State News for June 9, 2009 reports that “Last year marks the third straight time that Michigan has had the highest rate of outbound moves for any state in the country.” Wayne County has lost more than 600,000 residents over the last ten years. There is no separate market analysis for teachers with a Masters Degree as they are employed in the same capacity and in the same jobs as teachers with Bachelor’s degrees. According to the

Occupational Outlook Handbook, 2008-09 Edition the employment outlook for K-12 teachers, excluding special education teachers is:

Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2006. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent).

Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 479,000 additional teacher positions.

Through 2016, overall student enrollments in elementary, middle, and secondary schools—a key factor in the demand for teachers—are expected to rise more slowly than in the past as children of the baby boom generation leave the school system. This will cause employment of teachers from kindergarten through the secondary grades to grow only as fast as the average. Projected enrollments will vary by region. Fast-growing States in the South and West—led by Nevada, Arizona, Texas, and Georgia—will experience the largest enrollment

increases. Enrollments in the Midwest are expected to hold relatively steady, while those in the Northeast are expected to decline. Teachers who are geographically mobile and who obtain licensure in more than one subject should have a distinct advantage in finding a job.

The number of teachers employed is dependent on State and local expenditures for education and on the enactment of legislation to increase the quality and scope of public education. At the Federal level, there has been a large increase in funding for education, particularly for the hiring of qualified teachers in lower income areas. Also, some States are instituting programs to improve early childhood education, such as offering full day kindergarten and universal preschool. These programs, along with projected higher enrollment growth for preschool age children, will create many new jobs for preschool teachers, which are expected to grow much faster than the average for all occupations.

Job Prospects. Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will result from the need to replace the large number of teachers who are expected to retire over the 2006-16 period. Also, many beginning teachers decide to leave teaching for other careers after a year or two—especially those employed in poor, urban schools—creating additional job openings for teachers.

According to the Occupational Outlook Handbook, 2008-09 Edition the employment outlook for K-12 **special education** teachers is:

Special education teachers held a total of about 459,000 jobs in 2006. Nearly all work in public and private educational institutions. A few worked for individual and social assistance agencies or residential facilities, or in homebound or hospital environments.

Employment of special education teachers is expected to increase faster than average. Job prospects should be excellent as many districts report problems finding adequate numbers of certified special education teachers.

***Employment Change.*** The number of special education teachers is expected to increase by 15 percent from 2006 to 2016, [faster than the average for all occupations](#). Although student enrollments in general are expected to grow slowly, continued increases in the number of special education students needing services will generate a greater need for special education teachers.

The number of students requiring special education services has grown steadily in recent years due to improvements that have allowed learning disabilities to be diagnosed at earlier ages and medical advances that have resulted in more children surviving serious accidents or illnesses, but with impairments that require special accommodations. In addition, legislation emphasizing training and employment for individuals with disabilities and educational reforms requiring higher standards for graduation has increased demand for special

education services. The percentage of foreign-born special education students also is expected to grow, as teachers become more adept in recognizing disabilities in that population. Finally, more parents are expected to seek special services for their children who have difficulty meeting the new, higher standards required of students.

***Job Prospects.*** In addition to job openings resulting from growth, a large number of openings will result from the need to replace special education teachers who switch to teaching general education; change careers altogether, or retire. At the same time, many school districts report difficulty finding sufficient numbers of qualified teachers. As a result, special education teachers should have [excellent](#) job prospects.

The job outlook does vary by geographic area and specialty. Although most areas of the country report difficulty finding qualified applicants, positions in inner cities and rural areas usually are more plentiful than job openings in suburban or wealthy urban areas. Student populations also are expected to increase more rapidly in certain parts of the country, such as the South and West, resulting in increased demand for special education teachers in those regions. In addition, job opportunities may be better in certain specialties—such as teachers who work with children with multiple disabilities or severe disabilities like autism—because of large increases in the enrollment of special education students classified under those categories. Legislation encouraging

early intervention and special education for infants, toddlers, and preschoolers has created a need for early childhood special education teachers. Bilingual special education teachers and those with multicultural experience also are needed to work with an increasingly diverse student population.

## Projections Data

Projections data from the National Employment Matrix				
Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
Special education teachers	459,000	530,000	71,000	15
Special education teachers, preschool, kindergarten, and elementary school	219,000	262,000	43,000	20
Special education teachers, middle school	102,000	118,000	16,000	16
Special education teachers, secondary school	138,000	150,000	12,000	9

According to the Occupational Outlook Handbook, 2008-09 Edition the employment outlook for K-12 **Education Administrators** is:

Education administrators held about 443,000 jobs in 2006. Of these, 56,000 were preschool or child care administrators, 226,000 were elementary or secondary school administrators and 131,000 were postsecondary administrators. The great majority—over 80 percent—worked in public or private educational institutions. Most of the remainder worked in child daycare centers, religious organizations, job training centers, and businesses and other organizations that provided training for their employees.

Employment of education administrators is projected to grow about as fast as average, as education and training take on greater importance in everyone's lives. Job opportunities for many of these positions should be excellent because a large proportion of education administrators are expected to retire over the next 10 years.

**Employment Change.** Employment of education administrators is expected to grow by 12 percent between 2006 and 2016, [about as fast as the average](#) for all occupations, primarily due to growth in enrollments of school-age children. Enrollment of students in elementary and secondary schools is expected to grow slowly over the next decade, which will limit the growth of principals and other administrators in these schools. However, the number of administrative positions will continue to increase as more administrative responsibilities are placed on individual schools, particularly related to monitoring student achievement. Preschool and childcare center administrators are expected to experience substantial growth due to increasing enrollments in formal child care programs as fewer young children are cared for in private homes. Additionally, as more States implement or expand public preschool programs, more preschool directors will be needed.

The number of students at the postsecondary level is projected to grow more rapidly than other student populations, creating significant demand for administrators at that level. A significant portion of the growth will occur in the

private and for-profit segments of higher education. Many of these schools cater to working adults who might not ordinarily participate in postsecondary education. These schools allow students to earn a degree, receive job-specific training, or update their skills in a convenient manner, such as through part-time programs or distance learning. As the number of these schools continues to grow, more administrators will be needed to oversee them.

***Job Prospects.*** Principals and assistant principals should have very favorable job prospects. A sharp increase in responsibilities in recent years has made the job more stressful and has discouraged some teachers from taking positions in administration. Principals are now being held more accountable for the performance of students and teachers, while at the same time they are required to adhere to a growing number of government regulations. In addition, overcrowded classrooms, safety issues, budgetary concerns, and teacher shortages in some areas all are creating additional stress for administrators. Many teachers feel that the increase in pay for becoming an administrator is not high enough to compensate for the greater responsibilities.

Opportunities may vary by region of the country. Enrollments are expected to increase the fastest in the West and South, where the population is growing faster, and to decline or remain stable in the Northeast and the Midwest. School administrators also are in greater demand in rural and urban areas, where pay is generally lower than in the suburbs.



Although competition among faculty for prestigious positions as academic deans and department heads is likely to remain keen, fewer applicants are expected for nonacademic administrative jobs, such as director of admissions or student affairs. Furthermore, many people are discouraged from seeking administrator jobs by the requirement that they have a master’s or doctoral degree in education administration—as well as by the opportunity to earn higher salaries in other occupations.

**Projections data from the National Employment Matrix**

Occupational title	Employment, 2006	Projected employment, 2016	Change, 2006-16	
			Number	Percent
Education administrators	443,000	496,000	53,000	12
Education administrators, preschool and child care center/program	56,000	69,000	13,000	24
Education administrators, elementary and secondary school	226,000	243,000	17,000	8
Education administrators, postsecondary	131,000	150,000	19,000	14
Education administrators, all other	30,000	33,000	3,700	13

Although the demand for certified teachers and administrators throughout the country is increasing, the job outlook for teachers and administrators wanting to remain in Michigan is not as bright. There is an increase in positions in the South and West, particularly California, Texan Georgia Idaho, Hawaii, Alaska and New Mexico due to the enrollment increases. Enrollments in the Northeast and Midwest are expected to hold relatively steady or decline ([bls.gov/oco/ocos069.htm](http://bls.gov/oco/ocos069.htm)).

While the other locations are the ones looking for teachers, one of the first places that they come to recruit is Michigan. Many states send human resource representatives to job fairs in the Midwest to recruit new teachers. Teacher fairs held in Michigan at Central Michigan University, University of Michigan, Western Michigan University and Michigan State University are drawing in recruiters nationwide. Recruiters from Albuquerque to Idaho Falls and Pasadena to Charleston, are coming to teacher fairs in hopes of finding possible candidates. They are flying in from Texas and New Mexico and California to recruit teachers from the Midwest to come to where the enrollment is increasing.

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

The School of Education is constantly responding to legislative changes in teacher certification requirements, graduation requirements, budgetary adjustments, additional subject area content, licensure changes, and alterations to the Michigan Department of Education (MDE) program approval processes. There has seldom been a year where at least once program check sheet has not had to change. The most far reaching change impacting both secondary and technical education has been the new graduation standards which require additional math, science, language, and technology courses. This has forced most districts to adopt a trimester system. The MDE, responding to changes in the federal No Child Left Behind (NCLB) legislation have begun to require that all teacher preparation programs address new areas such as “Response to Intervention” and “Universal Design for Learning”. This in turn has led to curriculum alterations in order to include these areas in our existing courses.

Responding to changing student needs, the SOE develop a professional online modularized teacher preparation sequence (Pro-Mo-Ted) for students who already have a teachable major and seek only the teacher preparation portion of the program. While open to secondary education students, the primary focus has been on practicing technical education teachers who must now obtain their teaching licensure if they are to become “highly qualified” as required by NCLB. This new program has grown by more than 50% each of its three years with every indication of continued growth.

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

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

When asked if the courses in their program were relevant to the degree 99.1% of the graduating students either agreed or strongly agreed to this question. There was a slight decline in the affirmative responses, down to 88.7%, when asked if the courses will help them become successful in a future career. Comments in this section related to the problems finding a job in education in Michigan. One respondent stated they had to, “Choose another path due to lack of teaching jobs and inability to move out of state”.

Overall, the graduating students felt we produced students:

- who have a commitment to student achievement and to student physical, social and emotional health
- had ample opportunities for students to practice and increase their pedagogical skills

- who have excellent knowledge of the subject matter in their field, and
- who are technologically proficient.

All of the graduates who responded to the survey felt the quality of instruction rated within the excellent, good or average range. There were many positive comments about our professors in the program. When asked about the delivery format of courses and whether they were conducive of learning 88.3% agreed or strongly agreed.

It appears from the responses that location of courses and program offerings for this degree are the two main reasons students select our program.

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

Student sentiment was measured via an online survey administered via survey monkey. Links to two separate surveys were emailed to a list of approximately 245 graduate students. Two weeks later, a reminder email was sent to all students. About ten percent of the emails were returned as undeliverable. Twenty-two of the 245 graduating students responded for a nine percent (9%) response rate. The committee resent this survey out on June 9, 2009 to the 245 students who graduated from the program this school year, as of today only three (3) additional surveys have been completed.

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

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

The faculty survey was sent to 17 full time and 38 part time faculty (N=55). Sixteen full time and 35 part time faculty completed the survey (n=50) for a 90.9% completion rate. This

extraordinary high return rate is clearly a reflection of the commitment that all faculty, full and part time, feel towards the success of the School of Education programs.

Sixty five percent (65%) indicated that they agreed or strongly agreed (33% unknown) that the Graduate programs of the School of Education are consistent with the FSU mission of "... prepar(ing) students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society." Sixty six percent (66%) agreed or strongly agreed that the Graduate programs respectively are an integral part of the larger College of Education and Human Services (30% unknown).

The overwhelming majority of respondents agreed that the Graduate programs effectively serve the teachers and educational organizations of Michigan. (61%; 37% unknown).

The data with regards to demand for our graduates is more highly varied. It goes without saying that in these difficult economic times that demand for employment in any labor sector has softened. Follow up conversations with a random sample of survey respondents indicates that their answer varied based on whether they were thinking about demand in Michigan or demand nationwide. Thirty three percent (33%) of respondents disagreed that there is high demand for our graduates, whereas only 7% indicated disagreement that there is demand. The much larger percentage that indicated agreement with demand for our graduates is consistent with the informal follow-up conversations that indicated a national view of employment for our graduates. It has been well known that in the best of economic times, Michigan has trained a surplus of teachers. Some estimates have ranged as high as 40% of our teachers must leave the state to secure employment. While there is no hard data on teachers

leaving the state today, it is anecdotally obvious that the employment market for teachers and administrators is very weak in Michigan. The prior labor market demands and the analysis in section 5 explore both hard data and conclusions regarding this data.

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

The School of Education and Human Services faculty share four classrooms that comfortably seat 25 students. Last semester there were fifteen education and thirteen criminal justice faculty members competing for classroom use at Bishop Hall on any given day. Of the four available classrooms, two have desks and the other two have round tables. Because of the interactive nature of many of the education courses, students and faculty appreciate having tables to use since group work is more conducive to face-to-face collaboration and with a comfortable work surface. An additional small classroom serves a dual role as an Instructional Resource Facility for students and a classroom. A sixth classroom which is equipped with 15-20 computers is available on a check-in check-out basis to instructors and students. It is not available for students to use consistently during the day, on weekends, nor during the evening hours. Many education classes are held in other University buildings. The limitation is that transporting materials to other campus locations can be difficult and make it impossible to leave work up between class sessions.

Darling-Hammond (1997) wrote that "teacher quality is the single most important determinant among school resources of what students learn." Faculty in the department of teacher education is well aware of the importance of good teaching and advising. All of the full time education faculty members who teach in the Graduate program hold an Ed. D. or a Ph.D.

and are active in many community, campus, state, national, and international organizations. Information they share with students is up-to-date and pertinent to the profession. Detailed vitas are attached that describe the numerous activities of individual faculty members.

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

Ferris's Graduate education program is of value to employers in a way that is different than its colleagues and competitors. Anecdotal information indicates that a large percentage of students desire to return to the small rural communities from which they come. Rather than move to an urban setting or out of the state, faculty report that many of their students will work as substitutes or paraprofessionals for years in order to obtain a full time teaching position in their district or a neighboring district. Since Ferris draws many of its students from small, remote and rural sectors of Michigan, the faculty generally concludes that we provide a value to this market segment of employers that is distinct from our competitors.

The faculty survey did not directly ask this question, rather full time faculty were asked individually about their perception of the unique value that Ferris SOE brings to the teacher education community in Michigan. At this point in time, FSU does not collect institutional data on employers of graduates. Unless a student happens to notify us, or we meet one of our students teaching in a school, we have no data on our teacher's employers. This is compounded by the number of students who leave Michigan to obtain jobs. While we were able to obtain a very limited sample of employers to query, those that responded (N=5) all agreed or strongly agreed that graduates of Ferris were well prepared for today's workforce and all agreed or strongly agreed that the SOE has a positive reputation for producing quality

graduates.

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

The contributions of faculty to the greater field are detailed in Section 2(H) (c) where the report summarizes the professional activities of the full time faculty.

The contribution of School of Education facilities are truthfully, of little value to the greater field. We have two dedicated classrooms, and conference room and faculty offices. The conference room has been used for Scholastic book exhibits, and a limited number of community based seminars. Due to the physical constraints of the SOE physical plant, all meetings, conferences, trainings, summer programs etc. are scheduled in other University locations.

The contributions of the programs are enormous. Each student in the Secondary Education program and the Technical Education program must have a major and a minor outside of education. That means that 906 students in 2008 took courses in Math, Science, English, Social Studies, Languages, Welding, Auto repair, etc. to fulfill their major and minor requirements for mastering the content of their chosen teaching field. The field based nature of the program (two 15 hour, two 45 hour, and one semester long field placement) mean that public schools throughout Michigan benefit from the free support of approximately 300 teachers in training each year.



**5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit student's program, and community.**

As you can see from overload data in section 3, full time faculty carry significant loads each semester leaving them little time for extensive involvement in the actual schools of Michigan. Add to that significant service to FSU, active professional involvement in conferences and professional development, and constant program maintenance as the Michigan Department of Education issues new programmatic requirements almost annually and we see the following profile:

**Amy Kavanaugh**

- WOTV News Grand Rapids, MI: Back to school tips for college students. 2006
- Westwood **Michigan** Middle School First Year Teachers Grand Rapids, MI:  
Instructional design and classroom management 2004

**Marlene J. Braunius** – Recently joined FSU as faculty. She has been mainly involved at Western Michigan University.

**Cheryl Thomas**

- 2006 – Green Township, Parks & Recreation Board. Trained as election poll worker for November, 2006 elections
- “Techniques for Working with Teens”, and “CLT Professional Development for Sunday School Superintendents”, presented at Team Day Conference, September 18, 2004, Cadillac, Michigan.

### **Michael Ennis**

- STAR Minority Teacher Recruitment Program Evaluator, Mott Foundation Sponsored Project, Flint, MI 2007-2008.

### **Leonard Johnson**

- Designed, Funded and Installed a Disc Golf course at North End Riverview Park in Big Rapids, Fall 2001 – Summer 2006.
- Received Big Rapids Citizen of the Year Award, Spring, 2007.

### **Katherine Manley**

- “Academic Alignment” as part of the MCCTE-FSU Grant, conducted four one-day workshops to align CTE technical standards and Michigan’s content expectations.
- Webcast, facilitated topic of “Motivation Matters,” NOCTI professional development, February 26, 2008.
- “Integrating Academics and CTE,” Mt. Pleasant Area Technical Center, January 15, 2007
- Presentation, “MCCTE-FSU Update—CTE as a Solution,” Kent Intermediate School District, Grand Rapids, MI, April 17, 2007.
- Presenter, “High School Redesign with a focus on Relevance provided by CTE”. Calhoun ISD High School Redesign Session, Battle Creek, MI, February 26, 2007, Battle Creek, MI

### **Denise S. Mitten**

- MOISD Math Science Center Isle Royale Backpacking trip planner and leader
- Band Parent's Association: Member, 2007 – present; Treasurer 2008, 2009
- Wheatland Traditional Arts Festival: Volunteer Coordinator 2006 – 2009
- Wheatland Music Festival: Volunteer, Volunteer Coordinator, Volunteer Supervisor 2006 – 2008
- Bioneers Conference, Traverse City, MI: Volunteer/Service Committee
- Friends of the Library, Big Rapids, MI: Member and Annual Book Sale volunteer 2003 - 2008
- Girl Scouts of America, 1963 – present. Girl Scout Leader in Washington and Michigan, and volunteer for special activities.

### **Hikaru Murata**

- Volunteer Instructor (First Aid & CPR) American Red Cross 2007- Present
- Volunteer Instructor (Swimming) Big Rapids Community pool 2008
- Director FSU Sports Skills and Fitness School for Children (K-8<sup>th</sup> grade) 2006-Present

### **Nancy Lashaway-Bokina**

- Habitat for Humanity
- United Methodist Church
- Delta Kappa Gamma – Beta Kappa Chapter

### **Karen Norman**

- Volunteer Artworks Arts Council 2004-2006
- Habitat for Humanity Dinner, Reed City 2007
- Reed City Schools Collaborative Dinner 2007
- Professional Seminar (EDUC499) Volunteered to teach and review curriculum 2007, 2008
- Collaborative Dinner with Reed City Middle School Teachers/Administrators 2008
- Science & Math Program Improvement Training, (SAMPI), Observing Lessons in K-12 Classrooms," Mt. Pleasant, Muskegon,
- Sabbatical Awarded from FSU to work with middle level teachers in the local ISD collecting and distributing best practices

### **Christine K. Conley-Sowels**

- Transition from the Elementary to Middle School, Muskegon Heights, MI 2009
- Transition from the Middle School to the High School, Muskegon Heights, MI 2008
- Curriculum Alignment with the Standards using Livetext, Baldwin, MI 2008
- What is Response to Intervention? Muskegon Heights Public Schools, MI 2007
- Understanding the Special Education Process. Muskegon Heights Public Schools, MI 2007
- Understanding the Pre-referral Process. Bangor Elementary, Bangor, MI 2006
- Mid-Michigan Community Action Agency – volunteer to assist with classroom management issues

- Delta Kappa Gamma Society International – President of local chapter
- Wheatland Music Organization volunteer – last 20 years
- Wheatland Township Friends of the Library – President last two years

### **Virginia Hines**

- Curriculum Alignment with the Standards using Livetext, Baldwin, MI 2008
- Communications Curriculum Committee, Bays Mills Community College
- Member of committee charged with the advisement of the communications curriculum at Bay Mills Community College, Bay Mills Ojibwa Reservation, Michigan

### **Frederick Van Sant**

- White Paper: Implications for Transition to Trimesters. Written for Rockford Public Schools, Rockford MI. 2006
- English as a Second Language teacher – volunteer. United Methodist Community Center, Grand Rapids, MI 2006 – present
- Host, area school administrators student teacher forum 2007

**Section 2: Collection of Perceptions. The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.**

The School of Education has two academic program reviews being completed this school year. One review is for the Master of Education in Curriculum and Instruction and the second for the Secondary and Technical Education program at the undergraduate level. To reduce the duplication of surveys being sent to the five groups listed below, we combined the questions for both academic program reviews. This also assisted the department in gathering information for the accreditation process we are undergoing.

All the surveys were designed in surveymonkey.com and sent to the respective groups as a link in an email. In attempting to disaggregate the data, problems with the design of the survey were encountered. Those issues will be noted below.

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

The School of Education designed a survey to gather responses from Alumni, Employers and Advisory groups. In designing the study we did not request respondents to identify which program within the School of Education they graduated, nor whether they were undergraduates or graduate level students. Thus all responses from alumni are general in nature. The 138 Alumni who completed the survey were from all our programs. During the time period since the last program review the graduation rate appears to be steady with numbers varying between 41 and 61 students per year. The total for the last five years for the graduate program in Curriculum and Instruction is 234 students.

As you can see a large percentage of the Alumni responses to the questions were “Do Not Know”. This response could be caused because they answered in one category (Such as Elementary) and were unaware of the other disciplines. It could also be an indication that they are unaware of the current program and were not comfortable answering the question. There also appeared to be a number of COEHS alumni that took the quiz and were graduates of other COE programs.

### **Summary of Survey Comments:**

Are graduates well prepared:

- Best education classes I have taken anywhere were at FSU

- I would like to see classroom management added to the curriculum
- Not enough technical education graduates
- It's been awhile, so I assume things have changed quite a bit and are better
- I graduated 24 years ago and at the time I was well prepared
- Major issue not addressed: student discipline in difficult schools

Is there a strong demand for graduates:

- doubtful anyone will be hired in this economy, under normal circumstances I would strongly agree for all programs.
- Sometimes districts are hiring and someone retires, but things are changing rapidly in the metro Detroit area
- Not in Michigan
- Would have chosen another direction if I had realized there were no jobs
- Demand is in Foreign Languages, Math & Science

General Knowledge:

- There should be more information on how to deal with children with problems and how to conduct yourself with parents

Does FSU School of Education have a positive reputation:

- At times FSU is confusing when it comes to what is required for what
- Some people are unaware that Ferris offers education degrees at all
- Most people I talk to do not even know Ferris has an education degree
- FSU program produces better teachers than other area colleges
- Many people don't even know that Ferris has an Education program



FSU program produces graduates who have excellent knowledge of subject matter:

- Main campus does great, not as good with outside campuses
- The University lacks a foundation for the inner-city issues associated with working in an environment outside of a rural Big Rapids setting

### **Conclusions and Recommendations:**

For those with knowledge of the program it is perceived as producing quality teachers. Alumni gained valuable skills and knowledge. Demand for teachers in the state of Michigan is not great and we need to be sure we communicate this with the students in our program(s). It would appear from the comments about lack of knowledge of Ferris having a education programs that we need additional publicity.

The information gathered for this survey included alumni from all School of Education programs, both undergraduate and graduate. We had a flaw in the survey design as we are not able to ascertain the responses from only graduate alumni from Master of Education in Curriculum and Instruction.

- a) Additional phone questions or follow up may be needed to gain additional insight to recent graduates.
- b) Look into more specific role playing or scenarios to help prepare teachers to deal with problems and parent issues.

**B. Employer follow-up survey: This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice. (See Appendix C for survey results)**

Only seven (7) participants responded to the employer survey and there were two (2) who responded to the Program Alumni, Employer and Advisory survey. Approximately 85% of the employers responding were school Principals. All of the responses were from West Michigan. The design of the survey prohibited our disaggregation of data for graduate students only.

Again, I believe that the responses of "Do Not Know" reflect that the person answered in the areas that they are familiar with and then responded "Do Not Know" to the balance of the disciplines.

#### **Summary of Data:**

- All of those responding agreed that the School of Education graduates are well prepared.
- Similar percentages reflected for the question about demand. It's about split 50/50 with a comment made that the needs are in foreign language, math & science.

#### **Summary of Comments:**

County of School District:

- Osceola (4)
- Lake (1)
- Mecosta (1)
- Isabella (1)

Provide comments to improve the programs:

- Some graduates are poorly prepared and some are top shelf. It is more dependent on the individual.
- It is possible to get through the program and not be very good. Ferris should fix that. I have yet to meet a poorly prepared GVSU education graduate.

**Conclusion:**

Administrators in the West Michigan School districts are pleased with the School of Education graduates and perceive them to be skilled and knowledgeable. All but one of the school districts reported hiring Ferris graduates. Two districts reported hiring three (3) or more. Although many of the graduates hired are hired more than one (1) year after graduation.

**Recommendations:**

Follow-up should occur either with additional surveys or phone calls to get a larger population of response. Reactivating the advisory committee with employers from districts which hire Ferris graduates would provide us with additional input from this group.

**C. Graduating student exit survey: Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates. (See Appendix C for survey results)**

There were approximately 40 students who graduated with a Master of Education in Curriculum and Instruction degree over the last year. Twenty-two completed this survey providing us with an approximate response rate of 55% rate from graduating students.

The questions in this survey were grouped into five sections:

- a. Content and Delivery (Questions 2-5)
- b. Course Requirements (Questions 6 and 7)
- c. Teacher Education Accreditation Council (Questions 8-13)
- d. Satisfaction with Program Outcomes (Questions 14 and 15)
- E. Suggestions to Improve Program Effectiveness (Questions 16-19)

a. Content and Delivery:

When asked if the courses in their program were relevant to the degree 99.1% of the graduating students either agreed or strongly agreed to this question. There was a slight decline in the affirmative responses, down to 88.7%, when asked if the courses will help them become successful in a future career. Comments in this section related to the problems finding a job in education in Michigan. One respondent stated they had to, "Choose another path due to lack of teaching jobs and inability to move out of state".

All of the graduates rated the quality of instruction within the excellent, good or average range. There were many positive comments about professors in the program. When asked

about the delivery format of courses and whether they were conducive of learning 88.3% agreed or strongly agreed.

b. Course Requirements:

The students felt the following practices were important and should be increased:

- completing relevant assignments and projects that can be used in your teaching or job
- learning about and experiencing new teaching strategies
- participating in field trips or assignments that require you to work in or visit a model school

c. Teacher Education Accreditation Council:

Thirteen of the 22 respondents agreed or strongly agreed the program produces graduates who have excellent knowledge of the subject matter in their field.

The majority of the students believe the coursework allowed them to: (ratings of Very Much or Quite a Bit)

Generally improve professionally	72%
Desire to be life-long learners	75%
Pursue ideas and find information for themselves	72%
Use and interpret research and data	78%
Think analytically and logically	61%
Write clearly and effectively	56%
Acquire skills using the internet	44%

Acquire computer and technology skills	45%
Speak clearly and effectively	50%

d. Satisfaction with Program Outcomes:

Overall students were satisfied or very satisfied with the programs within the graduate program. A majority, 64.7% indicated they would recommend the program without reservation. Whereas, approximately 30% of the students would recommend the program with some reservations. Only 6% said they probably would not recommend the program. Location, type of program and convenience were the top reasons students selected our programs.

All respondents stated the degree will improve their income and 83% agreed or strongly agreed the completion of their program will open more employment opportunities. All stated the learning environments were relaxed and supportive. When asked how helpful and friendly the office staff at the Big Rapids campus were 17% stated they strongly agreed, 72% agreed. Twenty-eight percent strongly agreed and 50% agreed that the office staff at the extension office sites were friendly and helpful. All strongly agreed or agreed the professors were available outside of class.

Comments from this section included:

- Less internet based and a wider variety of instructors. I had the same teacher for a 1/3 of my course. The students and materials made up for it.
- Several students stated difficulties faced in the research and thesis classes.
- Reservation being the distance that you may have to drive for some courses. This is a function my location and not a reflection on FSU.

- With the exception of the research and thesis classes, I thoroughly enjoyed my experience at Ferris. The professors were top-notch and I came away with extensive knowledge and the confidence to do my job.

#### Suggestions to Improve Program Effectiveness:

- keeping the classes internet based so those that live farther away can still participate in the classes--the weekend classes are okay, but internet based works the best.
- Less internet based and a wider variety of instructors. I had the same teacher for a 1/3 of my course.
- Possible offer a Special Education Admin. Option
- Please offer a Doctorate degree in education

#### Recommendations and Conclusions:

Overall, the Graduating students felt we produced students:

- who have a commitment to student achievement and to student physical, social and emotional health
  - had ample opportunities for students to practice and increase their pedagogical skills
  - who have excellent knowledge of the subject matter in their field
  - who are technologically proficient.

The following items were practices rated not important or need to be decreased:

- completing assignments as a team
- using the library to look up information
- completing and submitting assignments on the internet

- Writing term papers, reports and other writing assignments.

In response to these concerns the faculty should discuss these concerns as they relate directly to instructional issues.



**D. Student program evaluation: Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey should be conducted during the year before the PRP report is submitted. (See Appendix C for survey results)**

Two surveys were sent out to the current students to complete the academic review and the teacher accreditation process.

Only 34 out of approximately 480 current graduate students, less than 7%, responded to the first survey. A second survey was emailed to all the students in March, 2009. Forty-nine current students completed the second survey questions. We are unable to determine if the respondents to the first and second surveys are the same. This provides a total of 83 surveys completed with a return rate of 17%.

The first survey contained the following sections:

- a. Content and Delivery
- b. Course Requirements
- c. Satisfaction with Program Outcomes
- d. Suggestions to Improve Program Effectiveness

The second survey included questions related to the Teacher Education Accreditation Council process. As a team we are attempting to review student comments and concerns for the academic review and teacher accreditation process.

Responses of 34 participants to first survey:

a. Content and Delivery:

The 99.9% of the students who completed the first survey agreed or strongly agreed the courses were relevant to the degree. The majority, with 97% felt the courses have helped them become successful in their career and the delivery format was conducive to learning. When rating the professors in the program, 97.1% were rated as excellent, good or average.

b. Course Requirements:

Several questions were asked relating to course requirements. All of the topics were rated as very important or somewhat important. The following were rated as **not important by 20% or more:**

1. Completing assignments as a team rather than an individual during class time
2. Making presentation to the class
3. Participating in field trips or assignments that require you to work in or visit a model school
4. Completing cooperative and team projects outside of the classroom.

The faculty should discuss the importance of these practices to determine their validity to course requirements. If the faculty deems these practices valid, the relevance should be discussed with students.

An interesting contrast in the current student and the graduating student's surveys is that the graduating students felt the program should increase the assignments which require field trips or assignments that require you to work in or visit a model school, whereas the current students rated the practice as not important.

c. Satisfaction with Program Outcomes:

Because of the complexity of this section the chart has been added below for the following two questions.

8. As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following?

	Very Much	Quite a Bit	Some	Very Little	N/A
Desire to make a difference for those I teach and/or work	<b>43.8% (14)</b>	31.3% (10)	21.9% (7)	0.0% (0)	3.1% (1)
To generally improve myself professionally.	<b>50.0% (16)</b>	40.6% (13)	6.3% (2)	3.1% (1)	0.0% (0)
Desire to be a life-long learner.	<b>56.3% (18)</b>	21.9% (7)	18.8% (6)	3.1% (1)	0.0% (0)
Ability to learn on my own, pursue ideas and find information.	<b>50.0% (16)</b>	31.3% (10)	18.8% (6)	0.0% (0)	0.0% (0)
To use and interpret research and data.	<b>34.4% (11)</b>	31.3% (10)	<b>34.4% (11)</b>	0.0% (0)	0.0% (0)
Ability to think analytically and logically.	31.3% (10)	<b>40.6% (13)</b>	25.0% (8)	3.1% (1)	0.0% (0)
Writing clearly and effectively.	25.0% (8)	34.4% (11)	<b>37.5% (12)</b>	0.0% (0)	3.1% (1)

Acquiring skills in using the internet.	28.1% (9)	21.9% (7)	<b>37.5% (12)</b>	6.3% (2)	6.3% (2)		
	Very Much	Quite a bit	<b>Some</b>	Very Little	N/A		
Acquiring computer and technology skills.	28.1% (9)	28.1% (9)	<b>34.4% (11)</b>	6.3% (2)	3.1% (1)		
Speaking clearly and effectively.	15.6% (5)	25.0% (8)	<b>46.9% (15)</b>	9.4% (3)	3.1% (1)		
Demonstrating respect of diverse Populations.	31.3% (10)	15.6% (5)	<b>40.6% (13)</b>	6.3% (2)	6.3% (2)		
Instilling a commitment to student learning and achievement.	25.0% (8)	<b>43.8% (14)</b>	31.3% (10)	0.0% (0)	0.0% (0)		
Treating all students with respect.	31.3% (10)	28.1% (9)	<b>34.4% (11)</b>	0.0% (0)	6.3% (2)		
Understanding the subjects taught.	28.1% (9)	<b>37.5% (12)</b>	28.1% (9)	3.1% (1)	3.1% (1)		
Prepared to pass the subject matter test on the Michigan Certification test.	16.1% (5)	19.4% (6)	16.1% (5)	12.9% (4)	<b>35.5% (11)</b>		

The variance of results would indicate the different levels of completion of course work in the program. Some questions are not applicable to all graduate students, for example only students in our certification or endorsement programs need to take the MTTC.

<b>9. How well you feel you were prepared to become a professional. Please indicate the degree to which you agree or disagree with the following statements:</b>						
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Disagree</b>	<b>N/A</b>	
Most of my professors at FSU in my program are effective teachers.	<b>50.0% (16)</b>	46.9% (15)	3.1% (1)	0.0% (0)	0.0% (0)	
The degree will improve my income.	43.8% (14)	<b>50.0% (16)</b>	0.0% (0)	6.3% (2)	0.0% (0)	
The learning environment in most of the courses was relaxed and supportive.	46.9% (15)	<b>50.0% (16)</b>	0.0% (0)	0.0% (0)	3.1% (1)	
The courses I have taken in my program are helpful to me professionally.	40.6% (13)	<b>56.3% (18)</b>	3.1% (1)	0.0% (0)	0.0% (0)	
My program of study is helping me meet my professional goals.	<b>50.0% (16)</b>	46.9% (15)	3.1% (1)	0.0% (0)	0.0% (0)	
The office staff in Big Rapids have been friendly and helpful.	37.5% (12)	<b>40.6% (13)</b>	6.3% (2)	3.1% (1)	12.5% (4)	

**9. How well you feel you were prepared to become a professional. Please indicate the degree to which you agree or disagree with the following statements:**

Most of my professors are available outside of class to help students.	37.5% (12)	<b>50.0% (16)</b>	0.0% (0)	0.0% (0)	12.5% (4)		
I have implemented new teaching strategies as a result of my program coursework.	31.3% (10)	<b>50.0% (16)</b>	3.1% (1)	0.0% (0)	15.6% (5)		
Most of my classes in my program at Ferris are stimulating.	31.3% (10)	<b>62.5% (20)</b>	6.3% (2)	0.0% (0)	0.0% (0)		
I will modify or change the curriculum content in the courses I teach as a result of my program coursework.	15.6% (5)	<b>59.4% (19)</b>	6.3% (2)	0.0% (0)	18.8% (6)		
The learning experiences in most of the program courses will be useful in my employment.	31.3% (10)	<b>62.5% (20)</b>	6.3% (2)	0.0% (0)	0.0% (0)		
I will implement new assessment/grading strategies as a result of my program coursework.	18.8% (6)	<b>53.1% (17)</b>	6.3% (2)	0.0% (0)	21.9% (7)		
Successfully completing my program will open more employment opportunities for	<b>62.5% (20)</b>	37.5% (12)	0.0% (0)	0.0% (0)	0.0% (0)		

**9. How well you feel you were prepared to become a professional. Please indicate the degree to which you agree or disagree with the following statements:**

me.						
The office staff at the extension office sites have been friendly and helpful.	<b>40.6% (13)</b>	37.5% (12)	6.3% (2)	0.0% (0)	15.6% (5)	
Courses taught by adjunct faculty in the program have been very good.	31.3% (10)	<b>34.4% (11)</b>	6.3% (2)	3.1% (1)	25.% (8)	

The majority of the respondents agreed or strongly agreed that the program is preparing them to become a professional.

**d. Suggestions to Improve Program Effectiveness:**

The top two reasons the graduates enrolled in our program at Ferris were location of courses and types of programs. When asked if they would recommend the program to a friend 71.9% responded yes, without reservation. The following are the 18 comments we received on how we could improve our programs effectiveness.

1. Giving accurate information and informing students of LiveText requirements prior to signing up for the program. Listening to the input of the students on adjunct professors rather than the professors themselves. We are all professionals in the masters program and should be treated as professionals on all issues. Since we are both the customer and the product of your business more care to our input should be taken. If students are not happy with the quality of the program then they will not advise others to attend FSU. Please keep this in mind when addressing your future students.
2. Offer all Grad classes in the Flint area.  
Change from semesters (too long) to terms.

1. I would like to spend more time on my subject matter (Biology) and less on the education classes. I have a psych minor and I feel like many of the Ed classes are just basic psych concepts applied to education and covered over and over in each class.

3. Just an idea. I think I would benefit from a Bio intensive program followed by some methods classes and followed up with 1 year working with an identified Master Teacher. Sometimes I wonder if I benefit from some of the other people in my program. Many of the students in my classes teach at some sort of skill center (Vocational tech) program and are getting a degree to keep a job. Many of them seem angry that they need to take classes to stay employed. They don't seem to want to be there to learn, just to jump through hoops. I think I would learn more from working in a dynamic school with a top flight teacher.

One little thing that seems to bother the other Grad students I talk to. As an undergrad you just register for classes. As a grad student you need to get permission to register. Why? It is another added step.

4. HAVE MORE CLASSES AVAILABLE AT SATELLITE CAMPUSES.

5. I do not have any suggestions at this time. So far my experience has been positive.

6. Go slow, be organized and methodical, check frequently for understanding (don't assume the students know certain terminology), don't distribute too many ditto sheets without going over each page and expect the student to assess or understand its relevancy to the assignments to be completed. Have more student input on ways they would like the course to be taught, what they want to learn from the course, and syllabuses that are easy to understand in a methodical way without question.

7. The program could be more effective by making sure classes continue to incorporate teaching strategies that challenges the pre-modern realm of education. The program must also continue to push students to reach for something higher than mediocrity in both assignments as well as in their professional career.

8. Offer a Music Education program.

9. Greater use of technology to meet the needs of non-traditional students would be helpful. Since September 2007, I have taken classes on the main campus, at the Grand Rapids and Traverse City extension campuses, and online through the Flint campus (fortunately, I've been able to avoid seminar classes that meet only in Flint). I made these enrollment choices to maintain forward progress in my program within the class-size constraints that our school must follow. As a paying customer, I'd like to see the university cater to my needs more. For example, some of the tasks that I completed in my seminar courses at Traverse City required face-to-face contact, but this was not true of all of the activities. In the context of Michigan's growing emphasis on online educational experiences for our students, virtual class meetings and related computer technology should be incorporated into all of our programs. In fact, every student should be required to take an online course as well as a course that teaches the science and art of developing and delivering online courses. Doing something that other universities are not doing (or not doing as well) will give Ferris graduates an advantage in the workforce and give students one more reason to come to Ferris for their teacher training.

Additionally, I would like to see more use of professor-developed course packs in the School of Education's programs, especially if this translates to cost savings for individual students. The use of DVD-based course packs with readings, video clips, etc. that are all relevant to a course (because they were personally selected by a professor or a committee) should be explored--especially since so many educational researchers stress the fact that a single text is not sufficient to teach content to elementary or secondary students.

10. Offer more courses at extension sites.

11. I know sometimes it is hard to find an adjunct, but giving a person 5-6 days of preparation time is not a very good idea. The course I am in now is very strange and has been changed a few times because of confusion.



12. Have the office staff at FSU/TC be more organized and have students placed much sooner into classrooms for student and pre-student teaching. I've been in classes where FSU/Big Rapids campus students were placed WEEKS and even MONTHS sooner than TC students have been. This puts unnecessary stress on the students. Plan ahead!
13. It would be great if public school districts would value higher education as we do. They do require continuing education, but I am experiencing an effort to hire young entry level teachers because of the cost savings. A master's degree is too expensive for the districts to consider during these economic times.
14. So far the majority of the courses have been pretty good. I am very happy with the content and form of the graduate classes I have taken. I have taken about 6 so far. I like the workload and lectures. The professor is very understanding that we are all working fulltime and keeps the workload to a reasonable amount. I truly feel that I have learned a lot of valuable stuff during our face to face class meetings. Keep up the good work!
15. Add observation time in a special education classroom to the EDUC 508 requirements. Unless we are pursuing special ed. certification, we don't have contact or experience with these populations until student teaching, and then only if we have special ed. students in our classes.
16. expand the CTE into a Doctorate program
17. Some online instructors need instruction on how to conduct online courses. Some of the requirements were busy work.  
Same comment for mixed delivery classes. I had one class that met for 8 hours on Sat/Sun for two weekends and consisted of mostly lecture.  
Better support from advisors and professors in terms of knowledge of graduation requirements.
18. - clearer program requirements  
- more course offerings (more locations and more than once a year)

A couple of themes are apparent in these comments, they relate to courses being available on all campuses, clearer program requirements and delivery methods of instructors. These comments will be reviewed during our first Graduate Curriculum Committee meeting in the fall.

The second survey sent to current students had six questions specific to the teacher education accreditation progress. There were 49 participants to this survey.

1. The School of Education program produces graduates who have an excellent knowledge of the subject matter in their field. Ninety-three percent stated they agreed or strongly agreed to this statement.

2. The School of Education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and hallmark assignments. Eighty-eight percent either agreed or strongly agreed.
3. The School of Education program produces graduates who have a commitment to student achievement and to student physical, social and emotional health. Again eighty-eight percent strongly agreed or agreed.
4. The School of Education program requires hallmark assignments, training and adequate opportunities for students to become proficient in technology skills. Eighty-four percent agreed or strongly agreed.
5. The School of Education program includes diverse population content information, encourages participation and practical experiences, and requires students to demonstrate respect for each other. Eight-six percent agreed or strongly agreed.
6. The School of Education provides clear statements of expected and required professional and ethical behavior for students during classes, field experiences, and in non-educational settings. Eighty-six percent agreed or strongly agreed.

The results of this survey indicate the majority of students perceive they have been provided an excellent knowledge base of the subject matter in their field, been given additional technology skills, provided information on diverse populations and opportunities to practice, provided clear expectations of required professional and ethical behavior and have increased their pedagogical skills. The majority of the students also feel the School of Education program

produces graduates who have a commitment to student achievement and to student physical, social and emotional health.

### **Conclusions and Recommendations:**

Overall the students are pleased with the program. The information from this survey will be shared with the faculty at a School of Education Curriculum Committee (SOECC) and Graduate Curriculum Committee (GCC) meetings in the fall as it affects all professors. There are concerns in some areas of instruction techniques and strategies.

A couple of themes are apparent in these comments, they relate to courses being available on all campuses, clearer program requirements and delivery methods of instructors

The majority of the respondents agreed or strongly agreed that the program is preparing them to become a professional.

Highest needs seem to be more internet and computer skills and being prepared for the subject matter on the Michigan Teacher Test.

There appears to be more satisfaction in the program with current students than with graduate exit survey.

**E. Faculty perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey. (See Appendix C for survey results)**

The faculty survey was completed by 55 faculty members of which 52 reported that they were involved in Master of Education Curriculum and Instruction program. 33.3% (16) reported being Tenure/Tenure Track Faculty and 66.7% (32) reported being adjunct faculty. The adjunct faculty may or may not be currently teaching but do have valuable perceptions and opinions about the program.

“Unknown” answers would be from adjunct or faculty unfamiliar with the particular portion of the curriculum. In regards to the faculty perception that Ferris School of Education produces quality graduates the majority agree or strongly agree with this.

Administration/Administrative support questions were some of the most highly marked as “unknown”. This is probably due to the large number of adjunct faculty who responded. The responses to that were quantitative were approximately 3:1 that agreed or strongly agreed that the administration provides support to optimize its potential.

### **Summary of Data:**

- It appears that the faculty may have a perception of higher demand for our graduates than do the students, alumni or employers. This may be for the fact that they are aware of opportunities outside of the state of Michigan.
- When questioned about sufficient faculty to manage the program, more faculty believed we do not have sufficient faculty for Secondary Education. In the area of

curriculum options the overwhelming majority believe that we currently have sufficient options for our students.

- Surprise was that two of our faculty stated that they would NOT recommend our program to interested students.
- The respondents agreed or strongly agreed at 75.4% that the Master of Education in Curriculum and Instruction is consistent with the Ferris State University Mission Statement. FSU Mission Statement: "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society."
- Although approximately 33% were unsure if the program was aligned with the mission statement.
- When asked if the respective program is unique and visible in the state of Michigan 52% agreed or strongly agreed. 18% disagreed and 32% were unsure.
- Classes have been taught as a hybrid, online or in a tradition style

### **Summary of Comments:**

Demand for graduates:

- If you are referring to nationwide, then I strongly agree
- Demand in Michigan is minimal

Curriculum options adequate:

- Faculty are weak in what is happening "currently" in today's classroom

- Need additional full-time faculty specializing in Special Education

Weaknesses:

- Not enough full-time faculty
- Pre-student teachers don't have enough time in the classroom
- Lack of methods, techniques and strategies for instruction and classroom management
- Poor advising of students

Strengths:

- Consistent and stable
- Experienced faculty
- Diversity of student experiences (technology)
- Ferris has been known for years for its career and technical education programs  
(technology)

Below is a chart indicating the campuses faculty have taught classes at over the last school year. This would show that we off the majority of our classes at the main campus. There have been courses offered at every campus over the year. In comparing this information to the students concerns about courses not being offered at all locations, it would appear some courses are offered, but obviously not the course these students needed or wanted.

15. Within the last academic year, my teaching load has been delivered at or for the following locations:

	0%	25%	50%	75%	100%
Big Rapids	18.8% (6)	12.5% (4)	9.4% (3)	18.8% (6)	<b>40.6% (13)</b>
Flint	<b>60.0% (15)</b>	16.0% (4)	0.0% (0)	8.0% (2)	16.0% (4)

Grand Rapids	<b>57.7% (15)</b>	26.9% (7)	3.8% (1)	3.8% (1)	7.7% (2)
Dowagiac	<b>80.0% (16)</b>	15.0% (3)	5.0% (1)	0.0% (0)	0.0% (0)
Traverse City	<b>69.6% (16)</b>	13.0% (3)	4.3% (1)	0.0% (0)	13.0% (3)
Other	<b>83.3% (15)</b>	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (3)

**Conclusion and Recommendation:**

If the perception is that we don't have sufficient faculty and that the demand for our graduates is less than ideal, it becomes difficult to recruit additional students to enhance our program. In reviewing the faculty assigned to each program in the graduate program there are not enough full time faculty in the special education option.

It would have good to have a breakdown in each question for full time and adjunct – especially since the students perceive a difference in the teaching quality. We need to improve our communication to students about how and when courses are offered at the off campus locations.

**F. Advisory committee perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.**

The School of Education has recently reactivated the advisory committee for the department. The committee has not yet met. The School of Education director plans to schedule advisory meetings this fall. The committee has designed a survey to gain information from this committee once it is active.



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

## **A. PROFILE OF STUDENTS**

### **1) Student Demographic Profile.**

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

An analysis of the data below indicates the program has the following averages:

**Gender** – approximately 50 – 50 male and female students

**Race** – An average of 67% white, 25% black and 8% unknown

**Ethnicity** – no data

**Age** – average mean age of 35.6

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

The majority of the states are from within the state with an average of 99%.

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

The average of part time students over the last five years is 93%.

## Administrative Concentration

Demographics	Year									
	F04	%	F05	%	F06	%	F07	%	F08	%
Gender										
M	6	54.5	12	44	16	48.5	10	52.6	11	45.8
F	5	45.5	15	56	17	51.5	9	47.4	13	54.2
Mean Age	38		36		34		36		34	
Ethnicity										
Unknown	2	18.2	2	7.4	3	9	0		1	4.2
Black	4	36.4	10	37	6	18.2	3	15.8	5	20.8
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl	0		0		0		0		0	
White	5	45.5	15	55.5	24	72.7	16	84.2	18	75
Full Time	1	9	3	14.3	2	6.1	1	5.3	0	
Part Time	10	91	24	85.7	31	93.9	18	94.7	24	100
In State	11	100	27	100	32	97	19	100	24	100
Out of State	0		0		1	3	0		0	
<b>Total Enrollment</b>	<b>11</b>		<b>27</b>		<b>33</b>		<b>19</b>		<b>24</b>	

## Experiential Education Concentration

Demographics	Year									
	F04	%	F05	%	F06	%	F07	%	F08	%
Gender										
M	0		0		0		0		1	100
F	0		0		2	100	0		0	
Mean Age	0		0		37		0		56	
Ethnicity										
Unknown	0		0		0		0		1	100
Black	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl	0		0		0		0		0	
White	0		0		2	100	0		0	
Full Time	0		0		0		0		0	
Part Time	0		0		2	100	0		1	100
In State	0		0		2	100	0		1	100
Out of State	0		0		0		0		0	
<b>Total Enrollment</b>	<b>0</b>		<b>0</b>		<b>2</b>		<b>0</b>		<b>1</b>	

## Reading Endorsement Concentration

Demographics	Year									
	F04	%	F05	%	F06	%	F07	%	F08	%
Gender										
M	0	0	0	0	0	0	0	0	0	0
F	1	100	2	100	2	100	6	100	6	100
Mean Age	32		37		33		33		35	
Ethnicity										
Unknown	0		1	50	0		0		0	
Black	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl	0		0		0		0		0	
White	1	100	1	50	2	100	6	100	6	100
Full Time	0	0	0	0	0	0	0	0	0	0
Part Time	1	100	2	100	2	100	6	100	6	100
In State	1	100	2	100	2	100	6	100	6	100
Out of State	0	0	0	0	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>1</b>		<b>2</b>		<b>2</b>		<b>6</b>		<b>6</b>	

## Special Education Concentration

Demographics	Year									
	F04	%	F05	%	F06	%	F07	%	F08	%
Gender										
M	0		5	19.2	3	12.5	8	21.1	8	18.2
F	0		21	80.8	21	87.5	30	78.9	36	81.8
Mean Age	0		41		33		35		34	
Ethnicity										
Unknown	0		8	30.8	3	12.5	1	2.6	2	4.5
Black	0		0		0		2	5.3	3	6.8
Hispanic	0		0		1	4.2	1	2.6	0	
Indian/Alaskan	0		0		1	4.2	0		0	
Asian/Pac Isl	0		0		0		0		0	
White	0		18	69.2	19	79.1	34	89.5	39	88.7
Full Time	0		1	3.8	3	12.5	0	0	1	2.3
Part Time	0		25	96.2	21	87.5	38	100	43	97.7
In State	0		26	100	24	100	38	100	44	100
Out of State	0		0	0	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>0</b>		<b>26</b>		<b>24</b>		<b>38</b>		<b>44</b>	

## Subject Area Concentration

Demographics	Year									
	F04	%	F05	%	F06	%	F07	%	F08	%
Gender										
M	5	33.3	4	15.4	2	11.8	3	21.4	5	35.7
F	10	66.7	22	84.6	15	88.2	11	78.6	9	64.3
Mean Age	38		37		36		39		36	
Ethnicity										
Unknown	3	20	5	19.2	0		0		1	7.1
Black	0		3	11.5	2	11.8	0		0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	1	6.7	0		0		0		0	
Asian/Pac Isl	0		0		0		1	7.1	0	
White	11	73.3	18	69.3	15	88.2	13	92.9	13	92.9
Full Time	1	6.7	4	15.4	1	5.9	0	0	0	0
Part Time	14	93.3	22	84.6	16	94.1	14	100	14	100
In State	13	86.6	25	96.2	16	94.1	13	92.9	14	100
Out of State	2	13.4	1	3.8	1	5.9	1	7.1	0	0
<b>Total Enrollment</b>	<b>15</b>		<b>26</b>		<b>17</b>		<b>14</b>		<b>14</b>	

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

The courses within the programs have a history of being offered at multiple times throughout the day, evenings and on weekends. Several courses are offered in a condensed format (i.e. multiple weekends, full weeks, and or a combination of face-to-face meetings combined with online delivery).

### e) Enrolled in classes on- and off-campus.

We offer classes at five locations, Big Rapids, Grand Rapids, Traverse City, Flint and Dowagiac. Approximately 50% are provided here on the main campus and the remaining 50% at the off campus settings.

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

Only one class in the core requirement for all programs is taught fully online (EDUC 570).

It is estimated that 97% of all graduate classes are offered as mixed delivery. We do offer another class (EDUC 508, which is also a requirement for all students) in different delivery methods, fully online, mixed delivery and traditional. It is offered all three semesters and always fills. EDUC 516 has been offered as totally online and mixed delivery and it also always fills up, it is not a required course for all. EDUC 606 is offered in both mixed delivery and fully online and it has never filled completely (it is an administration option course).

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

While fully online delivery is preferred by some, we are unable to determine whether that is the reason students are selecting specific courses. The survey comments from graduating students are mixed, one student stated, “keeping the classes internet based so those that live farther away can still participate in the classes--the weekend classes are okay, but internet based works the best”, whereas another student said, less internet based classes”.

As a graduate faculty we will discuss the comments information reviewed in this review in the fall.

## 2) Quality of Students

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

General Overview of GPA Data by Program (2003-04 through 2007-08)

Program	GPA Range
a) Currently Enrolled	
Administrative	2.14 – 4.00
Experiential Education	3.80 – 4.00
Reading Endorsement	3.70 – 4.00
Special Education	2.50 – 4.00
Subject Area Education	3.20 – 4.00

There is no ACT data on graduate students.

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

The above chart indicates current GPA ranges, although students can not graduate from any of the above programs without a minimum 3.0 GPA. Therefore the range for graduates is 3.0-4.0.

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

Each applicant must submit a student writing sample and three letters of recommendation. If a student is admitted with conditions they must meet the conditions within the first semester of enrollment.

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

The only award given currently is the Outstanding Student award. This award is recipient is determined by faculty who teach in the program. One award is give per year.

**e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.**

Students in our reading option program have presented at Michigan Reading Association Conference. Other students have presented at conferences presenting their school district, as we do not require presentations in other program options. This is one area the department should consider reviewing at the Graduate Curriculum Committee meetings in the fall. We recognize the importance of having students engaged in outside scholarly activities.

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

We have not collected this data.

### **3) Employability of students**

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

Since this is a Master's degree approximately 98% or more of the students are currently employed. Those seeking additional endorsements such as Special Education are usually employed in a position that does not require the endorsement or requires that it be completed in a three year time frame. The percentage of students who begin their Master degree without being gainfully employed is only about 1%.

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

Since this is a Master's degree program approximately 98% or more of the students are currently employed. So we are unable to provide starting salary information for our graduate students.

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

This information would be similar to that in the previous question.

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

At this time if a student is not employed they are directed to career services or an appropriate organization for employment opportunities. Since this is so small we do not have any data on this.



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

As far as we know all students remain employed in their positions.

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

The larger percent, 95%, are within the State of Michigan. Only a small percent leave the state after completing a Master's degree. We do have some students who are employed out of state who complete their degree through Ferris again this would probably be less than 1% of our graduate student population.

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

All of the students in our master's degree program are required to gain additional post-secondary classes to maintain their certifications.

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

They are able to obtain these courses through a variety of options; the intermediate school district, or universities. We do not have data to indicate exact where they take classes after they graduate from Ferris.

**B. ENROLLMENT**

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

The anticipated Fall enrollment for the Master of Education degree based on new applications is approximately 30 accepted. We are continuing to enroll for the Fall semester so we would anticipate at least another 10 applications to be approved. Because of the nature of the program we admit students three times per year. The average number of new enrollments is 30 per semester.

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

*Ferris State University  
Student Credit Hours (SCH) Aggregated by Course Prefix within College and Department*

Prefix	Year	Summer	Fall	Winter	F+W
EDPH	2003-04	90.00	0.00	24.00	24.00
EDPH	2004-05	78.00	0.00	18.00	18.00
EDPH	2005-06	79.00	21.00	3.00	24.00
EDPH	2006-07	73.00	0.00	0.00	0.00
EDUC	2003-04	1,875.00	4,451.00	4,711.00	9,162.00
EDUC	2004-05	1,535.00	4,937.00	4,476.00	9,413.00
EDUC	2005-06	1,637.00	4,842.00	4,321.00	9,163.00
EDUC	2006-07	1,514.00	0.00	0.00	0.00
ERLA	2003-04	0.00	3.00	36.00	39.00
ERLA	2004-05	0.00	0.00	75.00	75.00
ERLA	2005-06	78.00	45.00	42.00	87.00
ERLA	2006-07	63.00	0.00	0.00	0.00
ESPN	2003-04	0.00	0.00	42.00	42.00
ESPN	2004-05	87.00	99.00	129.00	228.00
ESPN	2005-06	72.00	129.00	237.00	366.00
ESPN	2006-07	87.00	0.00	0.00	0.00

In reviewing the Ferris State University Productivity Report Fall 2003- Spring 2008, we are not able to disaggregate the graduate and undergraduate education courses. The Philanthropy program (EDPH) courses show a decrease, which is acceptable since it is currently being phased out. Our Special Education (ESPN) and Reading Endorsement (ERLA) program course show an increase however, data is missing in some eras which is represented with zeros.

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

Annually the applications for the Master of Education Degree average 90 students.

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

Of those that apply 95% are admitted without conditions, another approximately 4% are accepted with conditions.

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

95% of those admitted will enroll.

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

We will continue to market the programs through local school districts, brochures and attendance at graduate fairs when appropriate. We also promote the program using brochures at conferences.

### **C. PROGRAM CAPACITY**

**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

Some of the options are at full capacity based on the number of faculty members available to teach the courses. However, others certainly have room to grow. We probably could easily accommodate another 20 students per year in the program. It is also important to note that many of the classes in the Master of Education programs are shared with the Master of Science in Career and Technical Education program.

The major limit would be available program specific faculty. While we offer all options at all campuses we cannot always accommodate students due to the low faculty available to teach the courses. We have no faculty members whose only responsibility is to teach graduate level courses, therefore there are limits to the number available semester by semester. It is difficult to find qualified adjunct faculty to teach these courses as well.

### **D. RETENTION AND GRADUATION**

**1) Give the annual attrition rate (number and percent of students) in the program.**

The attrition rate is low. Actual numbers have not been kept. Usually a student stops out for a year or two and then returns. Most often this is due to financial resources.

**2) What are the program's current goals, strategy and efforts to retain students in the program?**

We actively work with students and contact them if they stop out for more than a year. Students are sent letters periodically reminding them where they are in their completion timeline. This often stimulates the student to revisit their program and enroll in classes.

**3) Describe and assess trends in number of degrees awarded in the program.**

During the time period since the last program review the graduation rate appears to be steady with numbers varying between 41 and 61 students per year. Because students can complete the program in as few as two years and as many as seven years it is difficult to align admissions data and graduation data. There seems to be a trend that the number of students admitted five years prior to the graduation are closely aligned. For example in 2001/02 academic year 37 students were admitted to the Master of Education program. Five years later, 2006/07 school year 61 students graduated. This would indicate that at least some of the graduates were admitted after 2001/02. It is difficult to track this data, but we are looking at working with our current data base to try and track the information. Even though we have eliminated two options (Elementary and Secondary certification) and put the Philanthropy is on hold. We expect the trend to continue because of the increased enrollment in the other options.

**4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.**

Approximately 86% of the students admitted to the program complete the degree in the prescribed time. For those do not complete the program in the given period, the usual reason is financial and family obligations.

**5) On average, how long does it take a student to graduate from the program? Please comment.**

For the typical student they complete in 3 years.

**E. ACCESS**

**1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.**

Currently the Master of Education program offers courses on four off-campus sites including Flint, Grand Rapids, Traverse City and Dowagiac. Courses are offered mainly in a week-end format, online or mixed deliver. Some courses may be offered during the weekday depending on the student make-up. For example, in Dowagiac there is a large population of students who are Seventh Day Adventists, which prohibits them from taking weekend courses. The Master of Education program admits students three times during the academic year allowing flexibility for student enrollment. Courses scheduled during the summer are sometimes offered in a one week format which allows students to meet face-to-face for one full week to complete the course. This works well for many students as they feel as though they focus on one class intensely and then complete the final assignments after the week is

finished. This allows students to focus on the content during the week without needing to worry about assignment completion during class discussion and activities.

**2) Discuss what effects the actions described in (1) have had on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.**

Steps taken to make program courses more flexible have not a measureable effect on program visibility at this time. As we increase our reliance on instructional technology (computers and other resources) to make our courses and programs more flexible and accessible to students, our need to continually make upgrades has a budget implication that must be addressed each year. A review of enrollment numbers in the online sections of selected courses throughout the program, in addition to the non-traditional scheduling (weekends and evenings) of sections offered at branch locations, has helped to keep some students enrolled in the program at least part-time, and has also provided those faculty with additional options to either make load, or to add overload.

**3) How do the actions described in (1) advance or hinder program goals and priorities?**

The actions described above aimed at making program courses more flexible have not hindered the program, but have created a reserved potential for the program. One goal of the program is to have graduates that are well versed in instructional design and development, along with being well versed in technology. The flexible format of the course work is an actual demonstration of what can be created in an instructional environment. The students presently in the program have not had an opportunity to experience much of the more flexible format

because they have already taken the course work in the traditional format. In addition, the more recent and developing flexibility of the course offerings have not been specifically advertised for this program.

## **F. CURRICULUM**

### **1) Program requirements. Describe and assess the program-related courses required for graduation.**

All syllabi and program check sheets are included in Appendix 6.

#### **a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections.**

N/A

#### **b) Indicate any hidden prerequisites (instances where, in order to take a program-required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes).**

There are no hidden prerequisites in any of the courses required in the Professional Education sequence. However, there are several instances of hidden prerequisites in selected majors and minors for those students who were gaining an elementary or secondary teaching certificate. (Again these options have been phased out and only a few students are finishing the program.) The most glaring example of “hidden prerequisites” is in the content area of Mathematics. Before students may take MATH 220 Analytical Geometry and Calculus I, students must first begin with MATH 115, followed by MATH 120 and MATH 130—a total of 10



credits! This is the primary reason students are required to meet regularly with their content area advisors.

**2) Has the program been significantly revised since the last review, and if so, how?**

Each of the options in the Master of Education degree are reviewed at the Graduate Curriculum Committee annually to review credits, capstone requirements and enrollment. Since the last review GCC recommended and passed the addition of one course (EDUC 511) for all students who are completing a Masters degree, not just the endorsement option. EDUC 511 is now a review of statistics, both qualitative and quantitative. Students must then take either EDUC 661 or 662 (EDUC 661 is quantitative and EDUC 662 is qualitative research design) to complete their thesis capstone.

**3) Are there any curricular or program changes currently in the review process? If so, what are they?**

The reading option is under revision at this time to reduce credits and change the courses needed to gain an endorsement. The purpose is to bring the program into alignment with other programs in the state. We hope that this change will have a positive impact on the enrollment. We are also awaiting approval from the MDE (Michigan Department of Education) for an additional endorsement in special education. The administration option will be eliminated when the MDE gives final approval in our Education Leadership program.

**4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why?**

At this time no. Revisions are only made when required by the MDE or if weaknesses are identified by faculty and/or students.

**G. QUALITY OF INSTRUCTION**

**1) Discuss student and alumni perceptions of the quality of instruction.**

Overall, the student and alumni perceptions of the quality of instruction were good. For those with knowledge of the program it is perceived as producing quality teachers. Alumni gained valuable skills and knowledge. Demand for teachers in the state of Michigan is not great and we need to be sure we communicate this with the students in our program(s). The student survey indicated faculty attitude toward students was good and they were available to meet their needs. The majority of students reported that professors were available outside of the class to help student and the learning environment was supportive. All of the students indicated that most of the professors were good educators.

**2) Discuss advisory committee and employer perceptions of the quality of instruction.**

The program currently does not have an advisory committee; forming an advisory committee is a recommendation of this review. Only a few employer surveys were obtained. The department is in need of a process to ensure input from an advisory committee and employers.

**3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?**

In the fall of 2006 the Interim Director of the School of Education, all faculty, and all support staff were invited participate in a two-day department retreat in Cadillac, Michigan. The purpose of the retreat was to review, revise and align the curriculum, discuss problems and facilitate the planning process. This event allowed the faculty to focus solely on the curriculum thus increasing the effectiveness of the learning environment. Similar faculty retreats have been held at least two times each year since then for the primary purpose continuing to make improvements in overall learning environment and as a means of documenting those improvements in order to meet requirements for external accreditation.

To improve the learning environment faculty constantly revise teaching strategies within courses they have been assigned. In some courses, video links from YouTube and Google Video are been created to enhance both fully in-class, modified and online instruction. The suggestions from the American Democracy Project and the Critical Thinking Institute publication have also been used to enhance the effectiveness of the learning environment.

Every faculty member within the program has at least a laptop computer and printer supplied through the college with additional technology purchases funded with professional development funds earned by attending activities funded through the Faculty Center for Teaching and Learning. The recent purchase of a “smart cart” which includes 20 portable laptops has provided faculty with the added flexibility allowing them to convert their classroom to a computer lab. Wireless internet access is currently available in the department making the access to internet based resources more easily accessible. Most faculty have been trained to

use LiveText, RefWorks, and Ferris Connect (newer version of WebCT). Faculty have also participated in online software training including the use of internet based databases, screen capture software, and others.

The department does not currently employ undergraduate or graduate assistants who teach any of our courses.

**4) Describe the types of professional development have faculty participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).**

Program faculty participated in numerous efforts to enhance the learning environment of students. Most members of the faculty have received FerrisConnect training and use that instructional medium to offer coursework either partially or fully online. All members of the faculty have incorporated the use of LiveText into the program courses they teach and regularly participate in training to upgrade their skills. Faculty members have made presentations and facilitated discussion to local, state and national audiences on various topics including: utilizing internet based media to enhance instruction, integrating academics into career and technical education, developing state and national skills standards using an e-focus survey process, conducting e-needs assessment, skill validation, and attended seminars by leading experts in the teaching and learning field.

All faculties participated in professional development activities through the Faculty Center for Teaching and Learning and associations in which they are members. An extensive list of activities is posted in the faculty vitae section of this review.

**5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.**

Faculty participated in a variety of initiatives to interact with students. Some of these activities include: DAWG Days, Meet Your Professor Night (COEHS sponsored), Student Appreciation Day, (COEHS sponsored), Jim Crow Museum activities, program information sessions, and special students events.

**6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.**

Faculty have made efforts to accommodate student diversity primarily ethnic, cultural, and physical. Some faculty incorporated the following accommodation and diversity statements in the course syllabi as a reminder to students.

ADA and Diversity Statement:

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. In spite of these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate. Please contact me if you are having any problems.

It is my expectation that students who require specific or additional supports in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs immediately. Anyone in this course who might be entitled to special accommodation needs to register with the Disabilities Services, 820 Campus Drive, ASC 1048, Big Rapids, MI 49307-2225, Phone & TTY (231) 591-3772, FAX (231) 591-3686

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among the class. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

**7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?**

It is difficult to directly evaluate the effect of the actions listed in questions 5 and 6. Anecdotal comments from faculty indicate that there are fewer student complaints concerning student diversity and accommodation issues. Student comments indicate that they feel the instructors are good educators and have a good attitude toward students, and they feel respected.

**H. COMPOSITION AND QUALITY OF FACULTY** Describe and assess the composition of the faculty teaching courses in the program.

**1) List the names of all tenured and tenure-track faculty by rank.**

**a) Rank and Qualifications**

<b>Faculty Member</b>	<b>Rank</b>	<b>Highest Degree</b>
Dr. Liza Ing	Director of the School of Education Professor-tenured	Ed.D. of Education
Dr. Virginia Hines	Professor – tenured	Ed.D. Curriculum & Instruction, Foundations of Education.
Dr. Leonard Johnson	Professor – tenured	Ph.D. in Cultural Foundations of Education
Dr. Katherine Manley	Professor – tenured	Ed.D of Education in Vocational & Technical Education
Dr. Denise Mitten	Professor - tenured	Ed.D in Education
Dr. F. Mike Ennis	Associate – not tenured	Ph.D. Comp. Voc. Ed.
Dr. Amy Kavanaugh	Associate – tenured	Ed.D. of Education
Dr. Nancy Lashaway-Bokina	Associate – tenured	Ph.D. Special Education and Gifted & Talented
Dr. Rick VanSant	Associate – tenured.	Ph.D. Educational Leadership
Dr. Marlene Braunius	Assistant – non-tenured	Ph.D. Curriculum & Instruction, Reading/Language Arts Education
Dr. Christine Conley-Sowels	Assistant – non-tenured	Ph.D. K-12 Educational Administration
Dr. Hikaru Murata	Assistant – non-tenured	Ph.D. Health, Physical Education & Exercise Sciences
Dr. Cheryl Thomas	Assistant – tenured	Ph.D. Ed. Leadership & Innovation

**b) Indicate the number of promotions or merit awards received by program faculty since the last program year.**

Since the last program review, Nancy Lashaway-Bokina, Virginia Hines and Liza Ing received a promotion to the rank of Professor effective 2009, 2008 and 2005. Cheryl Thomas was promoted to Associate Professor, effective Fall 2009 along with Amy Kavanaugh in 2007. Leonard Johnson received Merit increase effective 2007.

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentation, responsibilities in professional organizations, etc.).**

Faculty within the School of Education have shown to be versatile in professional activities, participating in campus, local, state, country wide and international levels. SOE faculty are active in numerous committees, memberships, workshops and presentations. The degree of responsibility is also varied depending on the year.

**2) Workload**

**a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment?**

# of faculty accepting overloads	F 04	W 05	F 05	W 06	F 06	S 07	F 07	S 08	F 08	S 09
	3	3	5	7	8	6	6	5	7	7

The Ferris Faculty Association contract states faculty may only carry twenty-four credits over two semesters, excluding summer, as the normal annualized teaching load. The majority of the faculty carry a partial or full load for the summer semester.



**b) List the activities for which faculty receive release time.**

Faculty	Annual Release Time
Braunius, Marlene	GR Advising (Spring 09, Spring 08)
Conley-Sowels, Christine	Graduate Program Coordinator(Fall 07)
Ennis, Michael	CTE Grant (Fall 06)
Hines, Virginia	
Ing, Liza	
Johnson, Leonard	UCC Chair, Transfer Credits (Spring 08, Spring 07, Fall 07, Fall 06)
Lashaway-Bokina, Nancy	
Manley, Kitty	
Thomas, Cheryl	CTE Grant (Spring 07, Fall 06)
Van Sant, Frederick	Faculty Center, Graduate Coordinator (Spring 09)

**3) Recruitment**

**a) What is the normal recruiting process for new faculty?**

The School of Education recruits new faculty following the guidelines of the university.

These guidelines include:

“**HRD** reviews the PRI forms and contacts the hiring unit if any changes are necessary.

When approved, HRD submits the information for posting on the Web, electronically distributes the PVA on campus, and records it on the Job Hotline.

**HRD** places the ads. All ads reference the position number, which applicants must include on the application envelope. HRD sorts applications by position number and forwards unopened applications to the hiring unit.

The **hiring unit** conducts specialty recruitment. This may include personal and professional contacts and mailings to other institutions. This recruitment should direct applicants to mail applications directly to the hiring unit, not to HRD”

Ferris State University Hiring Process Manual,

The School of Education supplements these hiring policies by advertising positions in professional association electronic job postings internet sites and through professional contacts.

**b) What qualifications (academic and experiential) are typically required for new faculty?**

Candidates for tenure- track positions are required to have an earned terminal degree in the field of education and have three years of successful teaching experience. These individuals must also have a record of potential for excellence in teaching, research and service.

**c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?**

Currently, the faculty members that teach primarily in the program include five Caucasian females, one Caucasian male, one Hispanic male, and one Asian male. While one of our continuing goals is to add breadth to the diversity represented by faculty in the program, the track record within the college has been to hire the best qualified candidate for the position as in accordance with the recent passed Michigan Proposal 2 which bans racial and gender preferences in public university admissions and government hiring.

**d) Describe and assess the efforts being made to attain goals in (c).**

Teacher education faculty applicants are screened for job qualifications, teaching experience, educational background, scholarship, and other qualifications directly related to

the job description. Adjunct faculty applications are screened by at least three members of the Graduate Curriculum Committee or the Undergraduate Curriculum Committee.

### **3) Orientation**

#### **a) Describe the process for new faculty.**

Orientation for new faculty consists of the assignment of a mentor within the school, attendance at the FSU Faculty Center for Teaching and Learning's (FCTL) week long orientation session entitled: "New Faculty Transition Program," release from advising responsibilities, and informational meetings regarding tenure and promotion policies provided by senior tenure faculty members. In addition, faculty are invited to actively participate in the year-long "New Faculty Transition Program" sponsored by FCTL. Additional advising sessions are offered along with technical training in areas such as Ferris Connect, LiveText, Lotus Notes, and numerous computer support programs.

The orientation process for new faculty offers a good opportunity for on-campus faculty to be introduced to resources on the main campus to assist instruction and students. On the other hand, very little support is offered to off-campus faculty for professional development that is within a reasonable drive distance.

#### **4) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money**

Travel funds are currently distributed at the discretion of the Dean of the College of Education and Human Services and the Director of the School of Education. In recent years, the Director has established a minimum amount for faculty conferences that assists in planning

professional development activities and has encouraged faculty to access other resources within the university to extend the funds available within the school. Occasionally, grant monies are available for select initiatives in the form of Ferris Foundation Grants, Timme Travel Grants, and FCTL incentive funds.

**a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.**

According to Agreement between Ferris State University and the Ferris Faculty Association 2006-2010, the dean appoints more than half of the members to the COEHS Promotion/Merit committee. Each program unit in the School of Education and Human Services is required to have one member on the committee.

In general, faculty in the COEHS are eligible to apply for a promotion or merit increase as outlined in the Agreement between Ferris State University and the Ferris Faculty Association 2006-2010 only after completion of a minimum of four (4) years since their last advancement in rank or merit increase. Eligibility criteria vary slightly according to rank. A very detailed description of eligibility criteria for each rank can be found in the 2008-2009 COEHS Faculty Policies and Guidelines Handbook.

**b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?**

Within the past two years one vocational administrator with exceptional experience and educational credentials refused to apply for a position at the university due to the low salary level offered for beginning assistant and associate professors. She indicated taking a \$40,000

cut in pay was not worth the sacrifice at this time in her career. The most recent hire to the faculty incurred a \$15,000 cut in pay and benefits from a former employer. In both cases, the individuals had to make a decision to apply and accept or reject a position at the university.

**c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation.**

Funds are available for faculty members who wish to engage in research beyond scope of their regular teaching responsibilities. Paid sabbatical leaves are also available for faculty who meet the qualifications as outlined in Section 10 of the Faculty Contract. The faculty contract indicates merit pay is available if the faculty member meets the criteria established in 2006-2010t version of the Faculty Contract, Section 15.

Periodically work-study students are available on campus within the department for clerical support. Off-campus faculty do not have access to work-study students. One recommendation to correct this situation is to make available on a limited basis a work-study student for on and off-campus faculty to assist in teaching, research and service activities.

**d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.**

While faculty are made aware of opportunities to attend diversity related activities on and off- campus on a regular basis, we are unaware of any formal funds having been designated for the purpose of rewarding participation in diversity enhancement and inclusion activities.

Any rewards system that is here is based on the portfolio binder that the faculty member creates and presents themselves. Tenure is considered a promotion and can even be tenured only as an assist professor in 5 years, and then can apply for associate professor and then can apply for a full time professor.

## 6) Graduate Instruction

### a) List all faculty teaching graduate courses.

<b>Faculty Member</b>
Dr. Liza Ing
Dr. Virginia Hines
Dr. Leonard Johnson
Dr. Katherine Manley
Dr. Denise Mitten
Dr. F. Mike Ennis
Dr. Amy Kavanaugh
Dr. Nancy Lashaway-Bokina
Dr. Rick VanSant
Dr. Marlene Braunius
Dr. Christine Conley-Sowels
Dr. Hikaru Murata
Dr. Cheryl Thomas

**b) What percentage of graduate courses is taught by non-tenured-track faculty?**

We do not have any non-tenured track faculty teaching in the graduate program for curriculum and instruction.

**c) What are the program's (or department's) criteria for graduate faculty?**

We follow the criteria established by the University Graduate and Professional Committee.

**d) Have all graduate faculty (including non-tenure-track faculty) meet the criteria? Please comment.**

Yes. When hiring faculty we review the criteria and hire accordingly.

**7) Non-Tenured-Track and Adjunct Faculty**

**a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.**

The Master of Education program does not employ full-time non-tenured faculty. The chart below contains the adjunct faculty who served the department over the last five years.

Instructor	Rank	Semesters Taught
Barbara Beck-Van Sant	Adjunct	2
Brandon Seaver	Adjunct	3
Jacqueline Burden	Adjunct	3
Jean Peltola	Adjunct	3
Patricia McDonald	Adjunct	3

Adjuncts are utilized to assist with delivery of courses at off campus sites and in areas where our full time faculty may not have endorsements. It has been difficult to obtain adjunct faculty who have the knowledge, skill and education in the needed areas.

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.**

For the MED program, only 25 % of the courses are taught by adjuncts. Much of it depends on the concentration and location, and a majority of the teaching is off campus.

**c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation?**

The goal is to get faculty at a doctoral level, but no one in the faculty listed in (a) meets that criteria. There are not enough resources to have only tenure-track faculty teaching those classes, so the faculty listed above does teach, and then continually advertise for those who would meet the criteria.

**d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?**

In the Graduate program is it not appropriate because a majority don't meet the criteria for teaching those courses.

**e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty.**

The graduate program is not accredited.



**I. SERVICE TO NON-MAJORS. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.**

**a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.**

N/A

**b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.**

N/A

**c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.**

N/A

**d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.**

N/A

**J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA. *Submit Institutional Research and Testing data. Comment on the data.***

The information obtained from the IRTD did not provide specific information on the Master of Education in Curriculum and Instruction program. This committee will continue to secure the information.

**K. ASSESSMENT AND EVALUATION.** Describe and evaluate the program's assessment mechanisms.

**1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams).**

Presently, Ferris State University does not have any methods to assess or evaluate itself.

As a university, a system is being set up: TRAC DAT. The School of Education will have data within this system.

Students in the Master in Curriculum & Instruction: Special Education Endorsement and Master in Curriculum & Instruction: Reading Endorsement must pass the Michigan Certification Test in the area for which they are being certified in.

**2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.**

The current trend for graduate students passing the Michigan Certification Test is passing at 100%.

**3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.**

We will continue to provide students information with the same rigor, breadth and currency so we can continue the trend. As the MDE standards are revised, so will our curriculum.

**4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.**

Our passing rate of the Michigan Teacher Test Certification (MTTC) shows that students participating in programs with us are competent in meeting the goals set forth for the program. As not all of the program options in this degree required a student to take the MTTC the students are also required to align the completion of their capstone project with the program outcomes (TEACH).

**L. ADMINISTRATION EFFECTIVENESS**

**1) Discuss the adequacy of administrative and clerical support for the program.**

The Director of the School of Education position has seen some changes over the past 5 years. Two years ago a permanent Director was hired. The stability of the position has assisted in support for the program. Until recently the Director not only had responsibility for the department but also was responsible for graduate student admissions, graduation clearance and general graduate student needs. With the number of off-campus programs, there is an increased need for administrative oversight from the department to maintain quality and continuity between sites. This cannot be easily done with the current administrative support.

At this time there is a full-time Secretary Level III position which has been filled with the same person for the past four years. We have also been able to hire a full-time temporary office administrator. These two clerical positions have helped with consistency as it relates to schedule development, processing of travel requests, purchasing of supplies and equipment and general handling of the day-to-day operations of the department. There are several student workers each semester which assist in coverage of the office when the clerical staff is

engaged with students or away from their desks. This additional help also allows faculty members to have some assistance in completion of tasks.

We have also been able to hire a graduate assistant who works closely with the Graduate Program Coordinator to maintain a data base and assist with the paper work required to complete admissions packets, process clearances and generally keep students on track for program completion.

There is a need to make the office administrator position a permanent position. While we have been able to maintain this position over the past three years, it is always a tenuous time when the year ends and a new hiring approval must be done in order to continue the position. It is clear from the amount of work this person does that it is a necessary position. If we were to lose this position there would be a huge impact on the productivity of the department's operations.

**2) Are the program and/or department run in an efficient manner? Please explain.**

As in any organization, improvements can be made in the efficiency of the program and department. After, the administration and the clerical support settle into their current positions, gain skill in performing their responsibilities, document process, and gain confidence it is expected that the program and department will run in a more efficient manner.

**3) Are class and teaching schedules effectively and efficiently prepared? Please comment.**

A five year class rotation has been established that guides the scheduling of courses to support program offerings. This rotation is balanced with the needs of off-campus course

offerings which are common in this and many other programs. To address low enrollment course issues, undergraduate and graduate courses have been co-listed when low enrollment threatens the cancellation of either course. When a course has been cancelled or has not been offered in awhile, faculty have often directed independent study courses for students to assist them in completing the program requirements. The burden of supervising the independent studies falls onto the faculty without compensation.

Periodically, there is discussion concerning the timeframe to cancel classes due to low enrollment. Off-campus students seem to enroll closer to the enrollment deadline than on-campus students thus making it difficult to decision if a course will run or be cancelled.

**4) Are students able to take the courses they need in a timely manner? Please comment.**

Students are able to complete the courses required for the program in a timely manner for a variety of reasons. Many of the courses in the program are offered at off-campus locations as part of another program's core requirement. As more courses are developed and offered online, students will be able to enroll and complete the courses in a timely manner. When a student has a problem scheduling a course, some faculty offered independent studies to assist students in completing the program requirements.

## Section 4: Facilities and Equipment

### **A. INSTRUCTIONAL ENVIRONMENT**

#### **1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.**

Approximately 50% of all graduate classes offered on the Big Rapids campus are in the Bishop building. This number is elevated by the fact that most weekend classes have classroom availability and are offered in the Bishop building. Many classes offered during the week are taught away from Bishop Hall, as there are not enough classrooms to cover the number of classes we provide. All classrooms are equipped with projection devices. A few classes are offered in the SRC (only for RMLS 520, 540, and 550), classrooms used in the SRC contain desk, chairs, tables, wireless internet access, and the main computer with projection devices.

On campus classes being offered in multiple and varying buildings has some disadvantages such as: not having a dedicated methods classroom that is equipped with typical K-12 resources, loss of time in transition, inability to transport all necessary materials, no permanent classroom environment to maintain student work, inadequate technology for instructional purposes, lack of access to administrative resources, lack of dedicated space means we are unable to maintain resources, no office space or private area to discuss student issues, students also do not have a common area in which to network and build community with fellow future educators. Advantages include: faculty members that are not confined to a single building and have opportunities to network with advisors from educational content areas and gain University sense of “Community” and wider perspective, and proximity for students and their other classes.

For RMLS 520, 540, and 550, the FSU Challenge Course facility, the rock climbing wall, and the general space in SRC may be used. These facilities are maintained and reserved through University Recreation and have functioned well for our use.

**2) How does the condition of current facilities impact program delivery? Explain.**

The classrooms in Bishop Hall are small and often limit the amount of room space available for student demonstrations and presentations. The rooms in Bishop are also poorly ventilated. As mentioned in the above question, there is a need for more classrooms dedicated to the School of Education, as many faculty must travel across campus to teach. The chair/desk seating for students is not comfortable nor provides adequate space for sit or work. If problems occur at off-campus locations, a request can be made to attempt to correct the situation with a request for another room or equipment more suitable for instructional purposes.

The FSU Challenge Course facility, the rock climbing wall, and the general space in SRC add to the marketability and value of the Experiential Education Concentration in Curriculum and Instruction.

**3) Describe the program's projected needs with respect to instructional facilities.**

The only suggestions include increasing the size of the classrooms, centralize the education related classrooms, and offer more portable projection devices for faculty to use off-campus.

**4) Describe current plans for facilities improvements and indicate their status.**

Bishop Hall was originally designed as a student dormitory and currently has a multitude of recurrent electrical and plumbing problems. The main problems are small classroom size, lack of enough classrooms, and ventilation. The College of Education and Human Services is scheduled for a new building in the near future, considering the current state budget crisis, it is doubtful that a new education building will be available soon.

**5) Describe how proposed changes or improvements to facilities would enhance program delivery.**

Any facility improvement would enhance program offerings by providing a more comfortable and productive learning environment. Increased classroom space would allow for multiple student activities to occur in a classroom along with adequate space for student presentations. The increased space will allow for more activities and learning space that is supported by the constructivist teaching and learning philosophy.

Having all education classrooms in a single building may also enhance the “community” of the education students by allowing them a space to visit, network and meet.

**B. COMPUTER ACCESS AND AVAILABILITY**

**1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.**

The program does not have specific computing resources allocated to it. The program shares computing resources allocated to the school and other programs. There is a computer lab on the second floor with 15 computers and additional computers are available in computer



labs in FLITE, Arts & Science, and the Business Building. Some faculty have purchased projection equipment with professional development funds to use in off campus locations.

Mobile laptops are available to classes in Bishop Hall when necessary.

## **2) Discuss how these resources are used.**

The computing resources are used to access the internet based resources, word processing, inventory learning activities using LiveText, and communicate. Almost all program courses use some form of internet based communication and or course delivery. The wireless internet access allows students to connect to internet and access instructional support materials including videos, simulations, databases, professional associations, and many other forms of information. Students use the LiveText software to create e-portfolios by submitting assignments and receive instructor feedback along with many other uses.

## **3) Discuss the adequacy of these resources and identify needed additional resources.**

Presently, the technology resources are adequate for the purposes of the program courses. Development and revision of advanced uses of technology within the program may create an additional need for webcams, video editing software, and larger storage devices both personal on the university server. With the additional of WebEx and Tegrity software on campus there may be a need to train and implement the use of this software for additional distance learning. Evaluation of these resources is needed.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

If the plans for the new building materialize, it is assumed that they will include adequate computer labs and instructional technology. Faculty input has been requested in the past to identify instructional needs; it is assumed faculty input will be requested in the future. The College of Education and Human Services has provided funding and leadership to acquire technology when it has been needed.

Training for WebEx and Tegrity are available through the Center for Teaching and Learning Faculty Development office.

**5) Discuss the efficacy of online services (including WebCT) available to the program.**

WebCT has been completely upgraded to FerrisConnect and is used in many of the mixed mode and completely online course delivery formats. Continued training and support is available through the Center for Teaching Learning and Faculty Development.

**6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.**

The technical computer support through the Technical Assistance Center (TAC) has been adequate to support the technical needs of faculty and students. The online computer support link through the FSU webpage has helped many faculty and students communicate their technical questions. Additionally, the TAC help line is available for extended hours during peak times to offer assistance.

The FerrisConnect help line, through the FCTL, has been extremely helpful in providing technical assistance but also curriculum design suggestions. The follow through with problem issues has been extremely helpful in delivering online instruction.

### **C. OTHER INSTRUCTIONAL TECHNOLOGY**

#### **1) Identify other types of instructional technology resources that are allocated or available to the program.**

Although not taught during our curriculum the Michigan Basic Skills test is a requirement of all students. New software from Longsdale Publishing that allows students to study and practice this test prior to the test date has been added in the Spring of 2009. This information has been made available to current students and will be included in all orientation packets.

#### **2) Discuss how these resources are used.**

Students are given the information but not required to use it. An administrative username and password is available to monitor student activity.

#### **3) Discuss the adequacy of these resources and identify needed additional resources.**

Resources necessary for the practice software are currently the cost of the software site license as well and the monitoring of the student activity. These costs are currently being covered by the KCP program coordinator. Funding for this will be eliminated if/when the KCP grant is eliminated.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?**

Future funding and grant resources have not yet been finalized. Evaluation of the success of the software will be done at a future date.

**5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.**

Not Applicable.

**D. LIBRARY RESOURCES**

**1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.**

The FLITE print and electronic resources have been adequate to support the program course offerings. The program courses often require students access full-text articles for course assignments. The FLITE has the full-text databases and interlibrary loan material available.

**2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.**

In the past, faculty have used the FLITE for access research databases, student research or course papers, in-service workshops, achieved materials, instructional classrooms, computer media services and others. The instructional service provided by the Library faculty has been excellent.

**3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.**

The review committee is unaware of any budget allocation to the program from FLITE.

On the other hand the program does not need additional resources that it currently does not have access too.

**Section 5: Conclusions based on data derived from Sections 2 – 4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of the following specific categories and any other categories it deems appropriate**

#### **A. Relationship to FSU Mission**

The FSU Masters in Curriculum and Instruction program is highly correlated with the FSU Mission which states: “Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.” Eighty three percent of faculty opined that agreed or strongly agreed that the Masters in Curriculum and Instruction programs are in alignment with the FSU mission.

We deliver a career oriented program that fully integrates technology in both instruction and in the curriculum resulting in our students receiving a professional education and developing into a professional educator.

Areas of focus for continued quality improvement include:

- 1) Increased training in the use of Web 2.0 tools in instruction (rapidly changing society)
- 2) Increased fully online course options to reduce course conflicts and increase student flexibility in scheduling. (lifelong learning)
- 3) Continued curricular development to insure that faculty model best practices in accommodating diverse learners in their own classrooms so that teacher candidates can be increasingly prepared to work in highly diverse schools as they move out of state to gain employment. (successful careers)

## **B. Program Visibility and Distinctiveness**

The FSU Master's program is an area of significant growth for the School of Education. The Michigan State Department of Education requires 18 credit hours to renew a teaching certificate and No Child Left Behind (NCLB) requires a Masters degree to be "Highly Qualified". In addition, all districts differentiate pay based on degrees earned with a Masters degree commanding a \$1,000 - \$3,000 raise.

An interesting note is that for teachers seeking jobs, the MA degree is seen as a liability as it makes them more expensive to a district. Interviews with the principals reveals that all things being equal, they would hire the cheaper candidate, but that they would never pass over the most qualified candidate because of the pay issue.

One area of strong growth is our Special Education program. As of August 11, 2009, we received approval from the MDE on our program for teachers of Emotionally Impaired students. We are still awaiting approval for our program for teachers of students with Autism. Nothing needs to be done by the SOE until approval is granted. At that time, we will need to scramble to recruit faculty and students to those specializations.

One area of visibility that could be maximized is to develop school district cohorts and deliver the graduate program on-site. There have been requests to develop such a cohort based program, but current faculty limitations preclude expanding our offerings at this time.

## **C. Program Value**

Program value was viewed through the lens of both full time tenure track faculty and adjunct instructors. Our survey of faculty resulted in an astounding 90% return rate, a clear

indicator of the interest on the part of all faculty in continual program improvement. Key elements of value were identified in our value to the university by adding 906 students to the enrollment to all departments that serve our majors and minors. The impact on university resources and personnel should be obvious. While FSU School of Education produces graduates who enter an already saturated employment market in Michigan, FSU continues to provide valuable teachers for the national teacher shortage as well as offering opportunities of access to students who otherwise would not be able to attend a competitors program.

One are of growth for our program is to better support faculty involvement in our neighboring and otherwise un-served rural schools in Michigan. Our program lacks only the resources (human and financial) to mount effective in-service programs and/or school based partnerships and grants.

#### **D. Enrollment**

The program has provided the following are options within the Master of Education degree over the last five years. The options highlighted first four (4) continue to grow and be viable programs. The experiential education program continues to have low enrollment, but we are hoping to have an increase in this option. Unfortunately the remaining three (3) options are closed or being eliminated due to low enrollment.

1. Administration- designed for students seeking educational administration background in order to qualify for a position as principal, assistant principal, or curriculum director. This program has averaged approximately 20 students a year over the last five years. It has ranged between a low of 11 in 2004 and a high of 33



- in 2006. Currently this program is in the process of gaining state approval to provide an administrative certificate option for students who complete the program.
2. Subject Area- designed to allow certified teachers to complete their 18-semester hour planned program and earn a master's degree. It is designed primarily for teachers who want to further develop their teaching skills, competence and to enhance their subject area expertise. This option is also available for non-certified teachers who are seeking a master's degree in an education related field, but do not intend to teach. This program has averaged about 17 students a year. It has ranged between a high of 26 students to a low of 14 students in the program a year.
  3. Reading- currently being redesigned, this option is for certified teachers who would like to seek a Reading Endorsement on their current certification and to complete a master's degree. This program is currently being reviewed by the faculty to make it more competitive with other colleges. It now requires more credits to complete this degree than our competitors. The enrollment has been low but gradually increasing with a low of one student in 2004 and a high of 6 for the last two years.
  4. Special Education- designed for K-12 teachers who are interested in seeking an endorsement in special education. This option will allow certified teachers to complete an endorsement in Learning Disabilities or Cognitive Impairments while completing a master's degree. Pending state approval, Autism and Emotional Impairments will also be offered. This is our fastest growing program with an average of 35 students per year over the last four years, as the program did not begin until the winter of 2004. The program has increased dramatically in the last two years, with 26 students in 2005 and 44 students the Fall 2008.
  5. Experiential Education- This option is designed to meet the needs of classroom teachers, outdoor professionals, education administrators and people working in the many related fields. This holistic educational philosophy uses carefully chosen experiences that help learners take responsibility, be creative, solve problems and construct meaning.

6. Philanthropy Education- Academic Service Learning- designed for certified K-12 teachers who would like to obtain a master's degree with a curriculum focus on educating for a more civil society and for more responsible citizenship. This master's degree is currently closed until a cohort can be developed for this program.
7. Secondary Certification- this program is designed for students who are interested in receiving their first teacher certification in grades 7-12. Certification at the master's level is currently being phased, beginning Fall 2008, due to low enrollment.
8. Elementary Certification- this program is designed for students who are interested in receiving their first teacher certification in grades K-8. Certification at the master's level is currently being phased, beginning Fall 2008 due to low enrollment.

We continue to work with graduate faculty to review the enrollment issues and ways to provide support to the program.

#### **E. Characteristics, Quality and Employability of Students**

One theme remains throughout the School of Education and that is the lack of jobs in Michigan. Our Master of Education program often provides the students with additional job security by earning another endorsement in a subject area, reading or special education.

While graduates hope to remain in Michigan for employment many are finding jobs in areas other than education, temporary positions in education, or positions that they are over qualified for in education (example, paraprofessional or teacher aide positions).

Several of our graduate students have gained teaching or administrative jobs outside of Michigan. These students report they would have preferred to stay in Michigan but just could not find jobs.

According to the recent Graduate Follow-Up Survey conducted by Institutional Research and Testing following the 2005-06 school year, the average starting salary reported by 41 graduates from the Master of Education programs was \$49,244.

The data from the Occupational Outlook Handbook for 2008-09 shows that school level administrators earn on average \$82,000 - \$92,000 as Principal and \$67,000 - \$75,000 as Assistant Principal. The same source shows that special education teachers who work in K-6 averaged \$46,000, Middle school teachers averaged \$47,000 and High School \$48,000.

Michigan was reported as ranking 10<sup>th</sup> in teacher salaries in March 2007. This indicates that graduating students leaving the state may get paid less than if they secured a job in Michigan. But the competition is so great for the few positions available some are willing to leave the state just to gain a job in education for which they were trained.

#### **F. Quality of Curriculum and Instruction**

All full-time faculty in the School of Education are highly qualified in their respective fields, holding doctorates. Many have been engaged in various professional development opportunities on campus and state and national conferences which enhance instruction. The School of Education is currently engaged in a national accreditation process Teacher Education Accreditation Council (TEAC) for the entire department. Many changes have already occurred as part of the TEAC process to provide continuity in the program. We have developed generic syllabi for all courses to assist adjuncts in providing quality instruction. Hallmark assignments, rubrics, textbooks and Michigan Teacher Standards have all been included in the syllabi to provide for consistency on all campuses. The department has instituted a web-based

program, Livetext, to assist with maintaining a database of student completed hallmark assignments. The purpose of this database is twofold, it provides the department with information on student competency as it relates to the teacher standards, and as a portfolio for student employment.

Classes for our Master of Education in Curriculum and Instruction programs are taught on five campuses including; Flint, Traverse City, Big Rapids, Grand Rapids, Dowagiac. It is vital to the program to maintain quality instruction at all locations. To sustain and improve the instruction we have provided training to faculty and adjuncts on the use and purpose of Livetext, the accreditation process and curriculum outcomes. The School of Education Director has designed a professional development opportunity for adjuncts from all the campuses for this fall.

As part of the accreditation review the School of Education mission statement, vision and conceptual model has been revised to align with the changes in the mission statement and vision of Ferris State University.

The Teacher Education Advisory Committee (TEAC) will need to be reactivated in the fall. This previous advisory acronym of TEAC has provided confusion for everyone since we adopted the accreditation process that has the same acronym. To avoid any further confusion the department has decided to change the advisory name to SOEAC. This advisory committee represents all programs in the school of education at the undergraduate and graduate level. The duties of this committee are to provide a network for our students to engage in field placement and student teaching experiences, to provide us with information on the changes in the market for employment, and as potential employment opportunities for our students. They

also provide us valuable information on changes that may need to occur in our development of students.

In the reviewing the results of the Graduate Exit and Current Student surveys the following items were rated practices that are not important or need to be decreased. In response to these concerns the faculty should discuss these concerns as they relate directly to instructional issues.

- completing assignments as a team
- using the library to look up information
- completing and submitting assignments on the internet
- writing term papers, reports and other writing assignments.

They also felt the following practices were important and should be increased:

- completing relevant assignments and projects that can be used in your teaching or job
- learning about and experiencing new teaching strategies
- participating in field trips or assignments that require you to work in or visit a model school

Overall, the Graduate Exit and Current Student felt we produced students:

- who have a commitment to student achievement and to student physical, social and emotional health
- had ample opportunities for students to practice and increase their pedagogical skills

- who have excellent knowledge of the subject matter in their field
- who are technologically proficient.

The following changes are occurring:

1. Reading Option is being revised by the two primary professors to align more with the Michigan standards and other programs at competing universities.
2. Three graduate programs are being eliminated or temporary closed due to low enrollment. The Elementary Certification and Secondary Certification Options were eliminated as of the Fall of 2008, yet there are still a few students finishing the programs. The Philanthropy Education Option is temporary closed until a cohort can be established, or a determination is made to close the program permanently.
3. The Administrative Option will be absorbed by the new Educational Leadership Option which has been approved by FSU and is currently at the Michigan Department of Education of approval.
4. The Special Education Option is our largest and fastest growing program. We have submitted two additional endorsement option applications to the Michigan Department of Education. These are in the areas of Emotional Impairment and Autism. With only one full-time faculty dedicated to this program we are limited growth and offerings.

Information from the academic review process will be utilized to assist in determining strengths of the program and areas of improvement needed.

## **G. Composition and Quality of the Faculty**

Having a full-time advisor for the School of Education has lessened the advising load for each faculty member, however the larger percent of the faculty teach in all options of the program. There is a strain on a faculty, as all teach at full and/or overload every semester. While we are able to cover the classes on the main campus, we offer courses on five locations and rely heavily on adjuncts to cover courses not on the Big Rapids campus. Currently we utilize adjunct professors to teach in our Special Education, Subject Area, and Philanthropy Education options. Our greatest need is for an additional Special Education faculty member as it is the fastest growing and largest program. Because it requires specifically endorsed individuals to teach the courses it is difficult to find adjuncts which impacts our ability to offer all the classes students need.

The lack of full time faculty endorsed in special education hinders our approval process, at the state level, to provide additional endorsements requested by students. Faculty continues to be involved in a variety of professional development activities at the state and national level.



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October 7, 2008

TO: Doug Haneline, Chair, Academic Program Review Council  
FROM: Leonard Johnson, Professor, School of Education  
SUBJECT: Budget and Program Evaluation Plan for Bachelor's Degree of Secondary & Vocational Education

### 1. Proposed Budget for Program Review:

ITEM	APPROXIMATE COST
Electronic Survey Membership	100.00
Postage & Envelopes	80.00
Folders & Dividers (20X5) & 3 CD's	100.00
Duplication & Papers (20 X 8)	150.00
Student Assistance \$11.00 an hour @ 40 hours	440.00
Telephone	50.00
Travel	100.00
<b>TOTAL</b>	<b>1020.00</b>

- The account code is 0027

### II. Proposed Panel:

Co-Chairpersons:

School of Education Faculty:

Faculty Outside of the School of Education:

School of Education Director:

Individual with Special Interest in the Program:

Rick VanSant &  
Leonard Johnson  
Christine Conley-Sowels  
Sandra Alspach  
Liza Ing  
Lisa Besemer  
F. Mike Ennis



### III. Review Panel Plan:

#### a. Purpose

To conduct a study of the Master's of Education in Curriculum of Instruction from the School of Education to assess the program and make necessary changes based on the data reviewed.

#### b. Data Collection Techniques

1. Overview of program review
2. Collection of Perceptions
  - a. Graduate follow-up survey – 2003-08
  - b. Employer follow-up survey – 2008-09
  - c. Graduating student exit survey 2008-09
  - d. Student program evaluation -2008-09
  - e. Faculty perception survey 2008-09
  - f. Advisory committee perception - 2008-09
3. Program Profile 2003-08
4. Facilities and Equipment evaluation 2008-09
5. Conclusions of Review 2009

#### c. Schedule of Events

Activity	Leader	Target Date
Overview of program review	R. VanSant	February 2009
Graduate follow-up survey	F. Mike Ennis	February 2009
Employer surveys	F. Mike Ennis	February 2009
Graduating student exit survey	F. Mike Ennis	February 2009
Student program evaluation	Rick VanSant	February 2009
Faculty perception survey	F. Mike Ennis	February 2009
Advisory committee perception	L. Besemer	February 2009
Program Profile Review	L. Johnson	May 2009
Facilities Profile Review	Rick VanSant	May 2009
Conclusions of Review	L. Johnson	May 2009

School of Education  
1349 Cramer Circle - Bishop 421  
Big Rapids, MI 49307  
Phone: 231-591-5361  
Fax: 231-591-2043

# Graduating Student Exit Survey

## 1. Graduating Exit Student Survey: Content and Delivery

Introduction:

Please assist in improving our degree programs by completing the following survey questions. Your responses will be held in confidence and will only be reported in an aggregate format. Thank you for participating in this survey. If you have any questions, please call Dr. Rick Van Sant, Dr. Christine Conley-Sowels or Dr. Mike Ennis at 810 762-5156.

Please indicate your level of agreement and supply open ended responses to the following questions.

### 1. I graduated from the following program:

- Elementary Ed. B.S.
- Secondary Ed. B.S.
- Technical Ed. B.S.
- Curriculum & Instruction M.Ed.
- Career & Tech. Ed. M.S.

Other (please specify)

### 2. The courses on my program plan were relevant to my degree.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other (please specify)

### 3. The content in the courses I have taken will help me become successful in my future career.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other (please specify)

# Graduating Student Exit Survey

## 4. The courses in the program have been delivered in formats conducive to learning.

Strongly Disagree

Disagree

Agree

Strongly Agree

Other (please specify)

## 5. Overall, please rate the quality of instruction within the education courses you have taken.

Excellent

Good

Average

Poor

Other (please specify)

# Graduating Student Exit Survey

## 2. Course Requirements

### 6. How important do you perceive this to be as a requirement in the program?

	Very Important	Somewhat Important	Not Important	N/A
Discussing current and relevant issues during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing relevant assignments and projects that can be used in your teaching or job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about and experiencing new teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about new research and ways to translate the research into schools and jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using professor-developed coursepacks and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using internet based materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing assignments as a team rather than an individual during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making presentations to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing and submitting assignment on the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the library to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the internet to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing term papers, reports, and other writing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatiing in field trips or assignments that require you to work in or visit a model school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing cooperative and team learning projects outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Graduating Student Exit Survey

## 7. As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall
Discussing current and relevant issues during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing relevant assignments and projects that can be used in your teaching or job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about and experiencing new teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about new research and ways to translate the research into schools and jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using professor-developed coursepacks and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using internet based materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing assignments as a team rather than an individual during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making presentations to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing and submitting assignment on the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the library to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the internet to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing term papers, reports, and other writing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatiing in field trips or assignments that require you to work in or visit a model school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing cooperative and team learning projects outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Graduating Student Exit Survey

## 3. Teacher Education Accreditation Council Questions

**8. The School of Education program produces graduates who have excellent knowledge of the subject matter in their field.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**9. The School of Education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and hallmark assignments.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**10. The School of Education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**11. The School of Education program requires hallmark assignments, training, and adequate opportunities for students to become proficient in technology skills.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

# Graduating Student Exit Survey

**12. The School of Education program includes diverse population content information, encourages participation and practical experiences, and requires students to demonstrate respect for each other.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**13. The School of Education provides clear statements of expected and required professional and ethical behavior for students during classes, field experiences, and in non-educational settings.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

# Graduating Student Exit Survey

## 4. Satisfaction with Program Outcomes

**14. As a result of your completed coursework, to what extent do you feel you have gained or made progress in each of the following.**

	Very Much	Quite a Bit	Some	Very Little	N/A
Desire to make a difference for those I teach and/or work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To generally improve myself professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to be a life-long learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn on my own, pursue ideas and find information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use and interpret research and data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think analytically and logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in using the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring computer and technology skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. We are concerned with how well you feel you were prepared to become a professional. Please indicate the degree to which you agree or disagree with the following statements:**

	Stongly Agree	Agree	Disagree	Disagree	N/A
Most of my professors at FSU in my program are effective teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree will improve my income.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment in most of the courses was relaxed and supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses I have taken in my program are helpful to me professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program of study is helping me meet my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The office staff in Big Rapids have been friendly and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my professors are available outside of class to help students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have implemented new teaching strategies as a result of my program coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Graduating Student Exit Survey

Most of my classes in my program at Ferris are stimulating.

I will modify or change the curriculum content in the courses I teach as a result of my program coursework.

The learning experiences in most of the program courses area will be related to my job.

I will implement new assessment/grading strategies as a result of my program coursework.

Successfully completing my program will open more employment opportunities for me.

The office staff at the extension office sites have been friendly and helpful.

Courses taught by adjunct faculty in the program have been very good.

# Graduating Student Exit Survey

## 5. Suggestions to Improve Program Effectiveness

### 16. What are the top reasons for enrolling in Ferris State University, School of Education program?

- Cost
- Admission Standards
- Location of Courses
- Type of Program
- Academic Reputation
- Advice of Colleague
- Convenient Schedule

Other (please specify)

### 17. Would you recommend Ferris State University's Education Program to a friend?

- Yes, without reservation
- Yes, with reservation
- No, probably not
- No, under any circumstances

Other (please specify)

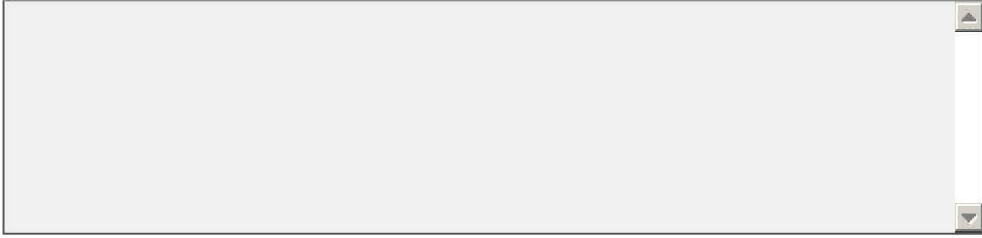
### 18. Overall, how satisfied are you with your experience at FSU?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

Other (please specify)

# Graduating Student Exit Survey

**19. Please suggest how we could improve our program's effectiveness.**



**6. Thank You for Completing this Survey**

# Program Alumni, Employers, Advisory

## 1. Program Alumni, Employers and Advisory Survey

Introduction:

Dear Colleague:

Thank you for taking time to complete this survey on our programs within the School of Education at Ferris State University. In a constant effort to insure quality programs, we are asking for your feedback. This survey is designed to gather information that will be used to improve the quality of our programs.

Your responses will be held in confidence and will only be reported in an aggregate format. Thank you for participating in this survey. If you have any questions, please call Dr.s Christine Conley-Sowels, Rick Van Sant, or Mike Ennis at 231 591-5361.

Please indicate your level of agreement and supply open ended responses to the following questions.

### 1. FSU School of Education graduates from the program listed below are well prepared for today's workplace.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

### 2. There is a strong demand for graduates of the program identified below:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

# Program Alumni, Employers, Advisory

## 3. The FSU graduate has, in general, a good knowledge base in their area of education.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

## 4. The FSU School of Education has a positive reputation for producing quality graduates in their respective program.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

## 2. TEAC Related Questions

**5. The FSU program produces graduates who have excellent knowledge of the subject matter in their field.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**6. The School of Education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and hallmark assignments.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**7. The School of Education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

## Program Alumni, Employers, Advisory

**8. The School of Education program requires hallmark assignments, training, and adequate opportunities for students to become proficient in technology skills.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**9. The School of Education program includes diverse population content information, encourages participation and practical experiences, and requires students to demonstrate respect for each other.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**10. The School of Education provides clear statements of expected and required professional and ethical behavior for students during classes, field experiences, and in non-educational settings.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**11. What is your primary role when completing this survey?**

- FSU Alumni
- Employer of FSU Graduate
- Interested Party in an Advisory Role



# Program Alumni, Employers, Advisory

## 3. Interested Party Acting in an Advisory Role

**12. The FSU program produces graduates who have demonstrated excellent teaching skills.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**13. The FSU program produces graduates who have a commitment to student learning and achievement.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**14. The FSU program produces graduates who have the ability to manage and monitor student learning.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# Program Alumni, Employers, Advisory

**15. The FSU program produces graduates who have the "ability to use information technology to enhance learning, personal and professional productivity.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**16. The FSU graduate has demonstrated dependability within the workplace.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**17. The respective program has adequate equipment, facilities and experiences to support the mission of the program.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**18. What are the major micro and macro trends affecting the ELEMENTARY EDUCATION BACHELOR OF SCIENCE program?**

## Program Alumni, Employers, Advisory

**19. What are the major micro and macro trends affecting the SECONDARY EDUCATION BACHELOR OF SCIENCE program?**

**20. What are the major micro and macro trends affecting the TECHNICAL EDUCATION BACHELOR OF SCIENCE program?**

**21. What are the major micro and macro trends affecting the MASTERS OF EDUCATION CURRICULUM AND INSTRUCTION program?**

**22. What are the major micro and macro trends affecting the MASTERS OF SCIENCE CAREER AND TECHICAL EDUCATION program?**

**23. What recommendations do you have to improve the ELEMENTARY EDUCATION BACHELOR OF SCIENCE program?**

## Program Alumni, Employers, Advisory

**24. What recommendations do you have to improve the SECONDARY EDUCATION BACHELOR OF SCIENCE program?**

**25. What recommendations do you have to improve the TECHNICAL EDUCATION BACHELOR OF SCIENCE program?**

**26. What recommendations do you have to improve the MASTERS OF EDUCATION CURRICULUM AND INSTRUCTION program?**

**27. What recommendations do you have to improve the MASTERS OF SCIENCE CAREER AND TECHNICAL EDUCATION program?**

## 4. Employer of FSU Graduate

### 28. The FSU graduate has a good knowledge base of the field.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

### 29. The FSU graduate has an attitude conducive to the workplace.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

### 30. The FSU graduate has demonstrated dependability within the workplace.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# Program Alumni, Employers, Advisory

## 31. The FSU graduate has demonstrated effective communication skills in the workplace.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## 32. The FSU graduate has demonstrated positive behaviors in the workplace.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## 33. The FSU graduate has adequate technology skills to accomplish assigned tasks.

(\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# Program Alumni, Employers, Advisory

## 34. The FSU graduate has demonstrated respect for diverse populations (\* Respond to each category of FSU student in which you have knowledge)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## 35. Please provide any additional information (comments or suggestions) to improve the programs.

## 36. Our organization would hire another graduate from this program if a position became available?

	YES	NO	Do Not Know	N/A
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

# Program Alumni, Employers, Advisory

## 5. FSU Graduate Alumni

**37. The FSU program produces graduates who have knowledge of the subject matter.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**38. The FSU program produces graduates who demonstrate excellent teaching skills.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

**39. The FSU program produces graduates who have the ability to manage and monitor student learning.**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments



## Program Alumni, Employers, Advisory

**40. The FSU program produces graduates who have the "ability to use information technology to enhance learning and personal and professional productivity."**

**(\* Respond to each category of FSU student in which you have knowledge)**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

## 6. Thank You

Thank you for taking time to complete this survey on our programs within the School of Education at Ferris State University. If you have any questions, please call Dr.s Christine Conley-Sowels, Rick Van Sant, or Mike Ennis at 231 591-5361.

# Current Student Survey

## 1. Current Student Survey: Content and Delivery

Introduction:

Please assist in improving our degree programs by completing the following survey questions. Your responses will be held in confidence and will only be reported in an aggregate format. Thank you for participating in this survey. If you have any questions, please call Dr. Rick Van Sant, Dr. Christine Conley-Sowels or Dr. Mike Ennis at 810 762-5156.

Please indicate your level of agreement and supply open ended responses to the following questions.

### 1. Currently, I am a student in the following program:

- Elementary Ed. B.S.
- Secondary Ed. B.S.
- Technical Ed. B.S.
- Curriculum & Instruction M.Ed.
- Career & Tech. Ed. M.S.

Other (please specify)

### 2. The courses on my program plan are relevant to my degree.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other (please specify)

### 3. The content in the courses I have already taken will help me become successful in my future career.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Other (please specify)

# Current Student Survey

## 4. The courses in the program have been delivered in formats conducive to learning.

Strongly Disagree

Disagree

Agree

Strongly Agree

Other (please specify)

## 5. Overall, please rate the quality of instruction within the education courses you have taken.

Excellent

Good

Average

Poor

Other (please specify)

# Current Student Survey

## 2. Course Requirements

### 6. How important do you perceive this to be as a requirement in the program?

	Very Important	Somewhat Important	Not Important	N/A
Discussing current and relevant issues during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing relevant assignments and projects that can be used in your teaching or job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about and experiencing new teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about new research and ways to translate the research into schools and jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using professor-developed coursepacks and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using internet based materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing assignments as a team rather than an individual during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making presentations to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing and submitting assignment on the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the library to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the internet to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing term papers, reports, and other writing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatiing in field trips or assignments that require you to work in or visit a model school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing cooperative and team learning projects outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Current Student Survey

## 7. As you reflect back upon your coursework, do you think we should increase, decrease or keep the same emphasis on the topic?

	Increase	Stay the Same	Decrease	No Opinion/ Do not Recall
Discussing current and relevant issues during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing relevant assignments and projects that can be used in your teaching or job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about and experiencing new teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about new research and ways to translate the research into schools and jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using professor-developed coursepacks and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using internet based materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing assignments as a team rather than an individual during classtime.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making presentations to the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing and submitting assignment on the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the library to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the internet to look up information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing term papers, reports, and other writing assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatiing in field trips or assignments that require you to work in or visit a model school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing cooperative and team learning projects outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Current Student Survey

## 3. Satisfaction with Program Outcomes

**8. As a result of your completed coursework to date, to what extent do you feel you have gained or made progress in each of the following.**

	Very Much	Quite a Bit	Some	Very Little	N/A
Desire to make a difference for those I teach and/or work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To generally improve myself professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to be a life-long learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn on my own, pursue ideas and find information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use and interpret research and data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think analytically and logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in using the internet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring computer and technology skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating respect of diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instilling a commitment to student learning and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treating all students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the subjects taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared to pass the subject matter test on the Michigan Certification test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Current Student Survey

## 9. How well you feel you were prepared to become a professional. Please indicate the degree to which you agree or disagree with the following statements:

	Stongly Agree	Agree	Disagree	Disagree	N/A
Most of my professors at FSU in my program are effective teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The degree will improve my income.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment in most of the courses was relaxed and supportive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses I have taken in my program are helpful to me professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program of study is helping me meet my professional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The office staff in Big Rapids have been friendly and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my professors are available outside of class to help students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have implemented new teaching strategies as a result of my program coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my classes in my program at Ferris are stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will modify or change the curriculum content in the courses I teach as a result of my program coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning experiences in most of the program courses will be useful in my employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will implement new assessment/grading strategies as a result of my program coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully completing my program will open more employment opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The office staff at the extension office sites have been friendly and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses taught by adjunct faculty in the program have been very good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 4. Suggestions to Improve Program Effectiveness

### 10. What are the top reasons for enrolling in Ferris State University, School of Education program?

- Cost
- Admission Standards
- Location of Courses
- Type of Program
- Academic Reputation
- Advice of Colleague
- Convenient Schedule

Other (please specify)

### 11. Would you recommend Ferris State University's Education Program to a friend?

- Yes, without reservation
- Yes, with reservation
- No, probably not
- No, not under any circumstances

Other (please specify)

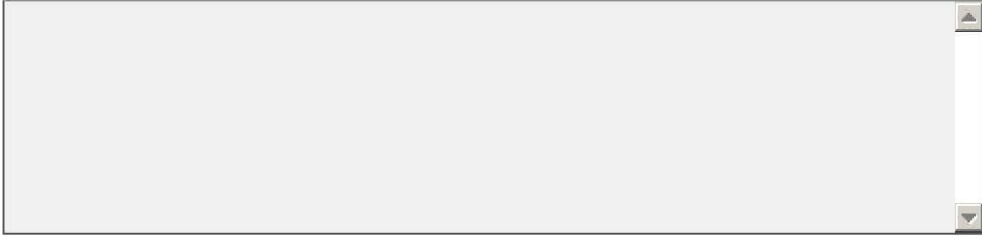
### 12. Overall, how satisfied are you with your experience at FSU?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

Other (please specify)

## Current Student Survey

**13. Please suggest how we could improve our program's effectiveness.**

A large, empty text input field with a light gray background and a thin black border. On the right side, there is a vertical scrollbar with a small gray handle, indicating that the field is scrollable. The field is currently empty, ready for the user to type their suggestions.

# Faculty Survey

## 1. Faculty Survey

Introduction:

Please assist in improving our education programs by completing the following survey questions. Your responses will be held in confidence and will only be reported in an aggregate format.

If you have any questions, please e-mail Leonard Johnson at johnsole@ferris.edu or call (231) 591-2134 or Mike Ennis at ennisf@ferris.edu or call (810) 762-5156.

This survey should only take you a few minutes to complete.  
Thank you for participating in the survey.

### 1. My current role at FSU in the College of Education and Human Services is:

Tenure/ Tenure Track Faculty

Adjunct Faculty

Other (please specify)

### 2. Program Questions:

Please rate your level of agreement with the program statements below:

Each respective program identified below is consistent with the Ferris State University Mission Statement.

#### FSU Mission Statement:

**"Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society."**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

# Faculty Survey

## 3. The respective program identified below is unique and visible in the state of Michigan.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 4. The respective program identified below is an integral part of the College of Education and Human Services.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 5. The respective program identified below effectively serves the teachers and educational organizations in Michigan.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 6. There is a strong demand for graduates of the program identified below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

# Faculty Survey

## 2. Faculty Capacity

**7. The faculty who teach in the programs identified below are knowledgeable with the needs of those who employ our graduates.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**8. The number of full-time-tenure-track faculty is sufficient to manage the program.**

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

# Faculty Survey

## 3. Program Requirements and Support

### 9. The FSU College of Education's admission requirements for the respective programs are adequate.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 10. The respective curriculum options for each of the programs listed below are adequate.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 11. The respective curriculum options available in the programs listed below are adequate to meet the demands of the market.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

# Faculty Survey

## 12. The FSU SCHOOL OF EDUCATION administration provides support for the respective programs identified below to thrive and optimize its potential.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 13. The FSU COLLEGE of EDUCATION and HUMAN SERVICES administration provides support for the respective programs identified below to thrive and optimize its potential.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unknown
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## 14. Within the last academic year, my teaching load has been delivered according to the following percentage in the listed delivery categories.

	0%	25%	50%	75%	100%
Traditional Classroom Format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hybrid (traditional and online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 15. Within the last academic year, my teaching load has been delivered at or for the following locations:

	0%	25%	50%	75%	100%
Big Rapids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grand Rapids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dowagiac	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Traverse City	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Faculty Survey

## 4. The Teacher Education Accreditation Council (TEAC) Questions

**16. The School of Education program produces graduates who have excellent knowledge of the subject matter in their field.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**17. The School of Education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and hallmark assignments.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**18. The School of Education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**19. The School of Education program requires hallmark assignments, training, and adequate opportunities for students to become proficient in technology skills.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown



## Faculty Survey

**20. The School of Education program includes diverse population content information, encourages participation and practical experiences, and requires students to demonstrate respect for each other.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**21. The School of Education provides clear statements of expected and required professional and ethical behavior for students during classes, field experiences, and in non-educational settings.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

# Faculty Survey

## 5. Recommendations

### 22. I would recommend the program identified below to interested students.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to Judge
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 23. Please rate the overall quality of the programs identified below.

	Poor	Fair	Good	Very Good	Unable to Judge
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 24. Overall, what is your level of satisfaction with the internal processes and procedures used to support the program?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to Judge
Elementary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Ed. B.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum & Instruction M.Ed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Tech. Ed. M.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 25. Briefly list the strengths, weaknesses and resources needed to improve the ELEMENTARY EDUCATION B.S., only if you have experience with this program. (SKIP THE QUESTION IF YOU DO NOT HAVE EXPERIENCE WITH THE PROGRAM)

Weaknesses:

Strengths:

Resources

Needed to  
Improve  
Program?

# Faculty Survey

**26. Briefly list of the strengths, weaknesses and resources needed to improve the SECONDARY EDUCATION B.S., only if you have experience with this program. (SKIP THE QUESTION IF YOU DO NOT HAVE EXPERIENCE WITH THE PROGRAM)**

Weaknesses:

Strengths:

Resources Needed to Improve Program?

**27. Briefly list of the strengths, weaknesses and resources needed to improve the TECHNICAL EDUCATION B.S., only if you have experience with this program. (SKIP THE QUESTION IF YOU DO NOT HAVE EXPERIENCE WITH THE PROGRAM)**

Weaknesses:

Strengths:

Resources Needed to Improve Program?

**28. Briefly list of the strengths, weaknesses and resources needed to improve the CURRICULUM AND INSTRUCTION, MASTERS OF EDUCATION DEGREE, only if you have experience with this program. (SKIP THE QUESTION IF YOU DO NOT HAVE EXPERIENCE WITH THE PROGRAM)**

Weaknesses:

Strengths:

Resources Needed to Improve Program?

**29. Briefly list of the strengths, weaknesses and resources needed to improve the CAREER AND TECHNICAL EDUCATION, MASTERS OF SCIENCE DEGREE, only if you have experience with this program. (SKIP THE QUESTION IF YOU DO NOT HAVE EXPERIENCE WITH THE PROGRAM)**

Weaknesses:

Strengths:

Resources Needed to Improve Program?

# Faculty Survey

**30. The following is the approximate percentage of my teaching load serving each program. (Please do not exceed 100% total of all categories)**

	100%	75%	50%	25%	0%
Elementary Ed. B.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Ed. B.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical Ed. B.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum & Instruction M.Ed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career & Tech. Ed. M.S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you!**



# Teacher Education Accreditation Council (Student) Survey

## 1. Teacher Education Accreditation Council (TEAC) Survey

### Introduction:

Please assist in improving our education programs by completing the following 7 survey questions. Your responses will be held in confidence and will only be reported in an aggregate format. The last question asks for contact information for a survey prize. Your name will not be connected to your responses.

If you have any questions, please e-mail Leonard Johnson at johnsole@ferris.edu or call (231) 591-2134 or Mike Ennis at ennisf@ferris.edu or call (810) 762-5156.

This survey should only take you a few minutes to complete.  
Thank you for participating in the survey.

### 1. I am currently a student in the following program:

- Elementary Ed. B.S.
- Secondary Ed. B.S.
- Technical Ed. B.S.
- Curriculum & Instruction M.Ed.
- Career & Tech. Ed. M.S.

Other (please specify)

# Teacher Education Accreditation Council (Student) Survey

## 2. The Teacher Education Accreditation Council (TEAC) Questions

**2. The School of Education program produces graduates who have excellent knowledge of the subject matter in their field.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**3. The School of Education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and hallmark assignments.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**4. The School of Education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**5. The School of Education program requires hallmark assignments, training, and adequate opportunities for students to become proficient in technology skills.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

## Teacher Education Accreditation Council (Student) Survey

**6. The School of Education program includes diverse population content information, encourages participation and practical experiences, and requires students to demonstrate respect for each other.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**7. The School of Education provides clear statements of expected and required professional and ethical behavior for students during classes, field experiences, and in non-educational settings.**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Unknown

**8. If you would like to be entered into the drawing for a survey prize, please include your name and contact information below. Note: your name will not be attached to your responses.**

3. Recommendations

**Thank you!**





**AMY L. KAVANAUGH**

[kavanaua@ferris.edu](mailto:kavanaua@ferris.edu)

## **EDUCATION**

### **Doctor of Education**

Western Michigan University, August 2001

Department of Teaching, Learning, and Leadership

Concentration: Curriculum & Instruction

Dissertation Title: "New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction"

### **Master of Arts**

Western Michigan University, December 1994

Concentration: Educational Leadership

### **Bachelor of Arts**

Michigan State University, August 1992

Elementary Education: Language Arts and Social Studies

Senior year practice teaching at Professional Development School

Studied Britain's Education System at the University of London

MI Professional Certification in Elementary Education

## **PROFESSIONAL EXPERIENCE**

### **Associate Professor 2007**

**Assistant Professor**, May 2002-May 2007

Ferris State University, School of Education

- Develop and teach face-to-face and online courses in instructional planning, curriculum, methods, action research, and diversity
- Advise students in art education, elementary education, and graduate programs
- Lead and serve on community, college, and university level committees

### **Elementary Education Term Faculty Member**, August 2001-August 2002

Western Michigan University

College of Education, Department of Teaching, Learning, and Leadership

- Taught Elementary School Science Methods
- Guided graduate students in their capstone projects
- Advised graduate students in Elementary Education
- Served on the Graduate Programs Council

### **Professional Development Consultant**, June 1998-2002

Classroom Management Co-facilitator for teachers in Calhoun County

- Assisted teachers in the development of plans for classroom expectations, building relationships with students, and choice theory

**Graduate Research Associate**, August 2000-June 2001  
Western Michigan University College of Education, Department of Teaching, Learning,  
and Leadership

- Assisted professors with research related to leadership and instruction

**Fifth Grade Teacher**, August 1998-August 2000

Lakeview School District, Battle Creek, MI

Westlake School

- Piloted performance assessments in the classroom
- Trained teachers in the development of performance assessments
- Chaired the School Improvement Team

**Fifth & Sixth Grade Teacher**, January 1993-August 1998

Battle Creek Public Schools, Battle Creek, MI

Level Park School and Washington School

- Assisted in the “I Have A Dream Program” for inner city youth
- Facilitated student-involved conferences
- Conducted Family Math Program to encourage parent involvement

### **PROFESSIONAL DEVELOPMENT**

Ferris State University

Ferris Connect Training	2007
ASCD Conference	2007
Holmes Group Conference	2006
Equity in the Classroom Conference	2004 & 2006
Advisor Training	2004
Lilly Conference on College Teaching	2003, 2006, 2007
Preparing for Your First Semester Online	2003
Facilitating Online Learning	2002

Pre K-12

Battle Creek Math and Science Center Instructor	1992-2002
Leadership Academy with Roland Barth, Calhoun ISD	1998
ASCD Teaching and Learning Conference	1997 & 1998
Curriculum Internship, KRESA	1997
Connected Math Project	1997-1998
Instructional Model Training	1995-1996
Spencer Kagan Cooperative Learning Training	1995
Control Theory Responsibility Training	1993

### **PUBLICATIONS**

Kavanaugh, A. (2005). Introduction to principalship. In J. Shen (Ed.), *School Principals*

(pp. 1-13). New York: Peter Lang.

- Kwak, C., Shen, J., & Kavanaugh, A. (2002). An overview of the practice and development of service-learning. *Educational Horizons*, 80(4), 190-194.
- Kavanaugh, A. (2001). New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction. Dissertation completed through Western Michigan University.
- Kavanaugh, A. & Shen, J. (2001). Profiles and preparation of urban school principals: A comparative study in the United States and China. *Wingspan*, 14 (1), 29-31. A review of Su, Z., Adams, J. & Mininberg, E. (2000) article published in *Education and Urban Society*, 32 (4) 455-480.

### **PRESENTATIONS**

- |  |                                     |
|--|-------------------------------------|
| Lilly Conference on College Teaching   | October 2007<br>Traverse City, MI   |
| Michigan Career Education Conference<br>Using Media in the Classroom   | February 2007<br>Detroit, MI        |
| Lilly Conference on College Teaching<br>Designing integrated Web quests  | September 2006<br>Traverse City, MI |
| WOTV News<br>Back to school tips for college students  | August 2006<br>Grand Rapids, MI     |
| Ferris State University Spring Learning Institute<br>Creating community in the classroom<br><i>Proposal accepted</i> | April 2006<br>Big Rapids, MI        |
| Conference on Career Education<br>Career and academic trends for the future  | February 2006<br>Grand Rapids, MI   |
| COATT Camp<br>Using Web quests to engage at-risk learners  | June 2005<br>Big Rapids, MI         |
| FIRE-UP Conference<br>Relationship building strategies for the classroom   | March 2005<br>Allendale, MI         |
| FIRE-UP Conference   | March 2004                          |

Motivation strategies for the classroom	Allendale, MI
Westwood Middle School First Year Teachers Instructional design and classroom management	Winter Semester 2004 Grand Rapids, MI
Dissertation Seminars WMU Gathering and using National Data through NCES	Fall 2001 Kalamazoo, MI

### **PROFESSIONAL SERVICE**

#### Ferris State University

Faculty Senate Representative	2006-2008
Faculty Center for Teaching and Learning Advisory Committee	2002-present
COEHS Curriculum Committee	2005-2006
School of Education Curriculum Committee	2002-present
Chairperson	2005-2006
School of Education Graduate Curriculum Committee	2002-present
Chairperson	2004-2006
Secondary Education Bachelor's Degree Program Review Panel	2002-2003

#### Western Michigan University College of Education

Graduate Programs Council Chairperson	2001-2002
Doctoral Associate	2000-2001

#### Community

Interinstitutional Teacher Education Council of West Michigan	2003-present
K-12 Sub Committee of the Implementation Team	2005-2006
Michigan Department of Education Grant Reviewer	2006
Portage Public Schools Site Based Leadership Team	2005-present
Junior League of Kalamazoo	1997-2002
Provisional Recruitment Committee	2001
Festival of Trees Children's Area Chairperson	2000

#### Battle Creek Public Schools and Lakeview School Districts

School Improvement Chair, Westlake School	1999-2000
Battle Creek Area Assessment Team	1997-1999
Writing Committee Chairperson, Level Park School	1996-1998
At Risk Program Teacher, Level Park School	1995-1996
Science Coordinator, Washington School	1994-1995

### **PROFESSIONAL ORGANIZATIONS AND AWARDS**

ASCD member	1998-present
Phi Delta Kappa Western Michigan Chapter	1999-2003
Outstanding Dissertation	2002
Vice President for Programming	2002-2003

**Dr. Van Cooley**

Chairperson, Department of Teaching, Learning, and Leadership  
Sangren Hall Western Michigan University Kalamazoo, MI 49008  
(616) 387-3891, [van.cooley@wmich.edu](mailto:van.cooley@wmich.edu)

**Mrs. Carol Disler**

Principal, Post School  
Battle Creek Public Schools 340 Cliff Street Battle Creek, MI 49014  
(616) 965-9686, [Mb3plus1@aol.com](mailto:Mb3plus1@aol.com)

**Mrs. Cindy Ruble**

Superintendent  
Lakeview School District 15 Arbor Street Battle Creek, MI 49015  
(616) 565-2413, [cruble@remc12.k12.mi.us](mailto:cruble@remc12.k12.mi.us)

**Dr. James Sanders**

Assistant Director of The Evaluation Center (retired)  
Professor, Educational Studies (retired)  
Western Michigan University Kalamazoo, MI 49008  
(616) 387-5895, [james.sanders@wmich.edu](mailto:james.sanders@wmich.edu)

**Dr. Jianping Shen**

Professor, Department of Teaching, Learning, and Leadership  
Sangren Hall Western Michigan University Kalamazoo, MI 49008  
(616) 387-3887, [shen@wmich.edu](mailto:shen@wmich.edu)

**Marlene J. Braunius, Ph.D.**  
**2211 Edgewood Avenue, SE**  
**Grand Rapids, MI 49546**  
**Telephone: 616-726-5253**  
**E-mail: braunim@ferris.edu**

**September 15, 2008**

Assistant Professor  
Ferris State University  
College of Education and Human Services  
School of Education  
Reading/Language Arts

**Academic Degrees**

Ph.D.	1991	Curriculum and Instruction Reading/Language Arts, Teacher Education	Michigan State University
M.A.T.	1978	Reading	Calvin College
B.A.	1966	Elementary Education English Studies, Social Studies	Calvin College

**Experience: Administration and Teaching**

Fall 2007- present	Assistant Professor, Literacy, Ferris State University, Big Rapids/Grand Rapids, MI
Summer 2004- Summer 2007	Assistant Professor, Literacy Unit, Western Michigan University, Grand Rapids, MI
Spring 2004	Adjunct Professor, Western Michigan University, Kalamazoo and Grand Rapids, MI
1999-2003	Assistant Professor, Reading/Language Arts, Florida Atlantic University
1998-1999	Visiting Professor, Reading/Language Arts, Florida Atlantic University
1997-1998	Curriculum Director (Assistant Superintendent for Instruction), Zeeland (MI) Public Schools
1996-1997	Reading and Curriculum Coordinator, Zeeland (MI) Public Schools
1995-1996	Reading Coordinator + Reading Teacher, Zeeland (MI) Public Schools
1979-1996	Reading Teacher/Consultant, Zeeland (MI) Public Schools
Spring 1994	Adjunct Professor, Calvin College, Grand Rapids, MI
Spring 1993	Adjunct Professor, Calvin College, Grand Rapids, MI
Fall 1992	Adjunct Professor, Grand Valley State University, Grand Rapids, MI
Fall 1988	Adjunct Professor, Student Teaching Supervisor, Michigan State University, East Lansing, MI
Summer 1987	Adjunct Professor, Calvin College, Grand Rapids, MI
Summer 1981	Adjunct Professor, Calvin College, Grand Rapids, MI
Summer 1980	Adjunct Professor, Calvin College, Grand Rapids, MI
1969-1970	3 <sup>rd</sup> Grade Classroom Teacher, Martin School, Seekonk, MA
1966-1969	3 <sup>rd</sup> Grade Classroom Teacher, Godwin Christian School, Grand Rapids, MI

## Professional Education Courses Taught

### Florida Atlantic University

#### Fall Semester, 1998

RED 4310 Reading in the Elementary School I	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit

#### Spring Semester, 1999

RED 4310 Reading in the Elementary School I	3 semester hours credit
RED 4310 Reading in the Elementary School I	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit

#### Summer Term A, 1999

LAE 4353 Language Arts and Children's Literature	3 semester hours credit
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#### Fall Semester, 1999

RED 4310 Reading in the Elementary School I	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit

#### Spring Semester, 2000

RED 4510 Reading in the Elementary School I	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit

#### Summer Term A, 2000

LAE 4353 Language Arts and Children's Literature	3 semester hours credit
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#### Fall Semester, 2000

RED 4510 Reading in the Elementary School I	3 semester hours credit
RED 4311 Reading in the Elementary School II	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit

#### Spring Semester, 2001

RED 4510 Reading in the Elementary School I	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
RED 6548 Remedial Reading	3 semester hours credit

#### Summer Term A, 2001

LAE 4353 Language Arts and Children's Literature	3 semester hours credit
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#### Fall Semester, 2001

RED 4510 Reading in the Elementary School I	3 semester hours credit
RED 4311 Reading in the Elementary School II	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
RED 7938 Seminar in Reading Education	3 semester hours credit

#### Spring Semester, 2002

LAE 4353 Language Arts and Children's Literature	3 semester hours credit
LAE 4353 Language Arts and Children's Literature	3 semester hours credit
RED 4510 Reading in the Elementary School I	3 semester hours credit
RED 7938 Seminar in Reading Education	3 semester hours credit

#### Summer Term A, 2002

LAE 4353 Language Arts and Children's Literature	3 semester hours credit
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#### Fall Semester, 2002

RED 4510 Reading in the Elementary School I	3 semester hours credit
RED 4353 Literacy Development Elem. -Sec.	6 semester hours credit

Spring Semester, 2003		
LAE 4353	Language Arts and Children's Literature	3 semester hours credit
LAE 4353	Language Arts and Children's Literature	3 semester hours credit
EDG 4930	Reading Development: Birth-Grade 3	3 semester hours credit
Summer Term A, 2003		
LAE 4353	Language Arts and Children's Literature	3 semester hours credit

Western Michigan University

Spring Semester, 2004		
ED 351	Literacy Development	3 semester hours credit
ED 351	Literacy Development	3 semester hours credit
ED 620	Educational Therapy in Reading	3 semester hours credit
Summer Term II, 2004		
ED 612	Strat. Lrng through Text for El. Tchrs.	3 semester hours credit
Fall Semester, 2004		
ED 6190	Clinical Studies in Reading	3 semester hours credit
ED 6520	Oracy and Literacy in Early Education	3 semester hours credit
ED 6790	Capstone Research Project	3 semester hours credit
Spring Semester, 2005		
ED 6120	Strat. Lrng. through Text for El. Tchrs.	3 semester hours credit
ED 6200	Educational Therapy in Reading	3 semester hours credit
ED 6790	Capstone Research Project	3 semester hours credit
Summer Term I, 2005		
ED 6120	Strat. Lrng. through Text for El. Tchrs.	3 semester hours credit
ED 6190	Clinical Studies in Reading	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
Summer Term II, 2005		
ED 6200	Educational Therapy in Reading	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
ED 6970	Special Topics in Reading	3 semester hours credit
Fall Semester, 2005		
ED 6190	Clinical Studies in Reading	3 semester hours credit
ED 6560	Admin. a Balanced Reading Prog. (GR)	3 semester hours credit
ED 6560	Admin. a Balanced Reading Prog. (MK)	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
Spring Semester, 2006		
ED 6120	Strat. Lrng. through Text for El. Tchrs	3 semester hours credit
ED 6520	Oracy and Literacy in Early Education	3 semester hours credit
ED 6790	Capstone Research Project	3 semester hours credit
Summer Term I, 2006		
ED 5980	Readings in Education	3 semester hours credit
ED 6190	Clinical Studies in Reading	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
Summer Term II, 2006		
ED 6190	Clinical Studies in Reading	3 semester hours credit
ED 6200	Educational Therapy in Reading	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
ED 5980	Special Topics in Reading	3 semester hours credit



Fall Semester, 2006		
ED 5970	Reading and Related Lang. Exp.	3 semester hours credit
ED 6170	Reading in the Content Areas	3 semester hours credit
ED 5980	Readings in Education	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
Spring Semester, 2007		
ED 6120	Strat. Lrng. through Text for El. Tchrs	3 semester hours credit
ED 6560	Admin. a Balanced Reading Prog. (GR)	3 semester hours credit
ED 5980	Readings in Education	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit
Summer Term I, 2007		
ED 6520	Oracy and Literacy in Early Education	3 semester hours credit
ED 6790	Capstone Project: Reading	3 semester hours credit

Ferris State University

Fall Semester, 2007		
EDLA 207	Emergent Literacy	3 semester hours credit
EDLA 342	Reader Response	3 semester hours credit
EDUC 421	Tchg Reading Elem-Middle School 2	3 semester hours credit
ERLA 609	Developing Literacy Leaders	3 semester hours credit
Spring Semester, 2008		
EDLA 342	Reader Response	3 semester hours credit
EDUC 421	Tchg Reading Elem-Middle School 2	3 semester hours credit
ERLA 501	Understand Literacy-Language Dev	3 semester hours credit
Fall Semester, 2008		
EDLA 207	Emergent Literacy	3 semester hours credit
EDLA 342	Reader Response	3 semester hours credit
EDUC 421	Tech Reading Elem-Middle School 2	3 semester hours credit
ERLA 530	Literacy Assessment	3 semester hours credit

**Publications**

- Book. Lapp, S. & Braunius, M. (2001). *Creating a literacy community: Strategies for authentic assessment*. Dubuque, IA: Kendall/Hunt.
- Book. Braunius, M., Lapp, S., & Palenzuela, S. (2002). *Exploring language arts through children's and adolescent literature*. Dubuque, IA: Kendall/Hunt.
- Book. Braunius, M., Palenzuela, S. & Leistner, T. (2004). *Exploring language arts through literature: Birth-grade 8* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall/Hunt.
- Article. Braunius, M. (2003, March). A powerful partnership in literacy learning. *Florida Reading Quarterly*. 39 (3), 12-18.
- Article. Braunius, M. (2003, Spring). New teachers: Overwhelmed or overlooked? *Illinois Schools Journal*. 82 (2), 67-85.

## **Presentations**

### Florida Atlantic University

- Annenberg *Action in Research* Participants. *Taking the Fear out of Action Research*. October, 1999. Davie, FL.
- Broward Center for Excellence. *Take Action 2000: A Symposium on Action Research*. May, 2000. Davie, FL.
- Spanish River Church Children's Ministry Teaching Staff. *Lesson Planning*. September, 1999. Boca Raton, FL.
- Spanish River Church Children's Ministry Teaching Staff. *Seven Laws of Teaching*. September, 2000. Boca Raton, FL.
- Silver Ridge Elementary School Faculty. *Neurological Impress Method*. April, 2001. Davie, FL.
- ACE (Alternative Certification for Educators: Secondary) Community: *Alternative Certification: Counting the Cost--Financial and Time Commitments*. February, 2002. Plantation, FL.
- FLaRE (Florida Literacy and Reading Excellence) Summer Institute. *Meaningful Mentoring in Literacy Learning: Elementary*. June, 2002. Martin County, FL.
- FLaRE (Florida Literacy and Reading Excellence) Summer Institute. *Meaningful Mentoring in Literacy Learning: Secondary*. June, 2002. Martin County, FL.
- FAU Student Teaching Orientation. *Unit Planning and Lesson Plans*. August, 2002. Davie, FL.
- FATE (Florida Association of Teacher Educators). *A Powerful Partnership in Literacy Learning*. October, 2002. Ft. Lauderdale, FL.
- RAFTS (Reading Adjunct Faculty Teaching Support) Orientation. November, 2002. Davie, FL.
- RAFTS (Reading Adjunct Faculty Teaching Support) Orientation. December, 2002. Jupiter, FL.

### Western Michigan University

- Waukazoo Elementary School Professional Development Day. August 25, 2004. Holland, MI.
- Waukazoo Elementary School Reading Support Volunteer Training. October 15/19, 2004. Holland, MI.
- Zeeland Middle School Professional Development Day. February 22, 2005.
- Greater Grand Rapids Reads Literacy Summit. *Servicing Individuals with Reading Difficulties*. October 21, 2005.
- Fifth Reformed Church. *Parenting with Children's Books* (8 week seminar). January 4-February 22, 2006.
- Michigan Reading Association. *R.S.V.P. (Reading Support Volunteer Program)*. March 18, 2006.
- Byron Center Rotary Club. WMU Reading Program. May 9, 2006.

## **Service Activities**

### Florida Atlantic University

- Advising.  
Undergraduate and Graduate Students. 1999-2003.
- Committees.  
Reading Department Committee. 1998-2003.  
Public Relations Committee. 1999-2000.  
SACS (Southern Association of Colleges and Schools) Program Assessment Committee: Teacher Efficacy. 2001-2002.  
SACS (Southern Association of Colleges and Schools) Program Assessment Committee: Reading Course Content Assessment Test. 2002-2003.

#### Grants.

Annenberg Grant for *Action Research*, Eisenhower (Davie, FL) Elementary School. 1999-2000.  
*Just-in-Time* Staff Development Computer Literacy Instruction. 1999-2000.  
Annenberg Grant for *Family Literacy Center*, Croissant Park (Ft. Lauderdale, FL) Elementary School, 2000.  
FLaRE (Family Literacy and Reading Excellence) Grant: Syllabus Committee (Orlando, FL). 2000-2001.  
Silver Ridge (Davie, FL) Elementary School's FlaRE Grant Implementation Committee, 2001.  
Higher Education Coach for Broward (FL) District's ACE (Alternative Accreditation for Educators: Secondary) Grant. 2001-2002.  
HANDY (Helping Abused Neglected Dependent Youth), Inc./Saturday STARS (Steering Teens toward Academic Rewards and Success) Academy Grant. 2001-2002.  
Pew Foundation Grant for *Improving Literacy Instruction* at Florida Atlantic University. 2001-2003.

#### Reviews.

Hennings, D. (2000). *Communication in Action*, 7<sup>th</sup> ed manuscript. 2000.  
Florida Department of Education Reading and English Language Arts Content for Florida Teacher Competency Exam revision, 2001.  
*Florida Reading Quarterly* submitted manuscripts: member of the *FRQ* Editorial Board, 2001-2003.  
Training Modules, Broward District's *Alternative Certification for Educators: Elementary*, 2002.  
Genesis Experimental Teacher Education Program Applications, 2002.  
Broward Partners in Education Annual Award Applications, 2003.  
Comprehensive Exam Questions (Reading) Doctoral Program: Submission and Grading. 2002.

#### Curriculum Development.

Genesis Course Rewrite for RED 4353. 2000.  
Undergraduate Reading Course Curriculum Restructuring. 2002.

#### National Organization.

American Reading Forum (ARF) Elections Committee, 2000.

#### Other.

Broward Campus College of Education Library Liaison.  
Recruiting, Mentoring, and Monitoring Junior and Adjunct (part-time) Reading Faculty. Florida Atlantic University, Western Michigan University.

#### Professional Memberships.

Association for Supervision and Curriculum Development.  
Florida Reading Association,  
International Reading Association.  
American Reading Forum.

Western Michigan University

#### Advising.

Graduate Students. All Master's in Education and Professional Development: Reading Concentration students at the Grand Rapids and Muskegon Extended University Programs 2004-2007.  
WMU Grand Rapids and Muskegon Teaching, Learning, & Leadership Open Houses 2004-2007.

Supervision.

ED 6219/ED 6200 Reading Clinical Experience. 2005-2006.

Capstone Action Research Projects. 2004-2007.

Part-time Faculty in the Reading Master's Program at the Grand Rapids and Muskegon EUPs.

Committees.

Elementary Graduate Committee. 2004-2005.

Reading Unit Department. 2004-2007.

Participation in Language Arts Workshop Orientation for Undergraduate Courses.

August 2004, August 2005.

Publicity.

WMU Grand Rapids Beltline Reading Marketing Plan Development/Implementation. 2004-2006.

WMU Grand Rapids Beltline Reading WEB Page. 2005.

Curriculum.

Rewriting the Master's Degree in Literacy Studies: reduction from 39-30 credit hours.

Other.

Established Structure for WMU Grand Rapids Reading Clinic/Family Literacy Center. 2005-2006.

Reviews.

*Reading Horizons* submitted manuscripts: member of the *RH* Editorial Board, 2004-2006.

Muskegon Community College Academic Support Program: Reading for NCA (North Central Accreditation). 2005-2006.

Professional Memberships

Michigan Reading Association.

International Reading Association.

Ferris State University

Advising.

Ferris: Grand Rapids Undergraduate and Graduate, 2008.

FSU-Grand Rapids Open House, February 20, 2008.

Committees.

School of Education Curriculum Committee, 2007-2009.

School of Education Undergraduate Curriculum Committee, 2007-2009.

Sabbatical Committee, 2007-2009.

Field Experience Committee, 2008-2009.

Library/Historical/Archival Committee, 2008-2009.

Faculty Interview Committee, 2008.

TEAC Documentation Coordinating and Archiving Committee, 2008.

Professional Development.

New to Ferris Faculty Orientation, August 13-17, 2007.

Live Text Training, September 8, 2007, March 2008.

Ferris Connect Training, November 2-3, 2007.  
Assessment Fair, March 20, 2008.  
Professional Memberships.  
Michigan Reading Association.  
International Reading Association.  
Michigan Alliance of Reading Professors.

### **Collaboration with K-12 Schools**

#### Florida Atlantic University

Program Developer/Supervisor for Site-based Reading Practicums:

- Croissant Park (Ft. Lauderdale, FL) Elementary School. Fall 2000.
- Broward (FL) District's Partners in Education: Silver Ridge (Davie, FL) Elementary School. Spring 2000, Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003.
- Village Academy (Delray Beach, FL). Fall 2002.
- Wayne Barton Study Center (Boca Raton, FL). Fall 2002.

#### Western Michigan University

Program Developer/Supervisor for Site-based Reading Practicums:

- Excel Charter Academy (Grand Rapids, MI). Spring, 2005.
- St. John's Home (Grand Rapids, MI). Summer 2005, Summer 2006.
- Grand Rapids Public Schools (Grand Rapids, MI). Fall 2006.

Literacy Support

- Waukezoo (West Ottawa) Elementary School (Holland, MI). Fall 2004.  
Consultant for Reading Committee  
Professional Development Day: Reading Volunteers  
RSVP (Reading Support Volunteer Program) Training
- Zeeland Middle Schools (Holland, MI). Fall 2004/Winter 2005.  
Facilitator for English Language Arts Committee  
RAP (Reaching Adolescents' Potential) Sessions: Reading in the Content Areas  
Professional Development Day: Reading Strategies Across the Curriculum
- United Way of Kent County (Grand Rapids, MI). Fall 2006.  
Consultant for \$3.2 million 3-year grant (literacy and early childhood)

### **Honors and Awards.**

Membership in Phi Kappa Phi, Michigan State University Honor Society.

Finalist. FAU Broward Teacher of the Year, 2000-2001.

Finalist. Broward Public School District's Partners in Education (Florida Atlantic University with Silver Ridge Elementary School), 2001.

Nominee. FAU College of Education's Distinguished Teacher of the Year, 2001-2002.

Nominee. FAU College of Education's Distinguished Teacher of the Year, 2002-2003.

Award Winner: Broward District's Partnership of the Year: Elementary School Category (Florida Atlantic University with Silver Ridge Elementary School), 2002.

CHERYL S. THOMAS  
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Hersey, MI 49639  
231-832-8979  
[thomasc@ferris.edu](mailto:thomasc@ferris.edu)

## EDUCATION

- May 2004     Doctor of Philosophy in Educational Leadership and Innovation, School of Education, University of Colorado at Denver, Denver, CO 80217.  
Dissertation: “An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene.”
- Jan 1991 –     Doctoral Student, Educational Administration, College of Education, Wayne State  
Aug 1992     University, Detroit, MI 48202. (Studies suspended because of distance.)
- Jul 1989 –     Leadership Development Program, Ferris State University, Big Rapids, MI 49307.  
May 1990     Administrative training at the secondary and post-secondary levels.
- Sep 1978 –     Master of Arts in the Teaching of Business, summa cum laude. Graduate College,  
Apr 1981     Business Education Department, Western Michigan University, Kalamazoo, MI  
49008.  
Master’s Paper: “A Comparison of the Basic Business and Economic Knowledge Between Ninth Graders Who Have Had Basic Business Courses and Those Who Have Not.”
- Sep 1975 –     Bachelor of Science in Business Education, summa cum laude. College of  
Jun 1978     Business, Business Education Department, Western Michigan University,  
Kalamazoo, MI 49008.  
Major: Business Education, Secretarial/Clerical  
Minor: General Business

## PROFESSIONAL EXPERIENCE IN EDUCATION

- Aug 2002 –     Ferris State University, Big Rapids, MI 49307  
Present     **Full-time Tenure Track Faculty, School of Education**
- Jan 2002 –     Ferris State University, Big Rapids, MI 49307.  
Aug 2002     **Full-time Temporary Faculty, School of Education**
- Aug 1998 –     Falcon School District 49, Sand Creek High School, Colorado Springs, CO  
Dec 2000     80922.  
**Vocational Business Education Teacher.**
- Aug 1997 –     Pikes Peak Community College, Colorado Springs, CO 80906. **Adjunct Business**  
Dec 1997     **Faculty.**

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- Aug 1992 – Coleman Community Schools, POB W, Coleman, MI 48618. **Principal, Coleman**  
Jun 1997 **High School.**
- Aug 1989 – Macomb Community College, Warren, MI 48093. **Coordinator, Business/Public**  
Aug 1992 **Service Cooperative Education.**
- Sep 1978 – Three Rivers High School, Three Rivers, MI 49093. **Instructor Vocational**  
Aug 1989 **Information Processing** (including shared-time programs), Cooperative  
Education Coordinator, Chairperson Business Education Department, Internal  
Accountant, Student Council Advisor, BPA Advisor, Curriculum Council  
member, county vocational committees member.
- Sep 1986 – Glen Oaks Community College, Centreville, MI 49032. **Instructor, Clerical**  
Aug 1989 **Skills** (both on campus and at Florence Crane Women’s Correctional Facility--a  
medium-security State prison).
- Sep 1986 – Three Rivers Adult High School, Three Rivers, MI 49093. **Instructor, Clerical**  
May 1988 **and Computer Skills.**

### **BUSINESS EXPERIENCE**

- Jul 1997 – Nazarene Bible College, Colorado Springs, CO 80910. **Administrative Assistant**  
Jul 1998 **to Vice President for Academics.**
- Jun 1969 – Reish’s Shoes. A family-owned business. **Active partner in business operations,**  
Jul 1986 **accounting, inventory and purchasing.**
- Apr 1966 – Sears, Roebuck & Co. Three Rivers, Marshall, and East Lansing, MI. **Customer**  
Nov 1972 **Service and Cashier-Teller.**

### **CERTIFICATION**

- Jun 1990 Michigan Secondary Administration Certificate  
Michigan Central Office Administration Certificate
- Apr 1981 Michigan Continuing Secondary Certificate  
Michigan Permanent Vocational Certificate

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### **SPECIALIZED TRAINING**

- 1999            General Training on the Six-Trait Writing Model
- 1997            On-line Instruction Training through Convene.com

### **HONORS AND AWARDS**

- 1978            Honored as a Michigan Business Education Association Student Teacher of the Year.

### **MEMBERSHIPS**

Association for Career and Technical Education  
Association for Supervision and Curriculum Development  
Phi Delta Kappa  
Michigan Association of Secondary School Principals

### **UNIVERSITY SERVICE**

- 2005 -            Academic Senate  
Present
- 2005 -            University Assessment Committee  
Present

### **DEPARTMENTAL SERVICE**

- 2006            Recording Secretary, Graduate Curriculum Committee
- 2006            Co-authored \$250,000 MDE Grant for MCCTE-FSU with Dr. Katherine Manley  
  
Facilitating grant activities including developing standards and assessments for 33 Career-Technical Education programs in Michigan
- 2006            Facilitated departmental discussion on the expectations of master's degree students
- 2006            Worked with committee to develop draft of new administrative master's degree



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- 2005 Facilitated departmental discussion on vision for SOE and desired requirements for SOE Director
- Member, search committee for Director of SOE
- 2003 - Present ProMoTed Development Team Member, participated in the development of the Professional Modularized Teacher Education delivery system, developed EDUC 430 as modularized course
- 2003 - 2004 Chairperson, Graduate Curriculum Committee, School of Education, Ferris State University
- 2002 - Present Recording Secretary, School of Education Curriculum Committee, Ferris State University

### **COMMUNITY SERVICE**

- 1995 – 1996 Board of Trustees, Midland Children and Family Services, Midland, MI 48640
- 2006 – Present Green Township, Parks & Recreation Board
- Green Township, being trained as election poll worker for November, 2006 elections

### **PROFESSIONAL DEVELOPMENT**

- 2007 TeAmerica Church Planting Assessment Center, Green Lake Conference Center. Completed “Strengths Finder”, “Portrait Predictor”, and “Golden Personality Type Profiler” as part of the assessment. These correlate directly to my areas of expertise as well as to my vocation and avocation.
- 2005 Participated in Professional Learning Community, “Enhancing On-line Learning”
- Dream Big Conference for Growing Your Church, Grove City Church of the Nazarene
- 2004 TEACH 2004, Professional Development for Sunday School Ministries, International Church of the Nazarene, Flint, Michigan
- Dream Big Conference for Growing Your Church, Grove City, Ohio.

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## **PUBLICATIONS**

“An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene,” Ph.D. dissertation.

“Establishing a Support System for Articulation,” a position paper co-authored with Don Garrett, available through ERIC.

## **PRESENTATIONS**

“Meet the New MCCTE Online,” 2007 Michigan Conference on Career Education, February, 2007, Detroit, Michigan.

“An Innovative Alternative Approach to Certifying CTWE Teachers,” 2006 Michigan Conference on Career Education, February 6, 2006, Grand Rapids, Michigan.

“Techniques for Working with Teens”, and “CLT Professional Development for Sunday School Superintendents”, presented at Team Day Conference, September 18, 2004, Cadillac, Michigan.

“Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction,” presented at UCEA Convention 2000, Albuquerque, New Mexico.

## Vitae

### **F. Michael Ennis, Ph.D.**

1522 Kings Bridge Rd., Grand Blanc, MI 48439

Tele: (810) 603-3226

ennisf@ferris.edu

## **EDUCATION**

**Doctorate of Philosophy.** Dissertation: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management*. The Ohio State University, Feb., 1996.

**Master of Science.** Thesis: *The Prioritization of Agricultural Education Teachers Responsibilities as Perceived by Secondary Vocational Administrators and Agricultural Education Teacher*. Michigan State University, Extension Education. June, 1991.

**Bachelor of Science & Teacher Certification.** Michigan State University, Dec., 1985.

**Associate Degree in Technology.** St. Clair County Community College, Dec., 1981.

## **PROFESSIONAL EXPERIENCE**

### **Ferris State University – Associate Professor Career and Technical Education**

The position requires online and face-to-face teaching of educational foundations, research methods and evaluation, educational technology, teaching methods, curriculum development, student assessment, instructional planning and practice. The courses taught include: EDUC 501, 502, 503, 504, 511, 516, 540, EDUC 205, 206, 289, 303, 339, 430, ECTE 400, 500, 504, 516, EDGP 439 Additional responsibilities include committee memberships, program review and teacher certification updating, technology applications, research and service to the internal and external community. Aug., 2005 to present: Dr. Liza Ing (231) 591-5361.

### **Mott Community College (MCC) – Curriculum Research Specialist and Teacher Education Program Coordinator & Adjunct Faculty Member**

The position at MCC contained a wide variety of responsibilities including: conducting needs assessments and academic review process for programs and disciplines, assisting in developing new programs and course offerings, representing MCC at external professional organization meetings, and creating articulation program agreements between K-12, community college and university programs. Curriculum development activities included being DACUM and WIDS trained to assist in and create curriculum aligned with internal and external standards and create distance learning courses using Blackboard and in-class instruction. Special projects included: An Analysis of Developmental Math Courses, Educator Preparation Transfer Study, Open Entry/ Open Exit Study, Manufacturing Labor Market Report and College Transfer Studies. The teaching responsibilities included developing and offering EDUC 240, EDPP 101, and EDPP 102 through in-class and online formats. Aug., 2001 to July, 2005.

### **Mott Community College - National Science Foundation Project Manager & Teacher Education Transfer Coordinator**

The NSF project manager responsibilities focused on curriculum development and project management activities for a \$350,000 NSF Manufacturing Simulation Technology grant and contributor to a second \$750,000 NSF project for advanced activities. The Teacher Education Program Director position required developing a teacher preparation program through Mott Community College and 4 – year teacher certification programs. The positions required a wide range of administrative activities including research, grant writing, transfer and articulation issues, educational program development, and negotiating. Additional activities included computerized curriculum development, institutional research, web page development, marketing and promotion and writing draft legal contracts. Aug. 1998 to 2001. Mr. William Angus, (810) 762-5698 & Mr. James Drummond, (810) 232-2812.

### **Eastern Michigan University – Adjunct Lecturer**

The Adjunct Professor position required the development and instruction of two graduate level educational technology and research methods courses both in an online format and in-class using the E-College system. Jan. 1, 1999 & Sept. 2003. Dr. James Berry, (734) 487-0255.

### **University of Michigan - Flint, Program Evaluator**

The evaluator position was funded by a H.U.D. Grant in cooperation with The North Flint Twenty-First Century Communities, the Community Outreach Partnership Center Program and Flint Community Schools. Responsibilities included developing an evaluation plan, constructing data collection instruments, and compiling intermediate and final evaluation reports. Sept., 1997 to 2000. Project Coordinator: Dr. Kristin Skivington, (810) 767-7030.

### **University of Michigan - Flint, Visiting Assistant Professor College of Education and Human Services (CEHS)**

The Visiting Assistant Professor position in the CEHS required teaching pre-student teaching course work for undergraduate students, curriculum development, instructional delivery, classroom management, and assessment. Classes taught included Research Methods, SWK 250 – 9 years of online experience using the Blackboard and e-College systems. Educational Psychology, EDU 301, Sociology of Education, EDU 302, Multi-cultural Education, EDU 438, Interaction Laboratory, EDU 303, and Tutor Aide Field Placement, EDU 304. Additional responsibilities included placing students in urban classrooms, monitoring progress, troubleshooting problems and acting as the coordinator for the Tutor-Aide Program with other visiting professors. January, 1996 to present, Charles Bailey, (810) 762-3390.

### **Ohio State University - Technology Resource Person & Extension Researcher**

The Extension Administrative Researcher responsibilities included teaching, computer support and research. Teaching responsibilities included single tutoring sessions on the use of computers and classroom presentations to students, faculty and administrators. Computer support responsibilities included system setup, software installation, repair, and troubleshooting. Research activities consisted of design, instrumentation, data collection, analysis and report writing. Research projects included: Total Quality Management Training for Licking County Government, Community Economic Professionalism Study, Lodi Community Survey, Peabody Coal Miner Study, and Signage for Small Business. Employment. Dec., 1993 to July, 1995. Ohio Extension Associate Director: Dr. John Rohrer, (614) 292-8436.

### **Ohio State University - Research Associate**

Graduate Research Associate responsibilities included research design, desktop publishing, instrumentation, computerized data collection, data analysis and report writing. Research projects included: a national Delphi study of education programs and comparative analysis of information access for small businesses in Ohio and Wales, England. Jan., 1993 to Dec., 1993. Project Director, Dr. Larry Miller, (614) 292 - 6671.

### **Ohio State University - Computer Instruction Coordinator**

The coordinator position required maintaining a computer laboratory containing both Macintosh and DOS based personal computers. Other responsibilities included computer setup, trouble-shooting and repair, software installation, establishing E-mail accounts, and individual tutoring of faculty and staff. 1993 - 1994. Dr. Nolan Rindfleisch, (614) 292-6288.

### **Michigan Department of Education & Michigan State University – In-Service Developer**

Multiple positions held at the *Michigan Center for Career and Technical Education* required the development and utilization of a variety of skills and responsibilities. Responsibilities included: accessing computer databases, determining occupational employment projects, constructing conference displays, developing marketing plans, assisting with teacher in-service activities, developing curriculum materials and constructing competency based education materials. Additional activities included: developing quality standards for instruction, desktop publishing a variety of newsletters and special publications, conducting research, and providing administrative support materials and information for secondary and post-secondary education administrators. These skills were utilized in the following projects: Educational Products Marketing, State of Michigan Technical Education Cluster Standards, National Network for Curriculum Coordination in Vocational and Technical Education Conference, Project Education Designed for Gainful Employment (EDGE), National Federation of Independent Businesses, UMI Microbot Inc., Vendor Link Database, United Auto Workers & General Motors, American Builders and Contractors, Huron Valley Women's Correctional Facility, Michigan State Department of Education. Sept., 1989 to Aug., 1993. Dr. Gloria Kielbaso, (517) 353-4397.

### **Michigan State University – In-Service Coordinator**

Responsibilities of the in-service coordinator position at the Michigan Vocational Education Personnel Development Project included: conducting research, organizing focus groups, designing educational programs, coordinating educational in-service logistics, evaluation and report writing. The responsibilities were utilized in the following projects: state-wide educational needs assessment, 90 in-service activities involving 120 presenters and 2000 participants, program review, and private in-service activities. A sample of in-service topics included: Fundamentals of Digital and Microprocessor Based Systems, Unibody Frame Repair and Measuring, Teaching Skills, and New Techniques in Energy Efficient Construction. Employment dates: Sept. 1986 to May 1989. Dr. George Ferns, (517) 482- 3634.

### **Michigan State University - Resource Materials Coordinator**

Responsibilities of the Resource Materials Coordinator position included: organizing research materials for the department and maintaining a computer database of current research publications, professional journals and teaching materials for department faculty and international students. Sept., 1986 - Aug., 1991. Sandi Bauer, (517) 355-6580.

### **Lakeview High School – Agriscience Education Instructor**

Responsibilities of the Agriscience Education Instructor position included: teaching science, supervising an education program with 100 students, organizing and delivering classroom instruction, sponsoring software review sessions for teachers in North-Central Michigan, operating 110 acre forest woodlot and land laboratory, and organizing community service activities through the FFA, 4-H and the Montcalm County Extension Service. Dec., 1984 to June, 1986. Mr. Bill Wales.

### **PROFESSIONAL ACTIVITIES**

#### **Professional Service:**

STAR Minority Teacher Recruitment Program Evaluator, Mott Foundation Sponsored Project, Flint, MI 2007-2008.

Michigan Association for Community College Educator Preparation (MACCEP) Conference Committee Member and Conference Organizer, 2002-2008.

MACCEP, Member at Large and Secretary and Treasurer, 2004-2008.

AERA) Proposal Review Board Member: SIG Career and Technical Education and Problem Based Learning SIG. 2005 - 2008.

Bachelor in Science in Training in Business and Industry Academic Program Review. Chair. 2006-07.

Interviewee, Concept Mapping Doctoral Research Study, Bonnie Heckard, Doctoral Candidate Educational Leadership, Central Michigan University July 2, 2007.

Membership in Internal Reviewer Group, American Association of Colleges and Universities System of Voluntary Accountability. Roberta Teahan – Chair 2007.

MACCEP Response to the State Board of Education Draft of Teacher Certification Code. Feb 2, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006

National Association for Community College Teacher Preparation. (NACCTEP) Proposal Review Committee Co-Chair 2006.

NACCTEP Conference, Proposal Reviewer, 2004 -2005

Contributed Lesson Materials to NACCTEP's Materials Learning Exchange, (MLX), June 2005.

<http://zircon.meli.dist.maricopa.edu/nacctep/more.php?m=1&idx=5>

Planning Committee, State-Wide Day of Dialogue Conference 2002-2004.

Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-04.

National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003.

Faculty Scholarships and Grants Committee, University of Michigan – Flint 2003.

Michigan Department of Education and Michigan Department of Career Development Community College Partnership Committee, 2002-2003.

Articulation and Transfer Committee, Mott Community College, 2001-2003.

Web-Page Development Committee, Mott Community College, 2002-2003.

Michigan Education Association – Educational Support Personnel Certification Project 2002-03.  
Committee Member

Program Review and Development Committee, Mott Community College, 1999-2003.

Teacher Education Program Committee, Co-Chair - Mott Community College, 1999 – 2000.

Technology Round Table, University of Michigan – Flint, 1999 – 2000.

Open Entry – Open Exit Committee, Mott Community College, 1999 – 2000.

Program Review Process Committee, Mott Community College, 1999 – 2000.

On-line Learning Committee – University of Michigan – Flint, 1999 – 2000.

Teacher Preparation Program Committee, Co-Chair, 1999 & 2000.

North Central Accreditation Association - Team Member, Finney High School, Detroit, MI, 1997.

University of Michigan - Flint Community School Partnership Team, Flint, MI, 1997.

Ohio State University College of Agriculture Quality Control Initiative, Committee Member. 1994 – 95.

The Honor Society of Omicron Tau Theta, Newsletter Editor, 1994 - 1995,

The Honor Society of Phi Kappa Phi, Membership Coordinator for 2300 Students. 1992- 1995.

Comprehensive Vocational Educational Graduate Studies, Committee Representative, 1993- 94

Phi Delta Kappa, Member, 1994

Omicron Tau Theta, Member 1993

Society of Manufacturing Engineers National Robotics Contest: Contest Judge. Southfield, MI.  
May 10, 1992.

President of the Agricultural and Extension Education Graduate Student Association 1989-90

Youth Development Grants Evaluation Team: Evaluator. Michigan State University, East Lansing,  
Michigan. March, 1990.

Council of Graduate Students University International Committee Member. 1990.

Development Advisory Team Workshop: Group Leader,. Michigan State University and North Carolina  
Agricultural and Technical State University, June 2 - 6, 1990

Agricultural and Extension Education Graduate Student Association - President, 1989.

University Council of Graduate Students: Representative 1989 - 90, Michigan State University.  
Internationalizing Vocational Agriculture Project: Project Coordinator. Sites: Charlotte, Saline, Lainsburg, MI.  
Oct., 1989.

Agriculture and Natural Resources Club (ANRE), Officer, 1985 – 1987.

Agriculture and Extension Education Department Advisor to the ANRE Club. 1987.



### **Professional Organization Memberships:**

Michigan Association of Teacher Educators, Member, 2007-2008.

Michigan Association of Computer Users in Education, Member. 2008.

National Association for Community College Teacher Education Programs, Member, 2002-2004 & 2008.

Association for Career and Technical Education Member, 1985 - 2008.

American Education Research Association, Member, 1999-2008.

American Society for Quality, Member, 1994 – 1997.

Michigan Science Teachers Association (MSTA), Member, 1990 – 1994.

Michigan Occupational Education Association (MOEA), Member, 1987 – 1989.

### **Conferences Attended/ Professional Development:**

Day of Dialogue VIII: Changes in Teacher Education: Standards and Technology. Monroe Community College. Michigan Association for Community College. March 14, 2008.

Center for Teaching and Learning Winter Conference: Maximizing Student Success with Strengths – Yours and Theirs. Participant. Flint, MI., Feb 29, 2008.

Increase Enrollment, Retention and Student Success with Web-Based Class Capture: Campus Technologies. March 3, 2007.

Live-Text Training. Attended Training Session with Dr. Virginia Hines in Oct. 2007.

Peer to Peer Distance Learning Workshop. Sponsored by Mott Community College. May 18<sup>th</sup> 2007.

Engaging Students at Higher Cognitive Levels Conference. Dr. Susie Whittington, The Ohio State University, Flint, Michigan, Nov. 2, 2007.

How to Teach so Students Remember, Ferris Faculty Center for Teaching and Learning. Terry Doyle. Sept 2007. Banner Training Feb 28, 2006

Banner Training, Ferris State University. Feb 28, 2006.

Update Meeting with State Vocational Consultant Randy Showerman at Michigan State University March 31, 2006

Center for Teaching and Learning Winter Conference: Teaching Critical Thinking. Participant. Flint, MI., Feb 29, 2006.

Student Academic Success Summit: Promoting a Culture of Student Success: The First Year and Beyond; Dr John Gardner. University of Michigan-Flint. Oct. 13, 2006.

DARTEP and Vocational Certification Meetings. 2005-2006.

Attended “School Reform from the Inside Out: Policy, Practice, and Performance” by Richard Elmore at UM-Flint March 14, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006.

Attended the Grant Submission Process seminar conducted by the Extended Learning UM-Flint – Feb. 2006.

Ford World Headquarters NSF Meeting on Sustainable Engineering. Dec. 14, 2005.

Inaugural New Faculty Orientation Week. Aug. 15-19, 2005.

Association for Career and Technical Education, Participant, Kansas City, MO. 2005.

DACUM Training. The Ohio State University. Feb. 9-13, 2004.

National Conference on Community College Policy in Teacher Education, Participant, Steamboat Springs, CO, 2003.

Dialog Informational Services Update: Participant. Washington D.C. March 1990.

New Directions in Understanding Agriculture and Natural Resources: Michigan Farm Bureau and Michigan State University: Participant. Okemos, MI. June, 1990.

Project Learning Tree Science Teaching Training Session: Participant. Charlotte, MI. June 1989.

Michigan Association for Adult Continuing Education Conference: Participant. Lansing, MI. Nov., 1987.

## **Conference Presentations**

Michigan Council on Exceptional Children Conference: Using the Internet to Enhance Instruction. Co-Presenter with Dr. Christine Conley-Sowels. Feb. 28, 2008.

Curriculum Connections Using New Technology. Michigan Career Education Conference, Detroit, MI. Feb 10-12, 2008.

Career Education Conference: Michigan 2008. Curriculum Connections Using New Technology. Feb 11, 2008.

Transfer Culture Shock: LAND Conference Co-Presenters: Sophie Jeffries, Mary Belknap, Mary Lou Kata, Nancy Reddy, Cynthia Cicchelli. Feb 27, 2007.

Internet Video to Enhance CTE Instructional Delivery. Michigan Career Education Conference, , Detroit, MI, co-presenter: Dr. Amy Kavanaugh, Feb. 11-13, 2007.

Academic Integration: Lessons from the Past for the Present. Michigan Career Education Conference, Detroit, MI, Feb. 11-13, 2007.

The Use of Online Video in Teacher Preparation. Michigan Association of Teacher Education: Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School.. Bay Valley Resort, Bay City, MI. Co-presenters: Dr. Amy Kavanaugh & Dr. Christine Conley-Sowels, Oct. 26-27, 2007.

Internet Based Media to Enhance Instruction: Lilly Conference On College and University Teaching, Co-Presenters: Dr. Kathleen Woehrl and Dr. Amy Kavanaugh. Traverse City, MI. Oct. 4, 2007.

Alternative Educator Opportunities. MACCEP. Jackson Community College. Jackson, MI. March 30, 2007.

Macomb ISD Teacher In-service Presentation. May 24, 2006.

Presentation at the MACCEP Day of Dialogue “Non Teacher Certification Options” Grand Rapids, MI. 2006.

MACCEP Day of Dialogue “Non- Cert Teaching Options” Schoolcraft Community College. March 30, 2006.

Michigan Career Education Conference Presentations:

An Innovative Alternative Approach to Certifying CTWE Teachers. Role: Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes. Main Presenter: Dr. Katherine Manley and Co-Presenter Dr. Cheryl Thomas.

Finding the Yellow Brick Road: Curricular and Articulation Pathways – Role: Main Presenter Dr. Ennis and Co presenters Dr, Katherine Manley and Co-Presenter Dr. Cheryl Thomas.  
Grand Rapids, MI. Feb. 2006

MACCEP Learning Exchange - “Articulation Agreement Process Improvement Cycles” Clinton Township, MI. Sept. 30 2005.

MACCEP Day of Dialogue “Non Teacher Certification Options” Grand Rapids, Oct., 2005.

MACCEP Day of Dialogue “Articulation Agreement Process Improvement Cycles. Grand Rapids Community College. Sept. 30, 2005.

NACCTEP National Conference. - Articulation and Partnerships in Community College Educator Programs. New York, NY. Feb. 2005.

No Child Left Behind – WorkKeys in Michigan: Invited Panelist. Michigan Department of Education, Macomb Community College. 2003.

NACCTEP Conference: Preparing for Collaboration or Preparing for Battle?, Phoenix, AZ, 2003  
Program and Discipline Review Process: Occupational Trends Conference: Traverse City, MI, 2002.

Space Allocation Process or Oklahoma Land Grab: Occupational Trends Conference: Traverse City, MI, 2002.

Urban League of Flint: How Wide the GAP: The Condition of Blacks in Flint, Michigan: 25 Years Later. Press Conference Jan. 2002.

Teacher Expo: Conference Organizer – Four years in a row, 1999-2002.

Day of Dialogue I & II – Paraprofessional Pathways: Presenter at both conferences: 2002 “Core competencies for Paraprofessionals Developed and Utilized by Three States” 2002.

Technology Roundtable Presentation: Online Learning Lessons Learned, U of M-Flint, 2001.

National Science Foundation Poster Presentation Simulation Project, American Association of Community Colleges, Washington, DC. Nov. 2000.

National Science Foundation Principal Investigator’s Conference: Participant 1999 & 2000.

Student Evaluation Using Blooms Taxonomy, Invited In-service Presenter at St. Clair County Community College, Port Huron, MI. 1998.

The Use of Curriculum Development Software in Curriculum Design, BPD Conference, Portland, Oregon. Oct., 1996.

Roles of OSU Extension Economic Development Practitioners and Non-Extension Economic Development Practitioners Examined and Compared, Provided data for presentation at the Applied Geography Conference and the Society for Community Development, Oct. 1994 & June 1994.

Total Quality Management in Vocational Education, Pre-Session. Assisted with organization, presentation and preparation of materials. National VICA, American Vocational Association conference, Nashville, TN. Dec. 1993.

Networking for Competency Based Education, National Competency Based Education Conference, Proposal Accepted,. Columbus, OH. June 14 - 17, 1992.

Integration of Resources through Science Curriculum Development Using PEAKS Software, Michigan Science Teachers Association Conference. Lansing, MI. Feb. 1992.

Informational Networking, National Career Education Conference, Nov. 1991. Cincinnati, OH.

AAAE National Poster Session, American Vocational Association Conference, Los Angeles, CA. Dec. 1991.

AAAE Regional Poster Session, AAAE Regional Conference. Springfield. IL, June 1991.

National Curriculum Coordination for Vocational Technical Education Conference: Conference Organizer. Dearborn, MI. June 16 - 19, 1991.

Survey Your Educational Needs, Michigan Business Educators Association. Traverse City, MI. Oct. 1990.

Educational Resources Through the Michigan Center for Career and Technical Education, Michigan Career Counselors Education Conference. Battle Creek, MI. Sept. 1989.

## **Service Internal**

### **Committee Membership:**

TEAC Committee Member, 2008

Masters of Science, Career and Technical Education, Academic Program Review Committee Member, 2008

Member - Search Committee Special Education Position 2008.

Interview Committee Member for Special Education Position. 2008.

Advised Troops to Teachers Students 2006-Present

Graduate Curriculum Committee, Secretary-3 years, member 1 year, 2004-2008.

Graduate Student Dispositions Policy Committee, Member 2007-2008.

Graduate Student Handbook Committee, Member 2008.

Graduate Student Orientation, Participant, - Fall Semesters, 2005-2008.

Graduation Ceremony Representative-Flint, 2005-2008.

International Teacher Assignment, EDUC 400 Face to Face in Winnipeg Manitoba for UCEL Summer 2006.

Interview Committee Member UCEL Program Specialist Position April 2007.

Bachelor of Science, Training in Business and Industry, Academic Program Review, Chair 2006-2007.

### **University Committees**

Presidents Taskforce on Transfer and Articulation. Member. Oct. 2005

### **Capstone Committees:**

Doug Zentz

John Kantowski

Georgette Kelly

Dominice Patterson

### **Thesis Committees**

Joe Washington

Maria Wallevand

**Faculty Retreats:**

Attendance at all scheduled SOE Retreats 2005-2008.

**Student Advising:**

Advised Teacher Certification Students in Flint.

Participated in two informational meetings to promote the CTE cohort in Macomb County 2005-2006.

Grand Blanc Schools Presentation. Nov. 17, 2005. Grand Blanc View: Local Paper.

**Student Recruitment**

Summer 2006, 120 hours contract for Southeast Michigan.

Summer 2007, 180 hours contract for Southeast Michigan

Summer 2008, 50 hours contract for Southeast Michigan

**Publications / Projects:**

Ennis, F., C. Thomas, & K. Manley. (2007). Academic Program Review for training in business and industry bachelor degree. Ferris State University. Big Rapids, MI.

Ennis, F., Conley, C. & Kavanaugh A. (2007). Conference Proceedings of the Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School. Oct. 26-27, 2007. Michigan Association of Teacher Educators. Bay City, MI

Ennis, F. & et al. (2002-2005). Miscellaneous: Discipline and Program Reviews for the following programs: Culinary Arts, Photography, Nursing, Allied Health and Related Fields, Drafting Technology, Math, Biology, Developmental English, Cosmetology, Mott Community College. Flint, MI.

Ennis, (2005). Educator preparation course transfer sheet, Michigan community colleges to Michigan public universities. MACCEP. Flint, MI.

Ennis, F. (2005). Criminal justice program analysis and strategic curricular planning. Mott Community College. Flint, MI

Ennis, F. (2004). Michigan community college mathematics courses Mott Community College. Flint, MI

Ennis, F., et al. (2004). Discipline analysis and strategic planning guide Mott Community College. Flint, MI.

Ennis, F., et al. (2004). Program analysis and strategic planning guide Mott Community College. Flint, MI

Ennis, F. (2004). Educator preparation transfer study. Mott Community College. Flint, MI.

Ennis, F. (2004). Manufacturing labor market report: A report on selected occupations: Genesee, Oakland, and other selected Michigan counties. Mott Community College. Flint, MI

Ennis, F., (2003). Characteristics of selected photography programs in Michigan Community Colleges. Mott Community College. Flint, MI

Ennis, F. (2003). Forensic technician occupation research Mott Community College. Flint, MI

Ennis, F. (2003). College transfer studies. Mott Community College. Flint, MI.

Ennis, F. (2002). Open entry/ open exit study. Mott Community College. Flint, MI.

Ennis, F. (2002). Food service management, culinary art and baking and pastry art program occupation survey. Mott Community College. Flint, MI

Ennis, F. (2002). Assistive technology program needs assessment. Mott Community College. Flint, MI  
Mott Community College. Flint, MI

Ennis, F. (2002). Manufacturing skills: survey results. Mott Community College. Flint, MI

Ennis, F. (2002). Characteristics of selected photography programs in Michigan community colleges. Mott Community College. Flint, MI.

Ennis, F. & et al. (2002). Urban League: The condition of Blacks in Flint, Michigan, 25 years later. Community Foundation.

Ennis, F. (2001). Health care professions survey. Mott Community College. Flint, MI

Ennis, F. (2001). An Analysis of Developmental Math Courses in Michigan community colleges. Mott Community College. Flint, MI.

Ennis, F. et al. (2001). Discipline and program review guide. Mott Community College. Flint, MI.

Ennis, F. (2001). Directory of community college educator programs guide. Mott Community College. Flint, MI.

Ennis, F. (2000). Characteristics of selected art programs Mott Community College. Flint, MI

Ennis, F. (2000). Manufacturing labor market report. Mott Community College. Flint, MI.

Ennis, F. M. (2000). Community outreach partnership center program, mid-term and final reports. U.S. Department of Housing and Urban Development. Project #RFGA - 4056



Ennis, F. M. (1997). Feasibility study: Occupational and workforce education program, College of Arts and Sciences - UM-Flint, June 1997. Flint, MI.

Ennis, F. M. (1997). Education department offerings at St. Clair County Community College: Justification and predictions. Long Range Planning Committee, Education Department – UM Flint, Flint MI.

Ennis, F. M. (1994-95), (Ed.). Omicron Tau Theta Reporter, Columbus, OH.

Ennis, F. M. (1994), (Ed.). Licenses, permits and zoning bulletin. OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Information sources, OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Insurance, OSU Extension Small Business Series. Columbus, OH.

Miller, L. & F. M. Ennis (1994). A comparison of Ohio and Wales, England small farmers on information Access. NATO Project. The Ohio State University. Columbus, OH.

Rohrer, J. & F. M. Ennis (1994). Economic development assessment of Lodi Ohio, Ohio Extension, The Ohio State University. Columbus, OH.

Rohrer, J. & F. M. Ennis (1994). An assessment of private and public economic development professionals' activities. Ohio Extension Service, The Ohio State University, Columbus, OH.

Ennis, F. M. & D. Hey. (1993). Climate survey for quality programming, Columbus State Community College, Columbus, OH.

Miller, L., & F. M. Ennis (1993). What should be taught, how, in pesticide applicator training programs: a national Delphi study?. EPA Project #93-EXCA-3-0028. Ohio State University. Columbus, OH.

Heilman, C., F. M. Ennis, D. Burr, & P. Leach. (1992). Results of the upgrade training needs of Michigan business 1992: A Report to the State Legislature. Lansing, MI.

Woolsey, C., (Author), & F. M. Ennis (Ed) (1992). Competency based education facilitator's guide. Michigan State University. E. Lansing, MI.

Ennis, F. M. (1992). Dental care program resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Airline reservations and travel service resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Computer applications for business resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Emergency medical care resource guide. E. Lansing, MI.

- Ennis, F. M. (1992). Law enforcement and security resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Human and animal bond resource packet, National FFA. Foundation, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1992). Office support services resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Electronics and robotics resource guide. E. Lansing, MI.
- Ennis, F. M. (1992). Advanced Agriscience units resource materials. College of Agriculture and Natural Resources, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1991). National network for curriculum coordination in vocational technical education curriculum materials catalog. Michigan Department of Education, Michigan Center for Career and Technical Education, Michigan State University, E. Lansing, MI.
- Ennis, F. M., (1991). "The Prioritization of Agricultural Education Teachers' Responsibilities as perceived by Vocational Administrators and Agricultural Education Teachers", AEE Department, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1990). Grant resource guide for economic development in Ireland. Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1990). Distance learning resource guide, Michigan State University, E. Lansing, MI.
- Ennis, F. M., (1989). "Were you there?". MIES Journal, (6) 2. E. Lansing, MI.
- Ennis, F. M. (1988-89). (author & editor), AEE library bulletin newsletter, 12 Issues. E. Lansing, MI
- Ennis, F. M. (1989). (author & editor). What you need to know about project EDGE Newsletter, 8 issues.
- Ennis, F. M. (1987). 1987 Summer hitchhike series report. Vocational Education Personnel Development Project. College of Education, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1987). 1987 Needs assessment survey guide for vocational education, Michigan State University, E. Lansing, MI.
- Ennis F. M. (1987). Booklet: Designing questionnaires. Vocational Education Personnel Development, Michigan State University, E. Lansing, MI.
- Ennis, F. M. (1987). Explorations through personal contacts at Michigan State University, ANR Educator. Michigan State University, E. Lansing, MI.
- Ennis, F. M., M. Keller., W. Wheeler. (1986). Recommendations to improve the Michigan management contest, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & P. L. Smith (1987). Michigan industrial arts teacher in-service professional development needs assessment survey. College of Education, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & G. Callahan (1987). Needs assessment for post-secondary vocational education. College of Education, Michigan State University, E. Lansing, MI.

### **Awards and Recognition**

Ferris State University Faculty Center for Teaching and Learning. Professional Development Funds to Attend the ACTE Conference in St. Louis, MO. 2006.

Nominated Golden Apple Award – University of Michigan – Flint 2005.

Golden Apple Award, Mott Community College 2005.

Web Pioneer Award, UM-Flint, 2000.

Distinguished Faculty Award Nomination University of Michigan-Flint, 1997.

American Society for Quality Control Fellowship, 1995.

Michigan Industrial Arts Education Society, Outstanding Service Recognition 1988.

Michigan Department of Education Teacher Mini-Grant Recipient, Lakeview High School 1985.

Agricultural and Extension Education Department Fellowships 1988 and 1992.

Agriculture and Natural Resources Education Club Advisory Appreciation Certificate. 1988.

Johnson, Leonard R.  
Professor of Education  
Undergraduate and Graduate Faculty  
Appointed, August 1998

### 1. Academic Degrees

Ph.D.	Kent State University	1994	Cultural Foundations of Education
M.Ed.	Kent State University	1981	Higher Educational Administration
B.A.	Kalamazoo College	1977	Psychology and Sociology

### 2. Professional Experience

2002-present	Ferris State University, Professor
1998-2002	Ferris State University, Associate Professor
1995-1998	Mount Senario College, Chair, Division of Education
1997-1998	Mount Senario College, Associate Professor
1995-1997	Mount Senario College, Assistant Professor
1992-1995	Kentucky State University, Assistant Professor
1992-1995	Kentucky State University, Director of Supervised Teaching

### 3. Faculty and Administrative Load

#### Fall Semester, 2008

RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303	School, Work, & Society/ (on-line)	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

#### Summer Semester, 2008

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

#### Spring Semester, 2008

EDUC 289/ 501	Principles of Teaching & Learning	4 crs
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EDUC 303	School, Work, & Society (on-line)	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2007

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303/ 503	School, Work, & Society/ (on-line) Foundations of Education	4 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2007

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2007

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 516	Issues in Education	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2006

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.5 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1.25 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs

Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2006

EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.75 cr.
EDUC 516	Issues in Education (on-line)	4 crs
EDUC 518	Diversity in the Classroom & Workplace (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2006

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Fall Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
RMLS 119	Fundamentals of Flying Disc Sports	1 cr
EDUC 495	Post-Secondary Directed Teaching (4 x .75)	3 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Summer Semester, 2005

EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
Release Time	Bay Mills CC Grant	2 crs

Fall Semester, 2004

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs

EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
PHED 190	Fundamentals of Flying Disc Sports	1 cr
Release Time	Bay Mills CC Grant	6 crs

Summer Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Bay Mills CC Grant	6 crs

Fall Semester, 2003

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
Release Time	Bay Mills CC Grant	6 crs

**4. Current Professional and Academic Association Memberships**

Ferris Faculty Association  
Michigan Education Association  
National Education Association

**5. Professional Assignments and Activities**

Ferris State University Committees/Activities

Chair, University Curriculum Committee	Fall 2005 to present
Member, Academic Advisory Team	Fall 2008 to present
Member, E-Learning Advisory Team	Fall 2008 to present
Member, Governing Ideas Task Force	Spring 2007 to S 2008
Member, Blue Ribbon Task Force	Fall 2006 to F 2008
Determine Transfer Equivalencies	Fall 2004 to present
Member, Institutional Strategic Planning Committee	Fall 2006 to F 2008
Member, FerrisConnect Pilot Study Group	Spring 2007 to F 2007

Member, Nursing Faculty Search Committee	F 2006 to S 2007
Member, General Education Committee	F 1999 to W 2005
Senator on Academic Senate	F 1999 to W 2005
Member, University Curriculum Committee	F 2000 to W 2005
Member, Executive Board of the Academic Senate	F 2004 to W 2005

#### College of Education and Human Services Committees

Member, COEHS Promotion/Merit Committee	F 2007 to present
Member, Search Committee for Department Head	S 2005 to S 07
Chair, Tenure Review Committee	F 2003 to W 05
Member, Search Committee for RMLS Faculty	F 2004 to W 05
Member, Tenure Committee for TDMP Faculty (Morcom)	F 2004 to W 05
Member, COEHS Associate Dean Search Committee	F 2003 to S 04
Member, APRC – Early Childhood Education	F 2004 to F 05

#### School of Education Committees/Activities

Co-Chair, APRC Program Review Sec. & Voc. Ed	Fall 2008 to present
Member, APRC Program Review, M.Ed in C. & I.	Fall 2008 to present
Member, SOE Tenure Review Committee	Fall 2008 to present
Chair, SOE Tenure Review Committee	F 2005 to F 2007
Member, EDUCC	F 2006 to present
Advisor to UA TBI degree students	F 2005 to present
Member, Search Committee for Technology position	F 2005 to S 06
Advisor to all PE Minors during program transition	F 2004 to W 05
Member, EDUCC	F 2000 to W 03
Chair, SOECC	F 2002 to W 03
Member, Search Committee for Math position (Wortz)	F 2004 to W 05
Member, Search Committee for Voc Ed position (Ennis)	F 2004 to W 05
Chair, Search Committee for ELED position (Hines)	F 2002 to W 03
Member, Search Committee for EDUC position (VanSant)	F 2002 to W 03
Member, Search Committee for UCEL position	Summer 2003

## 6. Scholarly/Creative Activities

Member of faculty driven initiative to modularize our teacher-education program.  
Pro-Mo-TEd. Fall 2003 to present.

Published works of poetry in:

Morse, D, (2006). The 2006 Rhysling Anthology: The Best Science Fiction, Fantasy and Horror Poetry of 2005.

Published works of poetry in the novel,

Bernier, N. R. (2005). Mindlings: Encounters Within Inner Space, Hats Off Books, Tucson, AZ. ISBN: 1-58736-398-4.



Developed on-line courses – EDUC 303, EDUC 503, EDUC 516, EDUC 518,  
EDUC 570, EDGP 443, EDGP 444, & EDGP 445

**7. Professional Development Activities**

Conferences Attended

American Association for Higher Education National Conference, April 1 – 4, 2004

1<sup>st</sup> Annual Lilly Conference on College & University Teaching, Sept. 21-22, 2001

American Educational Research Association Annual Meeting, April 10-14, 2001

Workshops Attended

Attended FerrisConnect Pilot Study Group Training, Summer 2007

“Issues in Education: Literacy Instruction for the 21<sup>st</sup> Century,” April 4, 2003,  
Holiday Inn Hotel & Conference Center, Big Rapids, MI

Problem-Based Learning, July 16-18, 2001

**8. University Service**

Advisor to FSU Disc Sports Club, Fall 2002 to present.

Advisor to Kappa Delta Pi, Fall 2002 to Winter 2003

Extensive work on University-wide and College-wide Committees (see #5)

**9. Community Service**

Designed, Funded and Installed a Disc Golf course at North End Riverview Park in  
Big Rapids, Fall 2001 – Summer 2006.

Received Big Rapids Citizen of the Year Award, Spring, 2007.

## ***KATHERINE KELLY MANLEY***

### **Office Address**

Professor  
College of Education & Human  
Services  
Ferris State University  
416A Bishop Hall  
Big Rapids, MI 49307  
231-591-2726 (office)  
231-591-3792 (FAX)  
e-mail: [manleyk@ferris.edu](mailto:manleyk@ferris.edu)  
homepage: <http://www.netonecom.net/~manleyk>

### **Home Address**

17928 River Bluff Dr  
Big Rapids, MI 49307  
231-796-4216  
231-796-3068 (FAX)  
e-mail: [drkittyfsu@yahoo.com](mailto:drkittyfsu@yahoo.com)

## **EDUCATION**

**Virginia Polytechnic Institute and State University**, Blacksburg, VA.  
Doctor of Education in Vocational and Technical Education, June, 1981.

**Virginia Polytechnic Institute and State University**, Blacksburg, VA.  
Certificate of Advanced Graduate Study (CAGS) in Vocational and Technical Education, June, 1980.

**Florida Atlantic University**, Boca Raton, FL. Master of Education in Curriculum and Instruction with  
concentration in Business Education, August, 1974.

**Florida Atlantic University**, Boca Raton, FL. Bachelor of Science in Business Education, December,  
1970.

**Concord College**, Athens, WV. Began work toward Bachelor of Science in Business Education

## **PROFESSIONAL EXPERIENCE**

### **Ferris State University, Big Rapids, MI**

Director and Principle Investigator, Michigan Center for Career & Technical Education (MCCTE),  
July, 2006 to present

Provide statewide research leadership for a \$500,000 project funded by the Office of Career and  
Technical Preparation, Michigan Department of Education, in CTE related to Perkins IV legislation  
and the implementation of technical standards and assessments for all of Michigan's CTE programs.  
In addition, provide leadership in aligning the national career clusters and pathways to Michigan's  
CTE program areas. Create and maintain the [www.MCCTE-FSU.org](http://www.MCCTE-FSU.org) Website; designed an  
innovative, web-based, statewide system for data collection.

**Ferris State University, Big Rapids, MI.**

Professor-Graduate Programs, November, 1984 to present.

Provide leadership for a graduate program in Career & Technical Education. Developed and teach graduate level teacher education courses including Evaluation in Career and Technical Education, Principles of Educational Research, Implementing Total Quality Management in the Classroom; Project-Based Curriculum Development; Supervision and Instructional Improvement, Methods of School Improvement, and courses related to the Malcolm Baldrige National Quality Award Performance Criteria for educators. Direct research of graduate students working for Masters degree. Advise students on academic and vocational curricula. Serve on department, college, and university committees. Extensive state and national grant development and supervision. Finalist for Ferris State University Distinguished Teacher Award, 1993 and 1997; Recipient of the Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, 1989 (Peer-selection process). Promoted to Full Professor July, 1987; tenured November, 1989; merit award 2003.

**The National Occupational Competency Testing Institute, Big Rapids, MI.**

Senior Consultant, 1985 to present

Conduct workshops in the area of occupational job analysis (using a custom Turbo-DACUM process), test development (written and performance), data analysis, and cut score determination for business and industry clients. Clients include such prestigious clients as 3M; Toyota; General Mills; General Motors; Bosch; Caterpillar; Lucent Technologies; Walt Disney World; Kellogg; Philip Morris; Sony.

**Ferris State University, Big Rapids, MI.**

Assistant Vice President for Curriculum and Instruction (Acting),  
September, 1986-September, 1989. (half-time position)

Responsible for curriculum and faculty development and served as liaison with the Academic Senate and Office of Academic Affairs. Initiated and supervised the implementation of an academic program review program and a pilot student outcomes assessment project. Coordinated tenure, sabbatical leave, and research and faculty development grants. Member of the Deans' Council and the President's Cabinet. Initiated and served as acting Director of Timme Center for Teaching Excellence.

**National Center for Research in Vocational Education, The Ohio State University,**

Columbus, OH. Research Specialist and Coordinator, Institute Program,  
The National Academy for Vocational Education, April, 1984 to November, 1984.

Coordinated the planning, promotion, and administration of cost-recovery professional development programs on a nationwide basis for vocational leaders and other appropriate audiences. Facilitated and conducted conferences, workshops and seminars consistent with planned scopes of work; supervised program staff in initiating, coordinating the arrangements of and administering professional development programs for appropriate audiences; developed promotional strategies and materials for the program and supervised staff in their implementation; developed budgets for professional development activities; developed field based arrangements for the support of programs through contracts, joint sponsorship and other linkages.

**Dalton Junior College, Dalton, GA.**

Instructional Coordinator, September, 1982 to April, 1984.

Provided leadership and guidance in the development and operation of 13 vocational and technical programs. Responsibilities included assisting instructors in updating and revising curriculum to competency-based, in developing criterion-referenced testing procedures, in planning programs and curriculum; coordinating day and evening classes; promoting and administering ongoing professional personnel development; assisting in public relations; coordinating the GOAL (Georgia Occupational Award of Leadership) program; writing proposals and coordinating various Job Training Partnership Act projects and programs; and assisting in the development and administration of community, business, industry and education linkages.

**Virginia Polytechnic Institute and State University, Blacksburg, VA**

Assistant Professor (non-tenure track), Research Associate/Project Director,  
December, 1979, to August, 1982.

Planned, staffed and directed the development and delivery of contract and grant services from the Virginia Department of Education and Governor's Employment and Training Council, Richmond. Project responsibilities included conducting conferences, institutes and workshops; providing technical assistance in the areas of competency-based curriculum development, program planning, task analysis, staff development, and skills and management training; writing and editing proposals, monographs, journal articles, newsletters, and manuals; and coordinating all graduate research assistants and secretarial schedules and duties. Functional skills include administration/management of federal and state funded contracts and grants, fiscal planning and management, office and program administration, logistics and supply procurement, proposal development and planning, personnel administration, conference planning and management.

**Virginia Polytechnic Institute and State University, Blacksburg, VA**

Graduate Research Assistant, 1979.

While completing course work for doctorate, assisted in CETA funded project operation.

**Shiraz Iran Electronics Industries (I.E.I.) School, Shiraz, Iran**

Business Education Teacher, 1975-79.

Taught all business education courses on both junior and senior high levels to American and English-speaking Iranian students. Also coordinated and taught an executive secretarial training program to I.E.I. Iranian secretaries.

**Palm Beach County Board of Education, West Palm Beach, FL.**

Business Education Teacher and Department Chairperson, 1970-1975.

Taught and coordinated a pre-vocational career orientation and exploration program for middle school students.

**Jacob's Jewelry Store, West Palm Beach, FL.**

Office manager

Responsible for all recordkeeping and financial reports for store, 1968-1970.

## SELECTED SCHOLARSHIP

### Dissertation

Manley, K.K. The Congressional Intent, Implementation, and Utilization of Section 202(d) Linkage Funds of the Comprehensive Employment and Training Act as Amended in 1978. (Doctoral dissertation, Virginia Polytechnic Institute and State University, 1981). Dissertation Abstracts International, 1981, (06), 2642A.

### White Paper

Manley, K.K. PROPOSAL for NEW ALTERNATIVE FOR MICHIGAN MERIT AWARD. Submitted to the Michigan Legislature. Commissioned by Dr. Sederburg, President, FSU, and two vocational centers in Michigan. December 2001.

### Research Report and Final Report

Manley, K. "National Survey of Teacher Testing in Career & Technical Education," NOCTI, 2002.

White Paper, **PROPOSAL for NEW ALTERNATIVE FOR MICHIGAN MERIT AWARD**, requested by Dr. William Sederburg, President Ferris State University, November, 2001.

Six Proposals to Improve Career and Technical Education, requested by Dr. William Sederburg, President, Ferris State University, 2002.

Manley, K.K. & Backstrom, J.C. An Assessment of the Training Needs of Career-Vocational Counselors, Job Placement and Career Resource Center Personnel in Michigan: Implications for Long-Term Professional Development. funded by Michigan Department of Education, Lansing, August, 1986.

Manley, K.K. Summary of Statewide Student Competency Testing Survey. January, 1991.

### Technical Manual

Manley, K.K., & Brownell, T. (eds.) Wells-Index system 3 operating and programming manual. Big Rapids: Manufacturing Resource and Productivity Center, Ferris State University, 1985.

### Referred Articles

Vogler, D.E. & Manley, K.K. CETA Impact: Community Services. Community Services CATALYST, 1982, XII(3), 18-21.

Vogler, D.E. & Manley, K.K. A Policymaker's Overview: Federally Sponsored Employment & Training. Washington: American Council on Higher Education, July, 1982.

Manley, K.K. & Vogler, D.E. Youth employability: linkages as a catalyst. Youth Employability Award Winning Monographs. Columbus: National Center for Research in Vocational Education, 1981.

### Journal Articles

Manley, K.K. What happens when homemakers lose their jobs? Transformation, 1983, 1(1), 12, 14.

- Manley, K.K. & Vogler, D.E. CETA: a synopsis. Journal of Studies in Technical Careers, 1983, V(2), 127-133.
- Manley, K.K. & Vogler, D.E. Vocational education: a synopsis. Journal of Studies in Technical Careers, 1983, V(1), 55-61.
- Manley, K. "The future of CETA/Education Linkages." CETA/EDUC Linkages, 1982 2(6), 3-5.
- Manley, K.K. & Eschemann, K.K. Legislative update: CETA/vocational education trends for the future. VocEd Insider, 1981, 56(5), 34b-c.
- Dewald-Link, M.R. & Manley, K.K. An ounce of prevention. . Illinois Teacher of Home Economics, 1981, XXIV(3),106-109.
- McGough, R.L. & Manley, K.K. Linkages can work. VocEd, 1981, 56(1), 63-66.
- McGough, R.L., Eschenmann, K.K., & Manley, K.K. Strategies to develop CETA/education linkages. Journal of Studies in Technical Careers, 1980, III(1), 94-101.

### **Monographs**

- Vogler, D.E. & Manley, K.K. A Policymaker's Overview: Federally Sponsored Employment & Training. Washington: American Council on Higher Education, July, 1982.
- Manley, K.K. & Vogler, D.E. Youth employability: linkages as a catalyst. Youth Employability Award Winning Monographs. Columbus: National Center for Research in Vocational Education, 1981.
- Manley, K.K., & Berns, R.G. Innovative approach for training the CETA client. Richmond: Governor's Employment and Training Council, 1980.
- Howlett, S.E., Manley, K.K., Dewald-Link, M.R., & McGough, R.L. Meeting the needs of the displaced homemaker. Blacksburg: Division of Vocational and Technical Education, Virginia Polytechnic Institute & State University, 1980.

### **Proceedings Documents**

- Manley, K.K., Eschenmann, K.K., & McGough, R.L. Proceedings document of CETA/education linkages workshops for individual prime sponsor localities in Virginia. Richmond: Governor's Employment & Training Council, 1981.
- Hickey, J., Vogler, D.E., McGough, R.L., & Manley, K.K. CETA/education linkage workshops: proceedings document. Blacksburg: Division of Vocational & Technical Education, VA Polytechnic Institute & State University, 1980.

### **Resource Manuals**

- Manley, K.K. Instructional Effectiveness Program for New Instructors-a Handbook. Big Rapids: Ferris State University, 1985.
- Manley, K.K. & Patton, C. Resource manual for delivery of comprehensive services to displaced homemakers in Whitfield, Murray, and Gordon Counties. Georgia. Atlanta: GA Department of Education, 1984.
- Trapnell, G., McGough, R.L., & Manley, K.K. An orientation to CETA and vocational education. Revised Edition. Richmond: Governor's Employment & Training Council, 1981.

Manley, K.K., McGough, R.L., & Dewald-Link, M.R. Resource manual for delivery of comprehensive services to displaced homemakers. Richmond: Governor's Employment & Training Council, 1980.

#### **Other**

McGough, R.L., Eschenmann, K.K. & Manley, K.K. Working with CETA. (Slide-tape). Blacksburg: VA Polytechnic Institute and State University, 1980.

### **SELECTED FUNDED RESEARCH & DEVELOPMENT**

2006, Michigan Department of Labor & Economic Development, Michigan Center for Career and Technical Education (MCCTE), No. 07CTE002, \$315,000.

2006, Massachusetts Department of Education, CTE, Developing assessments for 45 CTE programs.

2003-2004, Lansing Community College, "Curriculum Development & Assessment Services," for NOCTI, approximately \$250,000.

January, 2003, Manufacturing Skills Standards Council of the National Skills Standards Project awarded to the National Occupational Competency Testing Institute. Will develop eight national certification test development aligned to the MSSC Production Manufacturing Standards—March and April, 2003.

November, 2002, National Survey of Teacher Testing for National Occupational Competency Testing Institute.

August, 1989, "Vocational-Technical Education Curriculum Project," Michigan Department of Education, Lansing, \$641,000.

October, 1989, "Vocational-Technical Education Personnel Development Project," Michigan Department of Education, \$390,000

May, 1986, "Connecticut Assessment of Educational Programs, Small Engine, Drafting, and Graphic Arts, Connecticut State Department of Education, Hartford, \$110,000. (2 year project)

January, 1984, "Automotive Mechanics Training Program for High School Drop-outs," GA Department of Education, Atlanta, GA, \$34,424.

January, 1984, "Displaced Homemaker and Re-Entry Women Project," GA Department of Education, Atlanta, GA, \$13,393.26.

January, 1984, "Counseling and Assessment Program," GA Department of Education, Atlanta, GA, \$20,976.46.

October, 1983, "Individual Referral for Job Training Partnership Act Clients," North GA Area Planning and Development Commission, Dalton, GA, \$65,480.

November, 1981, "CBE Teacher Assistance Program and In-service Summer Conference," VA Department of Education, Richmond, VA, \$73,401.

October, 1981, "Individualized CETA/Education Linkage Workshops for Prime Sponsor Localities," funded by Governor's Employment and Training Council, Richmond, VA, \$49,564.

- October, 1981, "Continuation of CETA/Education Linkage Newsletter," funded by Governor's Employment & Training Council, Richmond, VA, \$32,451.
- July, 1981, "Statewide Technical Assistance to Programs for Displaced Homemakers," funded by VA Department of Education, Sex Equity Office, Richmond, VA, \$25,107.
- October, 1980, "Individualized CETA/Education Linkage Workshops Designed By and For Prime Sponsor Localities in VA," funded by Governor's Employment & Training Council, Richmond, VA, \$58,128.
- October, 1980, "Continued Information Dissemination Project: Update of CETA/Education Resource Manual and Continued Publication of CETA/Education Linkage Newsletter," funded by Governor's Employment and Training Council, Richmond, VA, \$17,798.
- October, 1980, "CETA/Education Linkage Technical Conference," funded by Governor's Employment and Training Council, Richmond, VA, \$71,798.
- February, 1980, "CETA/Education Linkage Statewide Workshops," funded by Governor's Employment and Training Council, Richmond, VA, \$59,616.
- December, 1979, "Delivering Comprehensive Services to Displaced Homemakers in VA," funded by Governor's Employment and Training Council, Richmond, VA, \$63,488.
- October, 1979, "CETA/Education Linkage Slide-Tape Series: Developing Strategies for CETA/Education Linkages," funded by Governor's Employment and Training Council, Richmond, VA, \$18,148.
- October, 1979, "In-Service, Technical Assistance, and Information Dissemination Project for CETA/Education Linkages," funded by Governor's Employment and Training Council, Richmond, VA, \$85,455.
- April, 1979, "Regional CETA/Education Linkage Workshops," funded by Governor's Employment and Training Council, Richmond, VA, \$23,345.

## **INTERNATIONAL WORKSHOPS/PRESENTATIONS CONDUCTED**

- "Iran Technical and Vocational Training Project—Training Standards and Curriculum Development" funded by the International Bank for Reconstruction and Development (World Bank). Served as a consultant and one of a four person international team providing expertise in assessment and certification. First mission January 3-17, 2008 in Tehran, Iran.
- "Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Palau High School's Instructional Academies, Koror, Palau, Micronesia, August, 2000
- "Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of American Samoa High School's Instructional Academies, American Samoa Department of Education, Pago, Pago, American Samoa, December, 2000
- "Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Kosrae Career Pathways and Instructional Academies, Kosrae State Department of Education, Federated States of Micronesia, Tofol, Kosrae, February, 2001
- Presenter, "Learning Strategies," Hogeschool, Enschede, Netherlands, National Education and Technology Conference, November 6, 1999.
- Presenter/Facilitator, Acer Computers, Global Operations, Acer Computer Distributor Meeting, Team 1990, Monte Carlo, Monaco and Kuala Lumpur, Malaysia, 1990.



International Program, Ferris State University, faculty, Belize Program for Secondary School Administrators, taught graduate courses in Belize City, Belize, 1986-1987.

International Program, Ferris State University, project coordinator, Belize Program for Secondary School Administrators, coordinated the six week intensive program, Summer, 1985 and Summer, 1986.

International Program, Ferris State University, project coordinator, Belize Program for Primary School Administrators, coordinated the six week intensive program, Summer, 1986.

## **WORKSHOPS CONDUCTED**

“Skills for Today’s Technician: Multi-craft Maintenance and Tool and Die Maintenance” Conduct professional development workshop for CARCAM and Alabama Department of Postsecondary Education Lawson State Community College—Bessemer Campus, November 14, 2008.

“Gap Analysis and Modularization” in the technical areas of Multi-Skilled Maintenance and Nursing for Madisonville Community College, Madisonville, KY, August 11-12, 2008.

“Gap Analysis” for National Center for Automotive Excellence-AMTEC Grant, for Multi-Skilled Maintenance and Tool and Die, August 5-8, 2008, Louisville, KY. Worked with General Motors, Ford, Chrysler, BMW, Toyota and representatives from various community colleges around the USA to determine skill gap needs in training.

“Academic Alignment” as part of the MCCTE-FSU Grant, conducted four one-day workshops to align CTE technical standards and Michigan’s content expectations.

“Segmenting CTE Technical Standards,” as part of the MCCTE-FSU grant, conducted eight one-day sessions for all CTE program areas—February 6, 7, 8, 21, 22, March 3 and 31.

Webcast, facilitated topic of “Motivation Matters,” NOCTI professional development, February 26, 2008.

“Integrating Academics and CTE,” Mt. Pleasant Area Technical Center, January 15, 2007

“Professional Development Day Speaker, Creating a Learning Organization,” Lansing Community College, Technical Careers Division, May 15, 2007.

“Train the Trainer”, Pipe Trades Training Center, San Jose, CA, August 4-5, 2005

“Leadership Development Program DACUM”, for Western Michigan University, March 22-23, 2001, Lansing, MI

“Train-The-Trainer for Death Investigators” for Occupational Research and Assessment, Baltimore, MD, March 20-March 22, 2001 and St. Louis, MO, October 26-27, 2000.

"Linking a Quality Initiative to School Improvement"--two day workshop, Calhoun Area Career Center, August 10-11, 1998 and continuing.

"Career Pathways Teacher Academy," facilitation from 1995 to current, Grand Rapids Public Schools and Mason-Lake Area Schools

"Instructional Strategies for New Instructors," Ferris State University, During Orientation Week Fall, 1994 through 1998

"Implementing Total Quality Management," Kent Career Center, November 18, 1996.

"Implementing Total Quality Management," Genessee Area Career Center, November 18, 1996.

"Linking a Quality Initiative to School Improvement," Careerline Tech Center, August 26, 1996.

"Implementing Total Quality Management," Michigan Department of Education, at Western Michigan University Summer Institute, August 7, 1996.

"Train the Trainer," Recreation Vehicle Industry Association, Elkhart, Indiana, May 3, 1998, 1997, 1996 and 1995.

"Implementing Total Quality Management," Kent Career and Technical Center, 1994-1995.

"Train the Trainer," Diesel Technology Company, Grand Rapids, MI, 1997-1998 (four sessions)

"School-to-Work Teacher Academy" for Mason Lake Intermediate School District and Grand Rapids Intermediate School District, Summers of 1995, 1996, and 1997 and continuing.

"Toward a Continuous Improvement Model for Pharmacy Clinical Practice," for Pharmacy Preceptor Conference, November 6, 1993. (with Sid Systma)

"Writing Outcomes Together," Capital Area Career Center, Mason, MI, October 11, 1993.

"An Introduction to DACUM," Job Training Partnership Act Service Providers in Illinois, Chicago, September 23, 1993.

"Business Services and Technology Restructuring Workshop," for Newaygo area BST teachers, sponsored by Newaygo Area Tech Prep Consortium, July 13 and October 26, 1993.

"Instructional Strategies for New Ferris State University Faculty," (workshop for all new faculty hired for 1993-94), August 24, 1993.

"Business Services and Technology Restructuring Workshop," for Washtenaw I.S.D., May 12, 1993.

"Learning Styles," Lansing Community College Professional Development, May 7, 1993.

"Instructional Strategies for Food Service Instructors," for MICHRIE Annual Conference, April 2, 1993, Clarion Hotel and Conference Center, Big Rapids, MI.

"Performance Testing for Vocational Students," Hill Vocational Center, Lansing, MI, March 24, 1993.

"Tech Prep as the Catalyst for Restructuring," Trade and Industrial Conference, March 11, 1993, sponsored by Professional Development Institute, Ferris State University.

"Instructional Strategies", Montcalm Community College, December 16, 1992.

"Restructuring Business Education to BST," Ann Arbor Public School, September 21-22, 1992 and November 6, 1992.

"PEAKS Training," Jackson Career Center, August 31, 1992.

"Instructional Content Development for Office Systems Technology and Mechanical Technology for McHenry County Tech Prep Initiative, Crystal Lake, IL, May 27-28, 1992.

"Tech Prep Implementation Strategies," McHenry County College and Surrounding School Districts, Crystal Lake, IL, May 7-8, 1992.

"Clustering Vocational Education," Fenton Area Schools, March 26, 1992.

"Instructional Strategies for BST Implementation," Monroe Public Schools, February 5, 1992.

PEAKS Training Session, Sanilac Career Center (September 23, 1991); Northeastern Michigan College for MODAC (September 12-13, 1991); Jackson County I.S.D. (November 21-22, 1991)

"Instructional Strategies That Work," Wayne County Community College Faculty Development Workshop, January 25, 1991.

"Instructional Strategies for the 90's," Kellogg Community College, Battle Creek, MI, January 9, 1991.

Conducted a DACUM (Develop a Curriculum) process for College of Pharmacoclinical program, January 8 and 15, 1991.

"PEAKS CourseBuilder and LessonBuilder Workshops," (Instructional development software used in the VTE Curriculum Project), to over 100 vocational teachers , October, 1989-March, 1991.

"Using The Computer as a Tool in Curriculum Development," American Technical Education Association Regional Conference, Big Rapids, November 2, 1990.

"Instructional Strategies for Business Educators," Michigan State University, October 5, 1990.

"Increasing Instructional Effectiveness," Bronson School of Nursing, Kalamazoo, MI, October 31, 1989.

"Enhancing Your Instructional Effectiveness and Evaluating Student Performance," Delta College, University City, MI, November 11, 1988.

"Instructional Planning--A Competency-Based Approach," Associated Builders and Contractors, Grand Rapids, MI, October 27, 1988.

"Effective Testing Procedures," Associated Builders and Contractors, Grand Rapids, MI, November 3, 1988.

"Implementing Competency Based Education and Information Resources Available to Vocational Educators," Leadership Development Program, Ferris State University, July 27-28, 1988.

"Coaching the Intern," School of Pharmacy, Clinical Program, Ferris State University, September 9, 1988.

"Competency Test Development," Nissan, Los Angeles, CA, May 12-13, 1988.

"Beyond DACUM for Competency Test Development," DELCO, Rochester, NY, April 28-29, 1988 and July 7-8, 1988.

"DACUM for Pharmacy Externship," School of Pharmacy Clinical Program, Ferris State University, March 1-2, 1988 and updated January 8 and 15, 1991.

"Writing Effective Proposals From A Curriculum Viewpoint," Grand Rapids Clearinghouse for Training Resources, February 2, 1988.

"Interpretation Workshop for State Advisory Committees in Drafting, Graphic Arts, and Small Engines on Connecticut Statewide Testing Project," Connecticut State Department of Education, November 5, 1987.

- "Identifying Measurable Outcomes In Occupational Education," Mid-Michigan Community College Faculty Development, October 30, 1987.
- "Evaluating Student Performance," School of Pharmacy, Annual Preceptor Conference, Ferris State University, September 10, 1987.
- "Information Resources Available to Vocational Educators", Leadership Development Program, July 29-30, 1987.
- "Workshop to Set Cut-Scores on Drafting, Graphic Arts, and Small Engines Test," Connecticut State Department of Education, May 7, 8, and 11, 1987.
- "Instructional Effectiveness Program," School of Education, Telecommunications Faculty, September 19, October 3, 17, 31, and November 14.
- "Instructional Effectiveness Program for New Instructors," School of Technology, Ferris State University, 1986, 1987, 1988, and continuing. Plan, organize, and conduct an instructional effectiveness program for new technology faculty members.
- "Feasibility Study Statewide Forum for Community College Personnel," sponsored by Vocational Education Counseling and Placement Services, held in Lansing Michigan, July 25, 1986. (with John Backstrom)
- "Feasibility Study Statewide Forum for Secondary Personnel," sponsored by Vocational Education Counseling and Placement Services, held in Lansing Michigan, June 26, 1986. (with John Backstrom)
- "Employability Skills Training," for faculty at Jackson Area Career Center, Jackson, MI, April 10, 1986.
- "Employability Skills Training," for faculty at Midland Public Schools, Bay City, MI, April 25, 1986.
- "Item Writing Workshop for Vocational Administrator Competency Test," Leadership Development Project, Ferris State University, in Mt. Pleasant, MI, March 19 and 20.
- "Employability Skills Training," Ferris State University, sponsored by the MI Department of Education, November 19, 1985 and February 26, 1986. (with Backstrom)
- "Instructional Effectiveness Program for New Instructors," School of Technology, Ferris State University, August-December, 1985. Planned, organized, and conducted an instructional effectiveness program for 12 new technology faculty members.
- "Vocational Education in Corrections," Lexington, KY. Sponsored by The National Academy for Vocational Education and the Correctional Education Association, July 12-13, 1984.
- "Implementing Competency Based Education"—A Retreat and Workshop for Dalton Junior College Instructors, September 7, 8, 9, 1983.
- Virginia CETA Summer Conference, Blacksburg, VA, July 19-23, 1982. Planned, organized and conducted week-long conference for all CETA instructors, counselors, and administrators in Virginia. (with Eschenmann)
- "Putting Competency-Based Education to Work," Fredericksburg, VA, June, 2-4, 1982. Coordinated and conducted a three day conference for selected resource personnel from CETA programs in Virginia. (with Eschenmann)

“Competency Based Education: An Administrative Perspective,” April 5-7, 1982, Williamsburg, VA.  
Conducted a three day conference for CETA administrators on implementing competency-based education in Virginia. (with Eschenmann)

CETA/Education Linkage Workshops Designed for Prime Sponsor Localities

- City of Portsmouth CETA Office, January 20, 1982
  - Richmond Area Manpower Planning System, February 17, 1982
  - Peninsula Office of Manpower Programs, April 21, 1982
  - Fifth District Employment & Training Consortium, Roanoke, VA, April 22, 1982
  - Henrico-Chesterfield-Hanover Counties CETA Consortium, Richmond, May 26, 1982
- Planned and conducted these workshops funded through the Governor’s Employment and Training Council, Richmond, to provide localities with linkage workshops tailored to specific needs.

Get Your Act Together: Help Shape the Future for Displaced Homemakers and Sex Equity. Localities include Norfolk, April 20, 1982; Alexandria, April 27, 1982; Richmond, April 28, 1982; Blacksburg, May 4, 1982; and harlottesville, May 6, 1982  
Planned and co-directed five seminars funded through a contract through the Virginia Department of Education, Sex Equity Office, to develop community linkage in the development of programs to assist displaced homemakers and to develop awareness in opportunities available to non-traditional programs.

CETA/Education Linkage Workshops Designed for Prime Sponsor Localities

- Richmond Area Manpower Planning System, February 11-12, 1981
  - Fifth District Employment & Training Consortium, April 2 and 9, 1981
  - Henrico-Chesterfield-Hanover Counties CETA Consortium, April 28-29, 1981
  - Prince William County CETA Office, April 30, 1981
  - City of Portsmouth CETA Office, May 28-29, 1981
- Planned and conducted these workshops funded through the Governor’s Employment & Training Council, Richmond, to provide localities with a needs assessment for linkage and develop a plan of action. (with McGough and Eschenmann)

Developmental Workshop for State CETA Evaluators, Virginia Beach, September 9-10, 1980. Assisted in planning and organizing training session for potential evaluators of CETA programs. (with McGough and Eschenmann)

Virginia Summer Employment & Training Conference, Blacksburg, VA., July 21-25, 1980. Directed planning and logistical arrangements for 237 participants which provided in-service training for instructors, counselors, and administrators of CETA programs in Virginia (with McGough and Eschenmann)  
Serving the Displaced Homemaker, Localities include Arlington, August 18, 1980; Norfolk, August 20, 1980; Richmond, August 22, 1980; Charlottesville, August 26, 1980; and Roanoke, August 28, 1980  
Planned, organized, and conducted workshops funded through the Governor’s Employment & Training Council, Richmond, to provide training for administrators who desired to design occupational training programs for displaced homemakers in Virginia.

## **SELECTED PROFESSIONAL PRESENTATIONS**

Presentation, “Fine Tune Your Engine: Turning Standards Into Curriculum,” at the Association for Career and Technical Education (ACTE), Charlotte, NC, December 3, 2008.

Presentation, “Motivation Matters,” at the Association for Career & Technical (ACTE) Convention, Charlotte, NC, December 4, 2008.

Presentation “Academic Alignment in CTE”, Michigan Department of Education-OCTE Update, August 11, 2008 in Big Rapids and September 8, 2008 in Lansing.

Presentation, “Teaching & Learning Strategies” and “Accountability in CTE”, Michigan Business Education Association, Grand Rapids, MI July 17, 2008

Presentation, “Strategies for Engaging the GenX and Millennial Students,” Michigan Career Conference, Detroit, MI February 11<sup>th</sup>, 2008.

Presentation, “Creating a Culture of Achievement for All Students,” Michigan Career Conference, Detroit, MI, February 11, 2008.

Presentation, “Moving Forward with Michigan’s NEW CTE Curriculum Initiative—Implementing Career Clusters, Career Pathways and Technical Standards” (with Glenna Zollinger-Russell, OCTE and Jan Vogel) Michigan Career Conference, February 12, 2008.

Presentation, “Segmenting CTE Standards for Instructional Delivery, (with Glenna Zollinger-Russell)” MI Career Conference, February 12, 2008.

Presentation, “Creating a Culture of Achievement for All Students,” Association for Career & Technical Education, ACTE, Las Vegas, December 12, 2007

Presentation, “Motivation Matters,” Association for Career & Technical Education, ACTE, Las Vegas, December 13, 2007.

Presentation, “Michigan CTE Curriculum Standards Update,” Michigan Health Occupations Education Association (MHOEA) in Brighton, MI, November 8, 2007.

Presentation, “Moving Forward with Michigan’s New CTE Curriculum Initiative—Implementing Career Clusters, Career Pathways, and Technical Standards, Michigan Drafting Educators Association (MDEA), Big Rapids, MI, November 6, 2007.

Presentation, “Strategies for Engaging the GenX and Millennial Student,” Michigan Business Education Association (MBEA), Frankenmuth, MI, October 25, 2007.

Presentation, “Michigan CTE Curriculum Standards Update” (live and webcast) Michigan Business Education Association (MBEA), Frankenmuth, MI, October 25, 2007.

Webcast Presentation, “Career and Technical Education Standards and Gap Analysis” statewide webcast hosted by Wayne RESA with Jan Vogel and Glenna Zollinger-Russell, October 23, 2007.

Presentation, “What Brain Research Shows Us About How Students Learn”, July 12, 2007, American Refrigeration Institute (ARI) Regional Summit at Ferris State University, July 12, 2007.

Presentation, “Developing Assessments”, July 12, 2007, American Refrigeration Institute (ARI) Regional Summit at Ferris State University, July 12, 2007.

Presentation, “Update on MCCTE-FSU’s Technical Standards,” Regional Teacher Academy, Ferris State University, June 15, 2007.

Webcast Presentation, Michigan CTE Technical Standards Update, May 22, 2007, Webcast from Wayne RESA, Wayne, MI (with Patty Cantu and Glenna Zollinger-Russell)

Presentation, “MCCTE-FSU Update—CTE as a Solution,” Kent Intermediate School District, Grand Rapids, MI, April 17, 2007.

Presentation, “Career & Technical Education’s (CTE) Role in Changing Michigan’s High Schools: What You Need to Know About CTE’s Statewide Efforts Relative to Rigor and Relevance” , 2007 12<sup>th</sup>

Annual Governor's Education Summit in Lansing, March 26, 2007 (with Glenna Zollinger-Russell)

Presenter, "High School Redesign with a focus on Relevance provided by CTE". Calhoun ISD High School Redesign Session, Battle Creek, MI, February 26, 2007, Battle Creek, MI

Presenter, "A Value of a Statewide System Approach to Curriculum and Assessment", 2007 Michigan's Career Conference, February 11-13, 2007 (with Dr. Steve Clark)

Presenter, ""Sneak Peek" the New CTE State Standards", 2007 Michigan's Career Conference, Detroit, February 11-13, 2007 (with Drs. Clark and Thomas)

Presenter, "A Balanced Scorecard Approach that Focuses on Results and Creating Value", 2007 Michigan's Career Conference, Detroit, February 11-13, 2007.

Keynote, "Using Assessment to Drive Program Improvement," Roanoke City Schools, Roanoke, VA November 21, 2006.

Presentation, MCCTE-FSU Introduction to Electronic Database Curriculum Development Project, Michigan Administrative Update, November 14-15, 2006.

Presentation, MCCTE-FSU Update Curriculum Development Project, Michigan CCDA (Curriculum Directors Association) and CTE Commission of the MASSP, October 13, 2006.

Keynote, "How to become a Learning College—Lessons Learned from Business and Industry", St. Clair Community College, September 29, 2006.

Presentation, 2006 Michigan Conference on Career Education, "What Can CTE and Business and Industry Offer to Academic Educators?" Governor's Conference, Feb 7, 2006.

Presentation, 2006 Michigan Conference on Career Education, "Using the Malcolm Baldrige Performance Criteria to Improve Program Outcomes?" Governor's Conference, Feb 6, 2006.

Keynote, "Making a Difference Conference", FSUS Instructors, Ferris State University, August 26, 2005.

Presenter, (with Dr. Deb Schultz) A Model for Using Board Exam Results as a Method of Outcomes Assessment, Trends in Occupational Studies, October, 6, 2005.

Presenter (2 presentations), How Important is Certification and Accreditation in the workplace and Building a Professional Development Program,, Conference on Marine Industry Technical Training (COMITT), Ft. Lauderdale, FL, February 4, 2005.

Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Using Occupational Competency Testing for School Improvement" NCA Higher Learning Commission Conference, Chicago, April 19, 2005.

Keynote, "An Indepth Look at Instructional Strategies," Michigan Business Education Regional Conference, Grayling, MI June 25, 2004.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College, Cadillac, June 16, 2003.

Presenter, "Assessment Theory and Interactive Session," Heath and Human Services Career Division, Lansing Community College, January 8, 2003.

Presenter, "The Learning College," Health and Human Services Careers Division, Lansing Community College, January 6, 2003.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College-Muskegon, September 19, 2002.

Presenter, "Implementing Career Pathways," Fremont Intermediate School District, faculty inservice, Fremont, MI, October 7, 2002 and October 21, 2002.

Presenter, "New Century DACUM," State Leadership Conference for Vocational Administrators, Michigan Department of Career Development, August 2, 2001.

Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Navigating the Quality Award Process in Post-Secondary Education," 107<sup>th</sup> NCA Annual Meeting of the Higher Learning Commission/NCA Annual Meeting, Chicago, IL, March 24, 2002.

Presenter, "Creating Successful Partnerships with Business & Industry, Organizations, and Universities," Organizational Development Conference, Linkages, Inc., Naples, FL, October 2-5, 2000. (Co-presenters Dr. Ray Ryan, NOCTI, and Jim Schultz, Director of Training, General Mills, Inc.)

Commencement Speaker, Ferris State University, Colleges of Education and Optometry, Mar 8, 1999.

Keynote Speaker, "Instructional Strategies for Faculty," St. Paul's College, Livingston, VA, August 15, 1996.

Keynote Speaker, "Pre-Employment Assessment or High Training Costs," for Genesee Area, January 26, 1995.

Presenter, "Instructional Strategies for Community College Educators," Trends in Occupational Studies Conference, Traverse City, MI, October 15, 1993.

Presenter, "Restructuring--How and Why," Saline Area Schools, Saline, MI, December 3, 1992.

Presenter, "Restructuring--Tech Prep As The Catalyst," Lake County School System, Grayslake, IL, November 9, 1992.

Presenter, "Instructional Strategies for Community College Educators," Trends in Occupational Studies Conference, Traverse City, MI, October 15, 1992.

Keynote Presenter, "Restructuring Business Services Technology," Michigan Business Education Association Annual Conference, Ypsilanti, MI, June 24, 1992.

Presenter, "Designing an Assessment System," International Association of Hotel Reservation Executives, 7th Annual Conference, San Antonio, TX, May 3-6, 1992.

Presenter, "Clustering as a Tool for Restructuring," Michigan Curriculum Leaders Annual Conference, March 11, 1992.

Presenter, "Instructional Strategies for Allied Health Educators," Trends in Occupational Studies Conference, Grand Rapids, MI, November 15, 1991).

Keynote Presenter, "Instructional Strategies for Vocational Educators," November 1, 1991, Taylor School District.

Keynote Presenter, "Increasing Instructional Effectiveness," Montcalm Community College, Stanton, MI, January 10, 1990.



Keynote Presenter, "Key Strategies for Involving Students in Institutional Change" Delta College, University City, MI, November 11, 1988.

Presenter, "Results of Statewide Testing Project in Graphic Arts, Drafting, and Small Engines," Connecticut Technology Education Leadership Council, May 19-20, 1988.

Presenter, Allied Health Faculty, Ferris State University, "Testing Higher Level Thinking Skills," April 14, 1987.

Presenter, Michigan Association of Counseling and Development, "Findings of Feasibility Report," at Michigan Association of Counseling and Development Conference, Flint, November 3, 1986. (with John Backstrom)

Presenter, Michigan Council of Vocational Administrators, "Improving Your Guidance Program," at Michigan Occupational Education Association Conference, Lansing, November 7, 1986.

Presenter, Leadership Development Project, "Evaluation Techniques," at Ferris State University, August 14, 1986.

Presenter, Leadership Development Project, "Research Skills," at Ferris State University, August 7, 1986.

Presenter, "Cut Off Scores," at National Occupational Competency Testing Institute 7th Annual Conference, at Ferris State College, July 24, 1986

Presenter, School of Nursing, Ferris State University, "Information Resources for Use in Curriculum Development", January 24, 1986. (with Ed Cory)

Presenter, School of Technology, Ferris State University, faculty meeting, "Computerized Resources for Use in Curriculum Development," November 12, 1985. (with Ed Cory)

Presenter, Leadership Development Project, Michigan Occupational Education Association Annual Conference, "The Master of Science Degree in Occupational Education at Ferris State College," November 9, 1985. (with Ed Cory)

Presenter, Center for Occupational Education Advisory Committee, "Update on the Master of Science in Occupational Education Program," May 21, 1985.

Consultant, School of Technology, Ferris State University, "Instructional Effectiveness Program for New Instructors," planned and conducted workshops for 12 newly hired instructors, Fall Quarter, 1985.

Presenter, "Implementing Competency Based Vocational Education," Carroll County Area Vocational School, January 4, 1984.

Speaker, Dalton-Whitfield Chamber of Commerce Manufacturer's Breakfast, "Dalton Junior College's Vocational Programs," January 19, 1984.

Keynote Speaker, North Georgia Personnel Association Meeting, "Community College Linkage with Business-Industry," November 8, 1983.

Presenter, "Where Do I Go From Here With My C.B.E.? (Competency Based Education," Virginia Employment & Training Conference, Blacksburg, VA, August 2-5, 1983.

Presenter, "Plan for the Future," Virginia Employment & Training Conference, Blacksburg, VA, August 2-5, 1983.

Presenter, "Taking Competency Based Education Off of the Shelf," Virginia Employment & Training Conference, Blacksburg, VA, July 20-23, 1982.

Facilitator and Chairperson, Teacher Weekender, Manpower Training Instruction. American Vocational Association Convention, Atlanta, December 5-6, 1981.

Chairperson, Division General Session, American Vocational Association Convention, Atlanta, December 7, 1981.

Presenter, one of three individuals selected nationally to present dissertation representing qualitative research by the American Vocational Education Research Association at the American Vocational Association Convention, Atlanta, December 6, 1981.

Presenter, "Implementing Competency Based Education," Newport New Public School Supervisors of Vocational Education, August, 1981. (with Eschenmann and McGough)

Presenter, "CETA Trends and Legislative Update," Virginia Vocational Association Conference, Norfolk, August, 1981.

Presenter, "What happened to the 1% linkage funds?" American Vocational Association Annual Convention, New Orleans, December 9, 1980.

## CONSULTING

The National Occupational Competency Testing Institute (NOCTI), Senior Consultant  
Conducted Occupational Job and Task Analysis, Occupational Skill Test Development (written and performance tests) and Cut Score Development for such companies/organizations as:

- Temple University for Pennsylvania Department of Education, assessment development, 2006-2007
- New York City Schools, assessment development, 2007
- Nestle, Chatsworth, CA and Mt. Sterling, KY, 2006 and ongoing
- General Mills, Inc., 1997 (on going)
- Quaker, Oakland, CA, 2001 & continuing
- IncoComm, Fairfax, VA, 2005
- Conoco Phillips, New Jersey, 2004 to present
- BAMA Companies, Tulsa, OK, 2004
- Hershey Foods Corporation, Hershey, PA, 2003 and continuing
- National Council for Skills Standards in Graphics Communication, 2004 and continuing (Stitcher certification)
- Sappi Fine Paper, Muskegon, MI, 2002-2004
- City of Detroit, 1999 - 2000
- Rubber Manufacturer's Association, 1999-2000
- United Association United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada (2001-2002)
- Robert Bosch, Charleston, SC (1997)
- Lucent Technologies, 1999
- 3M, St. Paul, MN, 1997
- Lithonia Lighting, Cochran, GA, February, 1997
- American Boat and Yacht Council, 1997- continuing
- Alcan Cable, Kansas, 1997
- Kellogg, Battle Creek, 1998
- Lance, Inc, Charlotte, NC, 1998
- General Motors, Detroit, MI, 1997

- Dayton Power and Light, Dayton, OH, 1997-1998
- Kemper Insurance, Long Grove, IL, 1996-97
- Toyota Motor Manufacturing, June, 1997
- Philip Morris, Richmond, VA, 1996-1997
- Utah Transit Authority, Salt Lake City, UT, 1996-1997
- ARMCO, Bulter, PA, June, 1997
- Duquesne Lighting, Pittsburgh, PA, May, 1997
- Association of Rubber Manufacturing, 1998
- National Institute Metalworking Standards Project, 1996-1997
- GTE, Atlanta, GA, 1997
- Smith & Nephew, Memphis, TN, 1996-1997
- BICSI, Tampa, FL, 1996-1997
- Union-Electric, St. Louis, MO, 1996
- Digital Audio Disc Corporation, SONY, 1991-1995
- Vista-United Telecommunications, Walt Disney World, Orlando, FL, December, 1994-January, 1995.
- Nestle Chocolate Company, Franklin Park, IL, December 7-9, 1994.
- St. Joseph Hospital, Detroit, MI, August, 1994.
- Steelcase Corporation, Grand Rapids, MI, July, 1994.
- Recreation Vehicle Industry Association (RVIA), 1994-1995
- Caterpillar, Peoria, IL, June, 1994
- Department of Energy for Alternative Fuels Project, May 31-June 2, 1994, Nashville, TN.
- CIBA Vision, Atlanta, GA, 1994.
- Sony Music, Carrolton, GA, August-November, 1993
- Michigan State University, Lansing, MI, May-June, 1993.
- Tampa Electric Company, Tampa, FL, September, 1992-October, 1992.
- Dupont, DeLisle Plant, Pass Christian, Mississippi, April, May, and June, 1992.
- Reedy Creek Energy Systems, DisneyWorld, May, June, and July, 1992.
- Sebring Electric Company, Sebring, FL, April 20-21, 1992.

Lansing Community College, Lansing, MI, industry-based job analysis for curriculum development for newly funded M-TEC center. (2002-continuing). Conducted job analysis for all technical programs. Conducted curriculum gap analysis and course development sessions. Assisted faculty in the development of modularization of all curriculum.

Corporate and Professional Development Unit, Ferris State University

- Steelcase, Grand Rapids, MI
- Electrical Generating Systems Association (EGSA)
- Dow Chemical, Midland, MI
- conducted job analyses and written test development, equipment skill performance checksheets for Diesel Technology Company
- Rubber Manufacturer's Association (1994-1997),
- United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, and Sprinkler Fitting Industry, 2000-continuing
- Yoplait, Reed City, test development for maintenance apprenticeship program

Job and Task Analysis and Curriculum Development Assistance, Grand Rapids Community College, Tech Prep Consortium, 1994 and continuing.

Genessee Area Schools, Tech Prep survey development, 1995.

Curriculum Reviewer for Marshall Institute, 1995.

National Gaseous Fuels Training, Testing, and Certification Committee, August 4-6, 1993, Lake Tahoe. Served as consultant to group in facilitating the evaluation of training programs.

Conducted a comprehensive survey of 2,000 teachers, counselors, and administrators in Montcalm Area ISD for Tech Prep, Montcalm ISD, November, 1992-March, 1993.

Establishing a Cut Score on the Army Food Service and Wheel Vehicle Mechanic Tests, EER Systems, Richmond, VA, September 10, 1992 and May 17, 1993.

Third Party Evaluation, Skillman Foundation, St. Clair County Vocational Consortium Project, 1991. (with Dr. Steven Clark)

Tech Prep Implementation, McHenry County College, Crystal Lake, Illinois, 1991-continuing.

Job and Task Analysis and Performance Test Development, Third Party Evaluation of Hinks Elementary School, Alpena, MI, Kellogg Foundation Grant, 1991-continuing. (with Sidney Sytsma)

Grand Rapids Public Schools, Tech Prep curriculum development project, 1990-1991. (Dr. Linda Peters, contact)

Kent County I.S.D., Technology Education curriculum development, 1991 to present. (Sid Holodnick, contact)

Grand Blanc Community Schools and Lake Fenton Public Schools, Business Services and Technology cluster implementation and curriculum development.

Midland County I.S.D., Third Party Evaluation of Vocational-Technical Programs, 1991 to present. (Bill Edwards, contact)

Ottawa Area I.S.D. Business Service and Technology teachers, implementing the BST cluster, 1991 to present. (Gene Neidzgiecki, Director, contact.)

South and West Washtenaw Consortium, Business Services and Technology teachers, implementing the BST cluster, 1990 to present. (Dave Mieras, Asst. Superintendent for Area Planning, contact)

Innovative Training & Marketing Services, Port Huron, MI, Team building consultant, Malaysia (May 28-April 2, 1990) and Monte Carlo (May 1-6, 1990)

International Rectifier, El Segundo, CA, customer satisfaction survey with Howlett & Company, Phoenix, AZ, 1990

Kaibab Forest Products, Phoenix, AZ, data analysis for customer satisfaction study, subcontract with Howlett & Company, Phoenix, AZ.

DELCO, Rochester, NY, conducted two separate "After DACUM" workshops for various competency tests for plant workers, with NOCTI-IOCT Project, April 28-29, 1988, and July 7-8, 1988.

Nissan Motor Corporation in U.S.A., Gardena, CA, two day workshop on how to develop valid and reliable tests for instructional staff, May 12-13, 1988, with NOCTI-IOCT Project.

Robotic Technician Project, NOCTI, conducted "After DACUM" procedure for test development of robotic technician competency test; develop sections in final report that established national method for evaluating performance; compiled final report, July-October, 1988.

School of Pharmacy, Clinical Program, Development of Student Evaluation System for Clinical Rotations in Retail and Hospital Sites. Procedure involved conducting a DACUM to identify competencies,

working with advisory committee to develop draft of the two instruments, pilot testing, and final versions of instruments, 1987-88.

Connecticut Assessment of Educational Progress (CAEP), with National Occupational Competency Testing Institute, Ferris State College, research consultant for CAEP project to test all drafting, small engine, and graphic arts students in Connecticut in 1986.

Vocational Education Counseling and Placement Services, Ferris State College, survey and needs assessment instrument design, 1985 with analysis of results and presentation of findings, 1986. The survey assessed the training needs of career-vocational counselors, job placement, and career resource center personnel in Michigan.

Leadership Development Project, Ferris State University, test development consultant, 1986. Provided assistance in the development, validation, and analysis of a 200 item competency test for entry-level vocational administrators in Michigan.

International Program, Ferris State University, project coordinator, Belize Program for Secondary School Administrators, coordinated the six week intensive program, Summer, 1985 and Summer, 1986.

International Program, Ferris State University, project coordinator, Belize Program for Primary School Administrators, coordinated the six week intensive program, Summer, 1986.

School of Technology, Ferris State University, "Instructional Effectiveness Program for New Instructors," planned and conducted workshops for newly hired instructors, 1985 and 1986.

Manufacturing Resources and Productivity Center, School of Technology, Ferris State University, "Operating/Programming Manual for Wells-Index System 3 Milling Machine," writer/editor of technical manual, 1984-85.

### **COMMITTEE INVOLVEMENT AT FERRIS STATE UNIVERSITY AND OTHER INSTITUTIONS**

Member, Perkins IV Assessment and Accountability Advisory Group sponsored by the Michigan Department of Education, 2007 to present.

Co-Chair, Higher Learning Commission Team Member, Ferris State University responsible for data collection and management.

Panel of Judges, Michigan Quality Leadership Award program, 2004-present.

National Visiting Committee, Automotive Manufacturing Technical Education Collaborative (AMTEC), a project funded by the Advanced Technological Education program funded at NSF, April 4-5, 2007, Georgetown, KY.

Director, Michigan Center for Career & Technical Education (MCCTE-FSU), 2006 to present.

Second Education Committee for TEAC, 2006.

Dissertation Defense Committee, Western Michigan University, (FSU-WMU Cooperative doctorate), Completed—Dr. Deb Schultz (September, 2004) , Dr. Amy Wojciechowski (September, 2004) , and Dr. Dave Gaunt (May, 2005); current committee membership for Karen Kain

Proposal Development Team, New Leadership Degree customized for General Motors, Inc., 2005-2006.

FSU Presidential Appointment, Technology Task Force, 2005

Proposal Development and Lead Curriculum Development, Pro-Mo-TEd (Professional, Modularized Teacher Education Program) for alternative certification of CTE teachers

Proposal Development for New Option in MSCTE, Educational Technology, cooperative with Master of Science in Information Technology program, 2002.

Chair, Academic Program Review Committee, MSCTE Program, 2002

Chair, Faculty Search Committee, Off-Campus Faculty Position, 2002.

Faculty Coordinator for Application, College of Education & Human Services, Michigan Quality Leadership Award Application, 2000-2001. The application lead to the Navigator award level and the first universities in Michigan to win an award.

Proposal Development for New Certificate Program, Advanced Graduate Certificate Program for Total Quality Management in Education, 2000 (in cooperation with Western Michigan University)

Proposal Development for New Certificate Program, Advanced Graduate Certificate Program for Technology for Art Educators, 1998.

Graduate Faculty Coordinator for cooperative doctorate with Western Michigan University, Educational Leadership doctorate with emphasis in Career Technical Education, 2000.

Graduate Curriculum Committee, School of Education, Chair, 1999 and 2000; member 2001 and 2002.

Faculty Committee Member, MEd curriculum Proposal, 1998

Faculty Committee Member, Search Committee, Summer, 1998

Faculty Coordinator for Writing Application for FSU's Teacher Education Application, Michigan Periodic Review Council for Teacher Education Program, 1997. This is the NCATE-standard based program review by the Michigan Department of Education for all teacher education institutions.

Faculty Coordinator for Writing Application for Teacher Education's Academic Program Review Council Review, 1997. This is the periodic review by the university on all programs.

Team Chair, Michigan Periodic Review Council for Teacher Education Program, University of Michigan--Flint campus Site Visit, March 9-12, 1997.

Monitoring Team Member, Montcalm Career Center Evaluation for BST, Michigan Department of Education, January 15, 1997.

Faculty Coordinator, Center for Career and Technical Education, Periodic Review by the Michigan Department of Education, May, 1996.

Team Chair, Michigan Periodic Review Council for Teacher Education Program, Saginaw Valley State University campus Site Visit, October 5-9, 1996.

Team Chair, Michigan Periodic Review Council for Teacher Education Program, Michigan State University campus Site Visit, November 26-29, 1995

Team Chair, Michigan Periodic Review Council for Teacher Education Program, University of Michigan-Dearborn campus Site Visit, April 9-11, 1995.

Team Co-Chair, Michigan Periodic Review Council for Teacher Education Programs, Northern Michigan University Site Visit, Marquette, MI, November 6-9, 1994. (Joint Site Visit with NCATE)

Team Member, Michigan Periodic Review Council for Teacher Education Programs, Siena Heights College Site Visit, Adrian, MI, April 17-20, 1994.

College of Education Restructuring Task Force, 1994 to present.

Joint Doctorate Committee with Western Michigan University, Eastern Michigan University, and Wayne State University, representing Ferris State University, 1992 to 1994.

Board of Directors, American Society of Advanced Fuels Technology, Inc., elected Secretary, 1993 to 1995.

Quality Improvement Council, (appointed by Vice President for Academic Affairs), 1992-1994.

Fiscal Strategies Task Force (appointed by President), committee member, 1991-1993

Executive Board Member, Michigan Council of Vocational Leaders, representing four-year institutions, 1991 to 1993.

Women in Ferris Leadership Project, "Lifting As We Climb," committee member, 1988-1989

Ex-Officio Member (representing Vice President's Office), University Curriculum Committee, 1987-1990.

Member, Deans' Council, Ferris State University, 1987 to 1989.

Executive Board Member and non-voting member, Faculty Senate, Ferris State University, 1986. (Immediate Past-President)

Subcommittee Member, Organizational Review Committee, Faculty Senate, 1986.

Subcommittee Member, Academic Review Committee Reorganization, Faculty Senate, 1986.

Chairperson, Educational Planning Committee, 1986. (Elected)

Member, Academic Affairs Council, Ferris State University, 1986.

Member, Dean of School of Education Search Committee, 1986.

Member, Ferris State University, Tuition Policy Committee, 1986.

Member, School of Education, Ferris State University, Computer Committee, 1986 and continuing.

Elected Member, Educational Planning Committee (E.P.C.—elected by peers) 2 year term beginning September, 1985.

Long Range Planning Subcommittee of E.P.C., 1985 and 86.

Member, Distinguished Teacher Award Selection Committee, 1985-86.

Member, North Central Association of Colleges and Schools Accreditation Self-Study Committee on Faculty Development, Research, and Scholarly Activities, 1985.

### **Selected Other Volunteer Services**

Member, School of Nursing, Curriculum Committee, 1985-1986.

Member, School of Nursing, Research Committee, 1985-1986.

Member, Dean of School of Education Search Committee, 1986.

Center for Occupational Education, Ferris State University, Long Range Plan Development, July, 1985.

Judge, Vocational Industrial Clubs of America (VICA), national competition, May 20, 1985.

Chairperson, Dean of Students Search Committee, Dalton Junior College, January, 1984.

Coordinator, Georgia Occupational Award of Leadership (GOAL), Dalton Junior College, 1983 and 1984.

State Evaluation Team Member, Clayton Junior College, Atlanta, GA, March 6-8, 1984.

State Evaluation Team Member, North Georgia Technical and Vocational School, April 19-21, 1983.

Proposal Review Team, Sex Equity Office, Virginia Department of Education, July, 1981.

### **SELECTED WORKSHOP ATTENDED**

2008, Association for Career and Technical Education, Charlotte, NC, December 4-6, 2008.

2008, NOCTI Pre-conference, ACTE, Charlotte, NC, December 3, 2008.

2007, Association for Career and Technical Education, Las Vegas, NV, December 13-15, 2007.

2007, NOCTI, Pre-conference, ACTE, Las Vegas, NV, December 12, 2007.

2007, National Career Cluster Institute, Phoenix, AZ, June 10-13, 2007.

2007, Michigan Summit on Model High School, (Willard Daggett), April 15-17, 2007, Traverse City, MI

2007, 12<sup>th</sup> Annual Governor's Education Summit in Lansing, March 26, 2007.

2007, Michigan Career Conference, Detroit, February 11-13, 2007.

2006 Association for Career and Technical Education, Atlanta, GA, November 30-December 1-3, 2006.

2004 Michigan Career Education Conference, "Teaching & Learning for Excellence", February 9-10, 2004.

2003 National Teacher Education Institute for Career & Technical Education, "Pathways to the Future: Preparing and Developing Secondary and Postsecondary CTE Teachers." Scottsdale, AZ February 3-5, 2003.

2003 Baldrige Presidential Award Ceremony, Washington, DC., April 17, 2003.

"Leadership: The Bridge to Change with Peter Senge", Scottsdale, AZ. TW Brawun & Associates, February 6-8, 2003.

"2002 Baldrige Regional Conference," October 2, 2002, Ritz Carlton Hotel, Dearborn, MI



“The 7<sup>th</sup> Annual Academic/Career/Technology Integrated Curriculum Conference, April 17-19, 2002, Las Vegas, NV, sponsored by the National Schools Conference Institute,

“Brain Research,” Robert Sylvester, Ferris State University, March 22, 2002.

“Tegrity Web Learner Training”, Big Rapids, MI, (one of five faculty chosen to be trained on the system) November 16, 2001.

“Malcolm Baldrige Quality Leadership Award Examiner Training”, May 1-4, 2001, Gathersburg, MD. Selected to be on the Board of Examiners for 2001.

“Michigan Quality Council Leadership Award Examiner Training”, May 19-21, 1999, April 4-6, 2000, and April 4-6, 2001, Auburn Hill, MI. Selected to be on the Board of Examiners for 1999-2001 and senior examiner for 2000 and lead senior examiner for 2001, 2002.

"Making Connections--Chrysler Project" Oakland Schools, March 16-19, 1998.

The Curriculum Integrator, sponsored by the Center for Occupational Research and Development (CORD), October 1-2, 1997, Nashville, TN.

Langford’s “Quality Learning Seminar”, Langford International, September 23-26, 1997

“Effective Schools Conference—The Total Quality School”, February 22-25, 1996, Phoenix, AZ

"Accelerated Learning," Milwaukee, WI, May 9-11, 1994.

"Periodic Review of Teacher Education Institutions," Additional Training for Pilot Team, January 24, 1994, Lansing, MI.

"Money and You," Austin, Texas, November 11-14, 1993, sponsored by the Innovative Learning, Inc., Austin, Texas.

"Periodic Review of Teacher Education Institutions," Team Training, July 7-9, 1993, Lansing, MI.

"Creating the Total Quality Effective School," with Dr. Lawrence W. Lezotte, May 13, 1993, Grand Rapids. Sponsored by Michigan Institute for Educational Management.

"Dr. W. Edwards Deming Four Day Seminar," February 9-12, 1993, Novi, MI. Sponsored by Ford Motor Company.

"Total Quality Management in Higher Education," January 25-26, 1993, Atlanta, GA. Sponsored by International Quality and Productivity Center, Upper Montclair, NJ.

"Discipline With Dignity," Michigan Institute for Educational Management, Lansing, MI, November 13, 1992.

"Total Quality Approach to Improving Outcomes, " Michigan Institute for Educational Management, Lansing, MI, February 11, 1992.

International Conference on Restructuring Curriculum-Assessment-Teaching for the 21st Century, sponsored by the National School Conference Institute, Phoenix, AZ, January 16-19, 1992.

"School Improvement--The Second Generation" Larry Lezotte, Lansing, December 9, 1991.

"Quality Schools--Managing without Coersion" William Glasser, Novi, November 19, 1991.

"Innovative Innovations," Tom Guskey, March 7, 1991.

"Flawless Consulting," Peter Block and Larry Lezotte, August 27-28, 1990

"Outcome-Based Education Conference," National School Conference Institute, Phoenix, AZ, February 8-11, 1990.

"Teacher Expectations and Student Achievement," Michigan Institute for Educational Management, Grand Rapids, MI, May 15, 1989.

"Planning for School Improvement based on Effective Schools Research," (Dr. Larry Lezotte, Presenter) Michigan Institute for Educational Management, Traverse City, May 4, 1989.

"School Improvement Institute, 1989," Association for Effective Schools, Inc., October 18-21, 1989, Saratoga Springs, New York.

"Evaluating Teacher Performance," (Dr. Thomas McGreal, Presenter) Michigan Institute for Educational Management, Grand Rapids, MI, April 13, 1989.

"Strategies for Assessing Outcomes," University of Tennessee-Knoxville, Knoxville, TN, November 14-15, 1988.

"Trends in Occupational Education," Traverse City, MI, 1986, 1987, 1988, 1989.

"Michigan Occupational Education Association Annual Conference," Lansing, MI, 1985, 1986, 1987, 1988, 1989.

"Mastery Supervision with Madeline Hunter," Sponsored by Teacher Effectiveness Associates, August and October, 1988 (10 days of training)

"The Third National Conference on Assessment in Higher Education," Chicago, Illinois, June 8-11, 1988

"SPSS (Statistical Package for the Social Sciences) Refresher Training" at Ferris State College by SPSS, Inc., January 9-10, 1987.

"Instructional Theory Into Practice (I.T.I.P.) at Big Rapids Public Schools, 4 days of training, November 11, 20, December 3 and 10.

"Community College Partnerships, The High School/Community College Connection," sponsored by American Association of Community and Junior Colleges, National Video Teleconference, at Grand Valley State College, September 30, 1986.

"Managing Policy Through Policy Science," by Dr. Dan Vogler, at Ferris State College, July 24, 1986.

"Using Microcomputers in Educational Research," sponsored by University of Michigan, Ann Arbor, June 30-July 1, 1986.

American Society for Training and Development Conference, St. Louis, MO, May 31-24, 1986.

"Michigan School Testing Conference," University of Michigan, Ann Arbor, MI, February 26, 1986.

"Lotus 1-2-3 on the IBM PC," Grand Rapids Jr. College, March 14, 1985.

"Employability Skills Training of Trainers," Oakland Continuing Education, in Lansing, April 19-20, 1985.

- "A Research Synthesis of Higher Order Thinking Skills-Developments in Public Education," by Dr. Stewart Rankin (Detroit Public Schools), May 3, 1985.
- "Michigan Vocational Coordinators Conference," June 20-21, 1985, Sugar Loaf, MI.
- "National Center for Research in Vocational Education, monthly staff development luncheons on various topics of national significance to vocational education.
- Personal tour and curriculum development discussions at Ft. Gordon Signal School, Augusta, GA, January 27-28, 1983.
- "Build an Image of Confidence," Dalton Junior College, Continuing Education Department, March 3, 1983.
- "Corporate Financial Support for Technical Training," GA Advisory Council of Vocational Education, Atlanta, May 24, 1983.
- "Second Look: Displaced Homemaker Project Workshop," Nashville, TN November 11-12, 1980. One of two individuals selected by the Virginia Director of Vocational Education to represent Virginia at this national meeting.

### **CURRENT PROFESSIONAL MEMBERSHIPS**

Association for Supervision and Curriculum Development (ASCD), Premier Member  
 American Career and Technical Education Association (ACTE)  
 American Society for Training and Development (ASTD)  
 American Society for Quality (ASQ)  
 Michigan Education Association (Ferris Faculty Association)  
 Michigan ACTE  
 Skills USA  
 Phi Delta Kappa (educational honorary)  
 American Educational Research Association  
 Iota Lambda Sigma, Ferris State University  
 International Vocational Education and Training Association (IVETA)

## Vita

### Denise S. Mitten

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mittend@ferris.edu

#### FORMAL EDUCATION

Bachelor of Forest Science	Forest Resources	University of Washington	1974
Master of Forest Science	Forestry Ecology	Yale University	1977
Ph.D.	Education	University of Minnesota	2003

Dissertation title: An Analysis of Outdoor Leaders' Ethics Guiding Decision Making

#### PROFESSIONAL EXPERIENCE

**Associate Professor**, 2006 – present. Ferris State University, Big Rapids, MI. Teach recreation courses in the Recreation, Leisure Services and Wellness Department. (I have taught 30 different courses.) Teach graduate courses in two departments, School of Education and Recreation, Leisure Services and Wellness. Advise about 40 RMLS majors and up to 10 School of Education graduate students.

**Assistant Professor**, 2002 – 2006. Ferris State University, Big Rapids, MI. Teach recreation courses in the Leisure Studies and Wellness Department.

**Research Assistant**, 2000 – 2002. Center for Spirituality and Healing, University of Minnesota, Minneapolis, MN. Completed an attitude survey of the Medical, Nursing and Pharmacy school faculty and students. Completed literature reviews for evidence-based practice for many complementary healing modalities.

**Adjunct Faculty**, 1998 - 1999, Ferris State University, Big Rapids, MI.  
Taught courses in the Recreation, Management and Leisure Studies program.

**Consultant**, The eXperientia Consulting Consortium. 1997 - present.  
Specialist in workshops about group dynamics, ethics, leadership, and gender topics.

**Director**, 1996-1997. Adventure Learning Center at Eagle Village, Hersey, MI.  
Managed six high adventure and towers courses, ran a conference center, and managed program quality.

**Faculty**, 1986-1996. Metropolitan State University, Minneapolis, MN.  
Taught ecology, field ecology, outdoor leadership, and river travel as a community faculty member.

**Executive Director**, 1986-1996. Woodswomen, Inc., Minneapolis, MN.  
Created and directed professional development programs for outdoor educators and managers, adventure travel excursions for women, outdoor education programs for women and children.

**Co-director**, 1983-1986. Woodswomen, Inc., Minneapolis, MN.  
Created and directed professional development programs for outdoor educators and managers, adventure travel excursions for women, outdoor education programs for women and children.

**Environmental Review Specialist**, 1980-1982. Minnesota Department of Natural Resources, St Paul, MN. Wrote the water quality management section of the Minnesota State Natural Resources 208 Plan; conducted educational workshops for state foresters regarding forest practices and water quality.

**Research Forester**, 1977-1979. Weyerhaeuser Company, Tacoma, WA. Designed and established plantation management field trials for Weyerhaeuser's High Yield Forestry program; managed research projects; served on management fire fighting crew.

**Technical Advisor**, 1977. Thayer School of Engineering, Dartmouth College, NH. Studied the feasibility of burning wood for electrical generation including the environmental and inventory impacts; managed the forestry section of electrical generation plan.

**Ecology Curriculum Consultant**, 1976 Yale School of Forestry and Environmental Studies, New Haven, CT. Researched and wrote an ecology curriculum for K through 12 grade students.

## HONORS AND AWARDS

2009 Dr. Martin Luther King, Jr Social Justice Award from Ferris State University

2007 Michael Stratton Practitioner of the year Award "for her dedication of furthering the field of experiential education through her devotion to teaching, willingness to share, and desire to place participants in control of their own learning. Denise is a mentor to many, a dedicated and active member of AEE, and someone who has the respect of all those who have known her." Association of Experiential Education, Boulder, CO

1993 Entrepreneur of the Year Award, National Association of Professional Saleswomen

1991-1992 Excellence in Teaching Award, Metropolitan State University, Minneapolis, MN

## TEACHING EXPERIENCE

University teaching for 15 years (Graduate and undergraduate courses in Science, Recreation, Wellness, and outdoor activity classes)

University teaching (MN Department of Corrections: Science courses at two men's maximum security prisons)

High School teaching (MI Department of Corrections, Reed City)

Elementary and middle school teaching (Reed City, MI and Milford, DE - substitute teaching)

Woodswomen, Inc.: Taught outdoor traveling and living skills for 19 years

## CURRICULUM DEVELOPMENT

Women and Children Bonding in the Outdoors Program

Women Felon's Leadership Program

Outdoor leadership Program, including training, internship and employment

John Dorr Nature Laboratory, New York: Field Ecology Curriculum for K-12

## CURRICULUM TRAINING

Leopold Education Project

Project Learning Tree Environmental Education

Wilderness Education Association, NSP Instructor

Project WILD

Leave No Trace

Parent education focusing on developmental attributes

## PROFESSIONAL SERVICE AND INVOLVEMENT

### Organizational involvement and memberships

National Parks and Recreation Association (NRPA)

Muskegon River Watershed Assembly 2007 - present; Board of Directors/Secretary

Big Rapids Zoning Board of Appeals, member 2005 to 2007; reappointed by the City Commissioners 2007 - present.

Wilderness Education Association (WEA) member 2002 to present

Association for Experiential Education 1982 - present Positions include: President-elect, president, and past president of the board of directors (2002-2006); Journal of Experiential Education (JEE) advisory board (2000 - 2006 and 1990-1995); Publication Advisory Board; Board treasurer, 1998-2001, Reviewer for the Journal of Experiential Education, Reviewer for the International Conference and regional conference workshop selections, Past editor for the newsletter for the Women's professional Group, Member of the Betty van der Smissen Research Grant Award committee (2005 - present).

American Mountain Guides Association 1988 - 1996

Women Outdoors Board member, MA 1990-1992.

### **Community service and volunteering**

MOISD Math Science Center Isle Royale Backpacking trip planner and leader

Band Parent's Association: Member, 2007 - present; Treasurer 2008, 2009

Wheatland Traditional Arts Festival: Volunteer Coordinator 2006 - 2009

Wheatland Music Festival: Volunteer, Volunteer Coordinator, Volunteer Supervisor 2006 - 2008

Bioneers Conference, Traverse City, MI: Volunteer/Service Committee

Friends of the Library, Big Rapids, MI: Member and Annual Book Sale volunteer 2003 - 2008

Girl Scouts of America, 1963 - present. Girl Scout Leader in Washington and Michigan, and volunteer for special activities.

### **Conference Committees and Service Programs**

2008 Aquatic Academy for Teachers: Get Wet & Wild; The MRWA Education Committee; Newaygo, MI

2008 Student Outdoor Educators Conference (SOEC); Advisor; Ferris State University

1998 Images Association of Experiential Education WPG Conference, Steering Committee; Algonquin, IL.

1993 Prison Ecology Program; taught an ecology course for inmates at Oak Park Heights Prison, MN.

1992 Prison Ecology Program; developed and taught an ecology course for inmates at Stillwater Prison, MN.

1990 Integration of Experiential Education, Association of Experiential Education International Conference, Steering Committee and Workshop chairperson.

1989 Wilderness Experiences for Women Offenders Program; wrote the major grant; chaired the advisory committee for the project; designed the program; guided the first several trips

1987 Women and Children Bonding in the Outdoors Program; wrote two major grants; designed the program; compiled program documentation.

1980 Science and Technology: Challenges to Women, National Science Foundation Women in Science Project, Minneapolis, MN, Conference steering committee member, and co-wrote the NSF grant that provided 80 per cent of the funding.

1976 New Haven City Youth Outdoor Program; developed and instructed an outdoor program for inner city youth in New Haven, CT.

### **Certifications and Special Training**

2008 Critical Thinking Level III

2008 Critical Thinking Institute

2008 CPR, American Red Cross

2008 Rope Course rescue training

2007 - 2010 Wilderness First Responder 80 hour Re-Certification; Wilderness Emergency Medicine, Conway, NH

2006 Heartsaver CPR, American Heart Association

2004 Wilderness First Responder 80 hour Certification

2003 American Canoe Association, Coastal Kayak workshop

2003 Wilderness Education Association, NSP Instructor Certification

2003 Wilderness Education Association, Outdoor Leader Certificate  
 2003 Critical Thinking Institute  
 2003 Project Learning Tree Environmental Education certification  
 2003 2<sup>nd</sup> Year Advisor Training, CFTLFD, Ferris State University  
 2003 The Innovative Team, Leahy and Associates  
 2003 CPR for the Professional Rescuer  
 1998 Adult Literacy Training  
 1997 Nonviolent Crisis Prevention Intervention  
 1997 CPR for the Professional Rescuer  
 1997 First Aid – Responding to Emergencies  
 1996 Leadership Circles for Executive Directors, MAP for Nonprofits  
 1995 First Things First, Covey Leadership Center  
 1994 Managing Negativity in the Workplace, Skillpath  
 1993 Building Negotiation Skills, Padgett Thompson  
 1992 Managing Self-directed Work Teams, Smalley and Associates  
 1992 Boundaries in the Workplace, United Way  
 1992 Project WILD Aquatic Workshop, MN  
 1991 Self-esteem: A Family Affair Facilitators Training, Jean Illsley Clarke, Minneapolis, MN  
 1990 Incorporating American Ethnic Minority Women into the Curriculum, Ford Foundation  
 1990 Science Literacy: What it means for Metro State, Metropolitan State University, MN  
 1989 Conflict Resolution, Wilder Foundation  
 1989 Rewarding Employees, Wilder Foundation  
 1989 Succession Planning for Organizations, United Way  
 1989 Working with the Metropolitan State University Prison Program  
 1986 PADI SCUBA Open Water Certification  
 1981 Environmental Management Policy Issues, Duke University  
 1979 Outdoor Educator's Course, National Outdoor Leadership School  
 1974 Wilderness First Responder  
 1973 Water Safety Instructor  
 1972 Educator's Course, North Carolina Outward Bound

### **Invited Presentations**

- Group dynamics and development: State of theories and practice, Association of Experiential Education International Conference, Portland, OR, November, 2008
- Bring Critical Thinking into your Teaching: Let's go from theory to application at the 6th Annual Lilly Conference North, Traverse City, MI, September, 2008
- The Healing Power of Nature: Evidence-based studies, Association of Experiential Education Heartland Region Conference, Lake Geneva, WI April, 2008
- The Healing Power of Nature: Evidence-based studies, Coalition of Educators Outdoors Symposium, Bradford Woods, IN, January 2008
- Good stress / Bad stress / Real stress / Perceived stress: Is there a difference? Association of Experiential Education International Conference, Little Rock, AR, November, 2007
- Bring Critical Thinking into your Teaching: Let's go from theory to application at the 6th Annual Lilly Conference North, Traverse City, MI, September, 2007
- Stress, Adventure, and Challenge: What's the Relationship and What Do I Manage? Prescott College MAP Colloquium, August, 2007
- Tips on Incorporating Critical Thinking into Your Academic and Practical Work, Prescott College MAP Colloquium, May, 2007
- Good stress / Bad stress / Real stress / Perceived stress: Is there a difference? Association of Experiential Education Heartland Region Conference, Frankfort, IL, April, 2007
- An Analysis of Outdoor Leaders' Ethics Guiding Decisions, Symposium on Experiential Education Research (SEER), Association of Experiential Education International Conference. St Paul, MN, November, 2006

- The Feminine Value in Experiential Education (a panel), Association of Experiential Education International Conference. St Paul, MN, November, 2006
- Understanding Student Learning Styles, at the 6th Annual Lilly Conference North, Traverse City, MI, September, 2006
- Adventure Therapy: International Perspectives, Prescott College MAP Colloquium, May, 2006.
- Retaining dignity through dissonance, disequilibrium, and risk, Association of Experiential Education Heartland Region Conference, Madison, WI, April, 2006.
- Taking it Further: Slide Show of lessons learned on Denali and Himalayan Ascents, AEE Heartland Winter Conference in Montréal River Harbour, Ontario, Canada, February, 2006.
- Increasing the Effectiveness of our Learning Environments through Critical Thinking, LMNOP (Learning, Motivating, Networking, Observing and Playing) Conference, Eagle Village, Hersey, MI., February, 2006.
- Hegemony: Who's Powerful in Adventure Therapy, 4<sup>th</sup> International Adventure Therapy Conference (4IATC) Rotorua, New Zealand, February, 2006.
- Invited presider at the Coalition for Education in the Outdoors Eight Biennial Research Symposium, Indiana University, Bradford Woods, IN, January, 2006.
- A critical exploration of power dynamics and boundaries on outdoor trips, Association of Experiential Education International Conference. Tucson, AZ, November 2005.
- The healing power of nature, Women's Professional Group pre-conference, Association of Experiential Education International Conference. Tucson, AZ, November 2005.
- Retaining dignity through dissonance, disequilibrium, and risk, Therapeutic Adventure Professional Group, Association of Experiential Education International Conference. Tucson, AZ, November 2005.
- Taking teaching and Learning Styles Forward, at the 5th Annual Lilly Conference North, Traverse City, MI, September 2005
- Brain-based learning and experiential education, Prescott College Master of Arts Program Colloquium, Prescott, AZ, August 2005.
- The healing power of nature, Association of Experiential Education Heartland Region Conference. Potosi, MO, April 2005.
- The healing power of nature: What outdoor activities can do for you," Honors Program, Pizza with a Prof, Ferris State University, March 2005.
- An analysis of outdoor leaders: Ethics guiding their decisions, Prescott College Master of Arts Program Colloquium, Prescott, AZ, February 2005.
- Let's apply critical thinking to common assumptions in adventure education," Association for Challenge Course Technology Conference Indianapolis, IN, January 2005.
- What do we learn when we are challenged or scared?" Association for Challenge Course Technology Conference Indianapolis, IN, January 2005.
- Invited Closing Address, Symposium on Experiential Education Research (SEER), 32 Annual Association of Experiential Education Conference, Norfolk, VA November 2004
- Common assumptions in adventure therapy: Let's use some critical thinking OR What do we learn when we are challenged or scared? Association of Experiential Education Heartland Region Conference. Brookston, IN, March 2004
- A critical exploration of power dynamics and boundaries on outdoor trips. Wilderness Education Association, Indianapolis, IN, February 2004
- "Fishbowl" presentation: A panel of outdoor professionals. Wilderness Education Association, Indianapolis, IN, February 2004
- Taking learning Styles and Teaching Styles Forward, Coalition of Educators Outdoors Symposium, Bradford Woods, IN, January 2004
- Out of their corsets and into the woods: A look at women adventurers, Ferris Professional Women Guest Speaker, Big Rapids, MI October 2003
- Team-building on a budget, with activities that can be done anywhere, ResNet 2003, Ferris State University, June 2003



- Adventure Therapy as Complementary Medicine, keynote, 3IATC, Victoria BC, Canada April, 2003
- Helping leaders get girls outside, Girl Scouts USA Midwest Professional Conference, April, 2003
- Gender Considerations for Everyone, Plenary Session, Association of Experiential Education Heartland Region Conference. Kalamazoo, MI, March 2003
- Increasing the quality of learning for youth, Battle Creek Outdoor Centre, Dowling, MI, February, 2003
- Beyond Storming, Association of Experiential Education International Conference, St. Paul, MN 2002
- An Analysis of Outdoor Leaders' Ethics Guiding Decisions, Coalition for Education in the Outdoors, Bradford Woods, January, 2002
- I may be teaching content, but my clients are learning process, Association of Experiential Education Southeast Regional Conference GA, March 2000
- Paradoxes of gender: What do you do when men want to cook and women want to set up the tents? With TA Loeffler and Martha Perkins, Association of Experiential Education 27th International Conference, Rochester, NY, October 1999
- Leadership for community building, Association of Experiential Education International Conference, Incline Village, NV, November 1998
- Adventure programming and facilitating when you don't know your participant is a survivor of sexual abuse, Association of Experiential Education International Conference, Incline Village, NV, November 1998
- Ethics and experiential education, University of Michigan School of Social Work, Ann Arbor, MI, October 1998
- Providing adventure therapy for women offenders, Adventure Therapy Conference, Aurora University, Aurora, IL, October 1998
- Looking at boundaries to enhance community, Association of Experiential Education Heartland Region Conference. Kalamazoo, MI, March 1998
- In relationship to each other: Using experiential education to honor individuals, Opening keynote, Association of Experiential Education 7th Annual Northwest Region Conference. Stanwood, WA, February 1998
- Therapeutic applications of experiential education. TOMCA XXXI (Top of Michigan Children's Agencies, Inc.) Thirty-first Training Conference, Gaylord, MI, December 1998
- Group Development Theory: Boring or Fun? A model for the 90s. Association of Experiential Education International Conference, Asheville, NC, November 1998
- Women in Experiential Education: A journey of Strength and vision. Association of Experiential Education International Conference, Asheville, NC, November 1998
- Leadership and education in the outdoors: An exploration of gender, the feminine and feminist concerns, Keynote Panelist, 2nd annual Conference on Women's Leadership in the Outdoors, Asheville, NC, November, 1997
- Gender Considerations in Adventure Education, National Outdoor Leadership School, Lander, WY, May 1997, June 1997, August 1997, September 1997
- Climbing Denali: Motivation from Mountaineering. Midland Sunrise Optimist Club, Midland, MI, June 1997
- Take your Daughters to Work Day, Key speaker, Big Rapids, MI, April 1997
- Gender Considerations in Adventure Education, Master Practitioner speaker, Southeast Association of Experiential Education Conference, Greenville, NC, April 1997
- Experiential Activities, Initiatives, and Ropes Courses: Their relationship to Play Therapy. Association of Experiential Education 6th Annual Heartland Region Conference. Brookstone, IN, March 1997
- Women Outdoor Adventurers, 10th Annual International Conference on Outdoor Recreation and Education, Keynote speaker, Salt Lake City, Utah, November, 1996
- Outdoor Adventures for Women, The 4th Annual Midwestern Professional Women's Conference, Richmond, IN, October, 1996
- Leadership for Diaconal and Clergywomen, The Fall Diaconal and Clergywomen's retreat, Koininia, Annandale, MN, September, 1996

- The Connection Between Nature and Self, Wilderness Wellness Retreat for the Center for Outdoor Adventures, University of Minnesota, Annandale, MN, February 1996
- Ethical use of Challenge Courses and Integrated Leadership Seminar, The Challenge Program, University of Michigan, Ann Arbor, MI, January 1996
- Ethics in Experiential Education, keynote speaker, Association of Experiential Education, Lake Geneva, WI, November 1995
- Out of Their Corsets and into the Woods: An Historical look at Women Adventurers, Forum of Executive Women, St. Cloud, MN, November 1995
- Women's Environmental Leadership Conference, Opening keynote address, Hollins College, VA, April 1995
- Grand Canyon & Southern Alps, AR to NZ, Grand Canoe Rendezvous, St. Paul, MN, March 1995
- Theory and Research Supporting Women-Only Programs, Association of Experiential Education, Austin, TX, November 1994
- Do Men Navigate Better than Women, Department of Army 8th Annual Recreation Conference, Colorado Springs, CO, October 1994
- Sports and Outdoor Recreation for Girls/Women: Issues and Ideas, National Recreation and Parks Association, Minneapolis, MN, October 1994
- Group Dynamics for County Park Workers, Hennepin Parks All Program Retreat, Minneapolis, MN, September 1994
- Out of Their Corsets and into the Woods: An Historical look at Women Adventurers, University of Minnesota, Duluth, Duluth, MN, March 1994
- Leadership and Diversity, Minnesota Naturalists' Association Workshop, Working to include Everyone: Recognizing Diversity, Minneapolis, MN, November 1993
- Adventure Therapy and Women, Minnesota Women Psychologists Annual Retreat, Annandale MN, September, 1993
- Rafting and Hiking in the Grand Canyon, Latitudes Map and Travel Store, Minneapolis, MN, October 1991
- Throw a Party: The Hostess Concept of Leadership, National Conference for Outdoor Leaders, Crested Butte, CO, September 1991
- The Opportunities of Homogeneous Groups, National Conference for Outdoor Leaders, Crested Butte, CO, September 1991
- Care of the Environment: Minimum Impact Techniques, University of MN, October 1990
- The Opportunities of Homogeneous Groups, Second Annual National Outdoor Leadership School Wilderness Education Conference, Lander, WY, August 1990
- Women as Outdoor Leaders, Women Outdoors New Zealand, Auckland, NZ, March 1990
- Winter Wonderland, Tales of Travel, Cable TV, Minneapolis, MN, December 1989
- The Importance of Leadership, Minnesota Society of American Foresters, St. Paul, MN, November 1989
- I Never Expected Someone to Die on my Trip, Association For Experiential Education Conference, Santa Fe, NM, October 1989
- Women with Careers in Experiential Education: Telling our Stories, Association for Experiential Education Conference, Santa Fe, NM, October 1989
- For Men: Taking the mystery out of working with women as co-leaders and participants, Association for Experiential Education Conference, Santa Fe, NM, October 1989
- Ecotourism, Horizontes, Inc. Costa Rica, April 1989
- Out of our Corsets and into the Woods, a history of Women Adventurers, Northern Iowa Women's Health Center Mother's Day Brunch, Mason City, IA, May 1989
- Women Explorers in the Outdoors, North Dakota State University, Fargo, ND, February 1989
- Eco-Feminism: The correlation between feminism and the environment; S.E.A.L. at Anoka-Ramsey College, MN, January, 14, 1988
- Leadership in a Women's Organization, Augsburg College, Minneapolis, MN, October 1988
- Leadership for women and men, Radford College, Radford, VA, October 1987
- Tibetan Travels and People, Travel in the East Series, St. Paul, MN, February 1987
- For Men: Taking the mystery out of working with women as co-leaders and participants, Association for Experiential Education Conference, Port Townsend, WA, November 1987

- In Search of a Feminist Standard for Outdoor Programs, Conference Panel Discussion, 1986 Mitten, Denise, Miranda, W., Warren, K., Tippet, S., Waller, K. (Speakers). Moodus, CT: Association of Experiential Education 14th Annual Conference
- Outdoor programming with women who are survivors of domestic violence and rape, Association for Experiential Education Conference, CT, October 1986
- Wilderness challenge courses for women: Do they foster personal growth? Association for Experiential Education Conference, CT, October 1986
- Working effectively with women, leadership styles from a women's tradition, Association for Experiential Education Conference, Junaluska, NC, October 1984
- Working effectively with women, leadership styles from a women's tradition, Association for Experiential Education Conference, Lake Geneva, WI, October 1983
- Women in Sports and Outdoor Recreation, National Women's Studies Association Conference, Columbus, Ohio, June 1983
- Meeting the Unknown: Bonding in the Wilderness, Association for Women in Psychology Conference, Seattle, WA, April 1983
- Ethics and objectivity in science, Science and Social Responsibility Conference, College of St Scholastica, Duluth, MN, October 1980
- Science and Social Responsibility Conference, Minneapolis, MN, April 1980
- Weyerhaeuser's High Yield Forestry, University of Minnesota, Forestry School, St Paul, MN, September 1978
- The role of women in industrial science, Association for Women in Science, Minneapolis, MN, September 1978

## RESEARCH AND SCHOLARLY ACTIVITIES

### Research

My research and scholarly interest are in the areas of outdoor leadership, ethics, group dynamics, and gender. In addition, I am interested in, and completed the course work for a graduate minor in Complementary and Alternative Therapies. Special research topics have included nature's impact on healing, spirituality and nature, adventure therapy and eating disorders, and alternative care for asthma.

I have examined how the ethic of care may influence outdoor leadership and adventure therapy. My dissertation research continued this work and explored the ethics guiding outdoor leaders' decision making. Through observational research I found common themes and saw important possibilities for group development in outdoor and adventure settings. This led to a concept of "Leadership for Community development." I have presented this model at the Association for Experiential Education International Conference and as a chapter in *Adventure Programming*, edited by Miles and Priest. Working with Leo McAvoy on a comprehensive research project for the Coalition for Education in the Outdoors Research Symposium, I twice co-authored Group Development and Group Dynamics in Outdoor Education. Through research and writing about gender in outdoor education for 20 years, I have an understanding differences and similarities and men's and women's ways of being and learning in the outdoors as well as the benefits and limitations of single-gender outdoor programs.

### Publications

- 2009 Mitten, Denise, Three functions of leadership essential to the welfare of a group in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, IL: Human Kinetics.
- 2009 Mitten, Denise, Setting the stage: how to get the group norms you want, in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, IL: Human Kinetics.
- 2009 Mitten, Denise and M. Whittingham, Be safe out there: Critically thinking risk in adventure education in B. Stremba and C. Bisson (EDs) *Teaching Adventure Education Theory Best Practices*, IL: Human Kinetics.

- 2008 Warren, K., Mitten, D. and Loffler, TA. *The Theory and Practice of Experiential Education*, Boulder, CO: Association of Experiential Education.
- 2008 Mitten, Denise, Getting fit for hiking and backpacking in M Goldenberg and B. Martin (EDs) *Outdoor Adventures: Hiking and Backpacking*, IL: Wilderness Education Association and Human Kinetics.
- 2007 Mitten, Denise and K. Clement, Skills and Responsibilities for Adventure Education Leaders in R. Prouty, J. Panicucci and R. Collinson (EDs) *Adventure Based Programming and Education*, IL: Human Kinetics.
- 2005 Mitten, Denise, A Group Formation Model Strengthened by using Affirmations. WE: A newsletter for people who care about self-esteem. 20(4) 2-8.
- 2005 Mitten, Denise, Symposium on Experiential Education Research (SEER) Closing address, *Journal of Experiential Education* 27 (3) pp. 347 - 350.
- 2004 Mitten, Denise, Adventure Therapy as Complementary and Alternative Therapy in S. Bandoroff and S. Newes (EDs) *Coming of Age: The evolving field of adventure therapy*, Boulder, CO, Association of Experiential Education.
- 2002 Kreitzer, MJ., Mitten, Denise, Harris, I., and Shandeling, J. Attitudes toward CAM among medical, nursing, and pharmacy faculty and students: A comparative analysis, *Alternative Therapies* 8 (6) pp. 44-47.
- 2002 Mitten, Denise, An Analysis of Outdoor Leaders' Ethics Guiding Decisions, in , M. Bialeschki, K. Henderson, A. Young, and R. Andrejewski (EDs) *Research in Outdoor Education, Volume 6*, Bradford Woods, IN: Coalition for Education in the Outdoors.
- 1999 Mitten, Denise, Leadership for community building, in J. Miles & S. Priest (EDs) *Adventure Programming*, State College, PA: Venture Publishing, Inc.
- 1998 Mitten, Denise, "You ain't gonna get me on that rock," *ZipLines: The voice for adventure education*, (34) 46-50.
- 1997 Hornibrook, Taflyn, E. Brinkert, D. Perry, R. Seimens, D. Mitten, and S. Priest, The benefits and motivations of all-women outdoor programs. *Journal of Experiential Education*. 20 (3) 152-158.
- 1997 Mitten, Denise. In the light: Sexual diversity on women's outdoor trips, *Journal of Leisurability*. 24 (4) 22-30.
- 1997 Mitten, Denise & L. Ohle, *Woodswomen Guide Handbook*, Woodswomen, Minneapolis, MN. 40 pgs.
- 1996 Mitten, Denise, The Value of Feminist Ethics in Experiential Education Teaching and Leadership, In K. Warren (ED) *Women and Experiential Education*, Dubuque, IA: Kendall/Hunt Publishing Company.
- 1996 McAvoy, L., D. Mitten, L. Stringer, J. Steckart, and Kraig Sproles, Group Development and Group Dynamics in Outdoor Education, in L. McAvoy, L. Stringer, M. Bialeschki, and A. Young (EDs) *Coalition for Education in the Outdoors Research Symposium Proceedings*, Bradford Woods, IN: Coalition for Education in the Outdoors.

- 1996 Mitten, Denise, "In the game: Get a summer-fit body (without really trying)", *Shape Magazine*. April p. 74-85
- 1995 Mitten, Denise, Building the group: Using personal affirming to create healthy group process, *The Journal of Experiential Education* 18 (2).
- 1994 Mitten, Denise, Wilderness therapy: Foundations, theory and research: Review, *The Journal of Experiential Education* 17 (3) 49-51.
- 1994 Mitten, Denise, A Philosophical Basis for a Women's Outdoor Adventure Program, in K. Warren, M. Sakofs, J. Hunt, Jr. (EDs) *The Theory of Experiential Education*, IA: Kendall/Hunt Publishing Company. pp 187-195
- 1994 Mitten, Denise, Ethical Considerations in Adventure Therapy: A Feminist Critique, in E. Cole, E. Erdman, E. Rothblum (EDs) *Wilderness Therapy for Women: The Power of Adventure*, New York: Harrington Press. pp 55-84
- 1993 Mitten, Denise, Leader's Language Impacts Participant's Experience, *Women Outdoors magazine* 13 (3).
- 1993 Mitten, Denise and Rosalind Dutton, Outdoor Leadership Considerations with Women Survivors of Sexual Abuse, *Journal of Experiential Education* 16 (1).
- 1992 Mitten, Denise, Empowering Girls and Women in the Outdoors, *The Journal of Physical Education, Recreation, & Dance* 63 (2).
- 1992 McAvoy, L. D. Mitten, J. Steckart, L. Stringer, Research in Outdoor Education: Group Development and Group Dynamics, in K. Henderson (ED) *Coalition for Education in the Outdoors research Symposium Proceedings*, Bradford Woods, IN: Coalition for Education in the Outdoors
- 1992 Mitten, Denise & Naomi Ross, *Women and Children Bonding in the Outdoors: A Guide to Program Development*, Woodswomen, Minneapolis, MN
- 1992 Mitten, Denise, Throw a Party: The Hostess Concept of Leadership, In R. Cash (ED) *Proceedings Journal, National Conference for Outdoor Leaders*, Crested Butte, CO
- 1992 Mitten, Denise, The Opportunities of Homogeneous Groups, In R. Cash (ED) *Proceedings Journal, National Conference for Outdoor Leaders*, Crested Butte, CO
- 1992 Mitten, Denise, The American Team, in R. da Silva (ED) *Leading Out: Women Climbers Reaching for the Top*, Seattle: Seal Press. pp. 201-217
- 1991 Mitten, Denise, The Art of Leadership: Review, *The Journal of Experiential Education* 14 (3).
- 1990 Mitten, Denise, *Meeting the Unknown: Group Dynamics in the Wilderness*, Woodswomen, Inc., MN. First edition 1986.
- 1990 Mitten, Denise, Women Bonding, *Women Outdoors Magazine*, Summer, MA.
- 1990 Mitten, Denise, Ecotourism: Travel Trend of the 90's, *Women's Outdoor Journal*, May/June, Rockport, IN.
- 1990 Mitten, Denise & N. Ross, *Woodswomen Guide Handbook*, Woodswomen, Minneapolis, MN

- 1989 Mitten, Denise, Healthy Expressions of Diversity Lead to Positive Group Experiences, *Journal of Experiential Education* 12 (3).
- 1986 Mitten, Denise, Stress Management and Wilderness Activities, In M. Gass & L. Buel (ED) *Proceedings Journal*, Moodus, CT: Association of Experiential Education 14th Annual Conference
- 1986 Mitten, Denise, Women's Outdoor Programs Need a Different Philosophy, *The Bulletin of the Association of College Unions-International*, Vol. 54, No. 5, Bloomington, IN.
- 1986 Mitten, Denise, Canoeing Country, *Shape Magazine*, August, p. 43.
- 1985 Mitten, Denise, A Philosophical Basis for a Women's Outdoor Adventure Program, *Journal of Experiential Education*, 8(2) 20-24.
- 1982 Mitten, Denise, Water Quality and Forest Practices in Minnesota, Minnesota Department of Natural Resources.
- 1978 Mitten, Denise and David Hall. *Field Ecology at the John Dorr Nature Laboratory*, Yale University Press, New Haven, CT.
- 1976 Mitten, et. al., Background paper for the 42nd Industrial Forestry Conference, Amherst, MA.
- 1974 Mitten, Denise, Dardenelles Winter Sports Study: examining the feasibility of a winter recreation complex near Merritt, WA.

## INTERVIEWS

- 1993 Suburban Spotlight, Suburban Community Channels, White Bear Lake, MN
- 1992 Woodswomen Outdoor Adventures, CBS, Seattle, WA
- 1992 Woodswomen Adventures; MN Women's Consortium program, WLTE, MN
- 1991 The Judy Corraeo Show, Cable TV, Minneapolis, MN
- 1991 Women and Kids Rock Climbing, Good Company, Minneapolis, MN
- 1990 Women's Sports Night, KANA Radio 1470 AM, Blaine, MN
- 1989 Winter Wonderland, Tales of Travel, Channel 33, Cable TV, Minneapolis, MN
- 1989 "Focus", K102 FM Radio, St Paul, MN
- 1989 "Woodswomen", Good time Cable TV, Minneapolis, MN
- 1988 "Woodswomen: Rockclimbing", 10:00 p.m. Report ABC Channel 4, Minneapolis, MN
- 1987 Profiled in *Climbing Magazine*, Vol 103 August
- 1987 "Woodswomen: Rockclimbing at Taylor's Falls", North Central Cable TV, Minneapolis, MN
- 1987 Profiled in Woman of Achievement, Perspectives, *The Review*, St Paul, MN, March 11, by Marilee Jackson
- 1986 Arthur Frommer Travel Show, Cable TV, New York, NY
- 1986 It isn't how far you've come, but where you are that's important on a Woodswomen trip, by Sam Cook, *News-Tribune & Herald*, Outdoors, Duluth, MN Sunday, January 26
- 1980 The Hardy Girls, Learning not to fear Mother Nature, *MS. Magazine*, October

## INSTITUTION INVOLVEMENT'S

### Teaching

#### Ferris State University

FSUS HNRS 100, RMLS 172 Rock Climbing; RMLS 190 Kayaking; RMLS 211 Outdoor skills; RMLS 210 Stress Management; RMLS 213 Health Promotion in the Workplace; RMLS 224 Cycling; RMLS 225 Outdoor Recreation Management; RMLS 231 Canoeing; RMLS 324 Winter Backpacking; RMLS 234 Initiatives and Low Elements; RMLS 235 Kayak Tripping; RMLS 236 Rock Climbing for instructors; RMLS 242 Programming and evaluation for Leisure Services; RMLS 245 Camp Leadership and Programming; RMLS 294 Field Experience; RMLS 345 Leisure Service Facility and Area Planning and Design; RMLS 348 Risk Management; RMLS 318 Ropes Course Facilitation

Skills; RMLS 435 Leadership in Outdoor Pursuits; RMLS 491 Internship; RMLS 520 Philosophy and Methods of Experiential Education; RMLS 540 The Environment and Experiential Education; RMLS 550 Outdoor and Adventure Education Methods and Practices; RMLS 691 Experiential Education Practicum; EDUC 680 Capstone Project, Portfolio, Thesis.

### **Metropolitan State University**

Where Land and Water Meet: Minnesota Ecology; Outdoor Leadership; Canoeing Midwestern Rivers; I taught these three courses yearly 1986-1996, as well as a few others on a one time basis.

### **Institution service**

Political Engagement Project Advisory Board 2008  
 Sabbatical Committee, 2008 All-University, Ferris State University, Big Rapids, MI  
 Political Engagement Project 2006, 2007, 2008  
 Summer University Instructor 2007, 2008  
 FSU Wellness Committee 2007  
 President's Task Force on Wellness 2006  
 Tenure Committee, Chair-2007 COEHS, Ferris State University, Big Rapids, MI  
 Sabbatical Committee, Chair-2007 All-University, Ferris State University, Big Rapids, MI  
 Sabbatical Committee, Chair-2006 & 7; COEHS, Ferris State University, Big Rapids, MI  
 Faculty Search Committee, COEHS, Ferris State University, Big Rapids, MI  
 Graduate Teaching Committee, COEHS, Ferris State University, Big Rapids, MI  
 Curriculum Committee, COEHS, Ferris State University, Big Rapids, MI  
 Honors Program Council, Ferris State University, Big Rapids, MI  
 Senate Diversity Committee, Ferris State University, Big Rapids, MI  
 College Improvement Committee, COEHS, Ferris State University, Big Rapids, MI  
 Faculty Advisory Committee, Metropolitan State University, MN  
 Special Committee on Faculty Pay, Metropolitan University, MN  
 Faculty Committee on Women and Curricula, Yale University, CT  
 1991-1992 Excellence in Teaching Award, Metropolitan State University, Minneapolis, MN

### **TEACHING AND TRAVELING IN THE OUTDOORS:**

I have spent over 2,500 days in the field teaching and leading expeditions and wilderness trips

### **INTERNATIONAL TRIPS AND EXPEDITIONS LED**

1993 Roatan, Honduras – SCUBA diving  
 1993 Bernese-Oberland, Switzerland – hiking  
 1992 Costa Rica – wildlife exploration  
 1991 Australia, Kangaroo Valley – leadership course, canoeing  
 1991 Ireland – bicycling  
 1991 New Zealand – bicycling  
 1991 Galapagos Islands, Ecuador – wildlife watching, SCUBA diving  
 1990 Brittany, France – bicycling  
 1990 New Zealand – bicycling, sea kayaking, SCUBA diving  
 1990 Galapagos Islands, Ecuador – wildlife watching, SCUBA diving  
 1989 Brittany, France – bicycling  
 1989 Galapagos Islands, Ecuador – wildlife watching  
 1988 Bernese-Oberland, Switzerland – hiking  
 1988 Galapagos Islands, Ecuador – wildlife watching  
 1987 Nepal – trekking  
 1986 Bernese-Oberland, Switzerland – hiking  
 1985 Nepal – mountaineering  
 1984 Nepal – trekking

### **MAJOR DOMESTIC EXPEDITIONS LED**

1988 Mt. McKinley, Alaska – mountaineering (20,190')  
 1987 Colorado River, Grand Canyon, Colorado – whitewater rafting

1985 Delores River, Colorado – whitewater rafting  
 1985 Rio Grand River, Texas – whitewater rafting  
 1985 Rio Grand River, Texas – whitewater kayaking and canoeing  
 1984 San Juan River, Colorado – whitewater rafting  
 1983 Noatak River, Gates of the Arctic National Recreation Area, Alaska – canoeing/kayaking  
 1981 Kopka River, Ontario – canoeing

### **MOUNTAIN ASCENTS**

2006 Cloud Peak, Wyoming (13,000) (leader)  
 1993 Mt. Olympus, Washington (9,000') (leader)  
 1992 Mt. Adams, Washington (12,276') (leader)  
 1992 Mt. St. Helens, Washington (8,240') leader  
 1991 Mt. Adams, Washington (12,276') (leader)  
 1991 Mt. St. Helens, Washington (8,240') leader  
 1990 Mt. Rainier, Washington, Camp Muir (10,000')  
 1989 Mineral Mountain Washington (leader)  
 1989 Ruth Mountain, Washington (leader)  
 1989 Pole Creek Mountain, winter ascent, Colorado (10,100') (leader)  
 1988 Mt. McKinley (Denali), Alaska (20,190') (leader)  
 1986 Mt. Adams, Washington (12,276') (leader)  
 1986 Matterhorn Switzerland (4478 m)  
 1986 Mittelhorn Switzerland (leader)  
 1986 Hochstollen (2480 m), Switzerland (leader)  
 1985 Pisang Peak, Nepal (19,900') (leader)  
 1985 Mt. Baker, Washington (11,000') (leader)  
 1974 Mt. Zirkle, Colorado (12,000') (leader)  
 1973 Mt. Agnes, Colorado (11,000') (leader)

### **MAJOR CLIMBS**

1994 Moosedog Tower, direct south face, 5.9 swing led  
 1991 Willit Slab 5.7 led  
 1991 Moosedog Tower, Wandering Winnebago, 5.8 swing led  
 1989 Papa Woolsey, 5.10b led  
 1989 Moosedog Tower, direct south face, 5.9 led

### **LEADERSHIP COURSES TAUGHT**

1996 Integrated Leadership, Zimmerman, MN  
 1996 Integrated Leadership, Wilder Forest, MN  
 1995 Integrated Leadership, Zimmerman, MN  
 1995 Integrated Leadership, Wilder Forest, MN  
 1995 Integrated Leadership, Hollins College, Roanoke, VA  
 1994 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1994 Integrated Leadership, Atlanta, GA  
 1994 Integrated Leadership, Wilder Forest, MN  
 1994 Joshua Tree, CA – rock climbing  
 1993 Integrated Leadership, Wilder Forest, MN  
 1993 Appalachian Trail, GA – backpacking  
 1993 Olympic Range, WA – mountaineering  
 1992 Cascade Range, WA – mountaineering  
 1992 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1992 Joshua Tree, CA – rock climbing  
 1992 Integrated Leadership, Wilder Forest, MN  
 1991 Integrated Leadership, Wilder Forest, MN  
 1991 Cascade Range, WA – mountaineering  
 1991 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1991 Joshua Tree, CA – rock climbing



1991 Kangaroo Valley, Australia – canoeing  
 1991 Integrated Leadership, Clare's Well, MN  
 1990 Appalachian Trail, GA – backpacking  
 1990 Integrated Leadership, Wilder Forest, MN  
 1990 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1990 Joshua Tree, CA – rock climbing  
 1989 Picketts Range, WA – mountaineering  
 1989 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1989 Eliot Rock Wilderness Area, GA – backpacking  
 1989 Lost Trail Ranch, CO – mountaineering and leadership  
 1988 Icicle Creek & Giffort Pinchot National Forest, WA – climbing and mountaineering  
 1988 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1988 Mountaineers Building, Seattle, WA  
 1987 Mountaineers Building, Seattle, WA  
 1987 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1986 Radford University, VA  
 1986 Wilder Forest, MN  
 1986 Prince William Sound – Sea kayaking; Chugach Wilderness Area, AK – backpacking  
 1986 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1986 Woodswomen staff training – Grantsburg, MN  
 1986 Wilder Forest, MN  
 1986 Wilder Forest, MN  
 1985 Wilder Forest, MN  
 1985 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1984 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1983 Wilder Forest, MN  
 1983 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1983 Wilder Forest, MN  
 1982 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1981 Boundary Waters Canoe Area Wilderness Area, MN – canoeing  
 1980 Minneapolis, MN

#### **OTHER WILDERNESS/OUTDOOR TRIPS LED – NOT A COMPLETE LIST**

2008 Kayaking the Muskegon River (headwaters to Big Rapids 136 miles)  
 2008 Winter Backpacking, North Country Trail, MI  
 2007 Canoeing & kayaking, Buffalo River, AR  
 2007 Kayaking, numerous rivers & lakes, MI  
 2007 Rock Climbing & hiking, Devil's Lake, WI  
 2006 Rock Climbing Red River Gorge, KY  
 2006 Bicycling the Kal-Haven Trail, MI  
 2006 Backpacking and ascent of Cloud Peak, Cloud Peak Wilderness Area, WY  
 2006 Winter Backpacking, North Country Trail, MI  
 2005 Kayaking, numerous rivers & lakes, MI  
 2005 Grand Canyon, Backpacking, Arizona  
 2005 Sylvania Wilderness Area, Canoeing, Wisconsin  
 2005 Pictured Rock/Grand Island, Kayaking, Michigan  
 2005 Pictured Rocks, Backpacking, Michigan  
 2005 Ozark Trail, Backpacking - Missouri  
 2004 Winter Backpacking, Sleeping Bear Dunes National Lakeshore, Michigan  
 2004 Hiking, Nordhouse Dunes Wilderness Area, Ludington, MI  
 2003 Bicycling the Kal-Haven Trail, MI  
 2002 Hiking, Nordhouse Dunes Wilderness Area, Ludington, MI  
 1997 Whitewater canoeing clinic, Brule River, WI  
 1996 Rock climbing – Joshua Tree, CA  
 1996 Backpacking – St Croix River Valley, WI  
 1996 Whitewater canoeing clinic, Brule River, WI

1996 Bicycle tour – Merrick, WI  
 1995 Intermediate cross-country skiing clinic  
 1994 Rock climbing – Joshua Tree, CA  
 1994 Whitewater canoeing clinic, Brule River, WI  
 1993 Bicycle tour – CA  
 1993 Bicycle tour – Merrick, WI  
 1993 Advanced rock climbing clinic – Taylor Falls, MN  
 1993 Whitewater canoeing clinic  
 1992 Women and Kids Canoe Expedition – Namekagon River, WI  
 1992 Women and Kids Canoe – Mississippi River  
 1992 Bicycle & Canoe – Red Cedar River & Trail, WI  
 1990 Rock climbing – Taylor Falls, MN  
 1987 Rock climbing – Joshua Tree, CA  
 1986 Rock climbing – Joshua Tree, CA  
 1985 Mountaineering – Mt. Baker National Forest, WA  
 1985 Canoeing – Kenai Peninsula, AK  
 1984 Winter travel – Montezuma, CO  
 1984 Advanced cross-country skiing – MN  
 1983 Whitewater canoeing – Kettle River, MN  
 1983 Rock climbing – Ennis Lake, MN  
 1983 Backpacking – Bighorn Mountains, WY  
 1983 Whitewater clinic – Flambeau River  
 1983 Horsepacking – Wascott, WI  
 1983 Whitewater clinic – Brule River, WI  
 1983 Log cabin building – Ely, MN  
 1983 Canoeing – River, Missouri  
 1982 Backpacking – Teton National Forest, WY  
 1982 Canoeing – Boundary Water Canoe Area Wilderness Area  
 1981 Log Cabin building – Ely, MN  
 1981 Whitewater clinic – Brule River, WI  
 1981 Backpacking – Isle Royal, WI  
 1981 Horsepacking – Absorka Range, WY  
 1980 Whitewater clinic – Brule River, WI  
 1980 Log Cabin building – Ely, MN  
 1980 Backpacking – Isle Royal, WI  
 1980 Ski-touring – Wascott, WI  
 1979 Canoeing – Boundary Water Canoe Area Wilderness Area  
 1979 Whitewater clinic – Brule River, WI  
 1974 Backpacking – Continental Divide Trail, Rabbit Ears Pass to Buffalo Pass, CO  
 1974 Kayaking – Yampa River, CO  
 1974 Kayaking and rafting – Colorado River, CO  
 1974 Mountaineering – Mt. Zirkle Wilderness Area, CO  
 1974 Backpacking – Continental Divide at Rabbit Ears Pass, CO  
 1973 Kayaking – Flaming Gorge and the Green River, WY  
 1973 Caving – WY  
 1973 Mountaineering – Mt. Zirkle Wilderness Area, CO  
 1971 Sailing – Chesapeake Bay, MD

Vitae  
**Hikaru Murata, Ph.D.**

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20425 Thornapple lane  
Big Rapids, MI 49307  
tel/fax: 231-796-3770  
  
email: muratah@ferris.edu

**EDUCATION**

- 1999 University of Kansas, Lawrence, KS  
Ph. D. in Health, Sports and Exercise Sciences  
Major: Physical Education. Minor: Curriculum & Instruction
- 1991 University of Kansas, Lawrence, KS  
M. S. E. in Health, Physical Education, & Recreation  
Major: Sports Psychology. Minor: Elementary Physical Education.
- 1985 Asia University, Tokyo, Japan  
B.A. in Economics (International Relations)

**TEACHING EXPERIENCE**

- 2005-Present Assistant Professor Ferris State University  
Health & Physical Education Coordinator
- Physical Education: Biomechanics, Current Issues in Health, Physical Education & Sports, Methods in Physical Education, Physical Education Activities, Advanced Fitness, Exercise Psychology, Professional Physical Educator. Test, Measurement, & Prescription First Aid & CPR
- Elementary Education: Methods in Elementary Education.
- PE Activity: Swimming, Strength Training, Introduction of Fitness, Self Defense
- 2002- 2004 Assistant Professor Missouri Western State University
- Physical Education: Test and Measurement in Physical Education, Kinesiology
- Health Education: Wellness and Fitness, Drug Education
- PE Activity: Aerobics, Fitness Walking, Weight Training, Tae Bo.
- 1999-2002 Assistant Professor Davis & Elkins College
- Physical Education: Measurement & Evaluation, Research Method & Interpretation, First Aid, Psycho-Social Aspect of Sports, Aquatics I (Swimming Technique Instruction), Aquatics II (Lifeguard Training), Aquatics III (Water Safety Instruction)
- Health Education: Current Issues in Health, Fitness for Life, Health Concepts, Safety Education, Family Life
- PE Activity: Weight Training, Volleyball, Karate, Judo, Tae Bo, Swimming,

1988-1999 Graduate Teaching Assistant University of Kansas

Physical Education: First Aid, Lifeguard Training, Water Safety Instruction

PE Activity: Golf, Judo, Karate, Weight Training, Racquetball, Swimming

1996-1997 Instructor University of Kansas  
KU Children's Swim Program

1984-1985 Teaching Assistant Asia University  
PE Activity: Judo

#### **HEALTH & SAFETY CERTIFICATIONS**

American Red Cross Certifications: CPR Instructor, First Aid Instructor, Work Place First Aid Instructor, Lifeguard Instructor, Water Safety Instructor, Water Safety Instructor Trainer, Lifeguard Instructor Trainer Candidate

National Swimming Pool Foundation Certification: Pool & Spa Operator

#### **FACULTY COMMITTEE SERVICES**

2006-2007 Search Committee for Science Education position Chair

2006-2008 Education Department Undergraduate Curriculum Committee Chair

2007-Present International Education Committee

2008-Present Distinguished Teacher Award Committee

2005-2006 Curriculum Development (Physical Education Major) Ferris State University

2002-2004 International Affairs  
Campus Safety and Parking Committee Missouri Western State University

1999-2002 Faculty Senate  
Curriculum Development Davis and Elkins College

#### **ATHLETIC ADMINISTRATIVE EXPERIENCE**

2004 – Present International Advisor Nippon Kempo Karate Federation

1997- 1999 President United States National Collegiate Judo Association.

1995- 1997 Vice President United States National Collegiate Judo Association.

1990- Present President Nippon Kempo Karate Federation of America

1988- 1999 Promotion officer Kansas Judo Association

#### **ATHLETIC EVENT EXPERIENCE**

1997 Director 36th US National Collegiate Judo Championships

1994-1999 Commissioner Sunflower State Games

1989-1999 Director Regional Judo Tournaments University of Kansas

#### **COACHING EXPERIENCE**

1988-1999 Head Coach, Judo Club, University of Kansas

1988-1996 Head Coach, Nippon Kempo Karate Club, University of Kansas

1981-1985 Assistant Coach, Nippon Kempo Karate Club (Varsity Team) Asia University

## **RESEARCH and OTHER PROFESSIONAL ACTIVITIES**

- 2005 “Possibilities of Clinical Sport Therapy using the Characteristics of the Martial Arts” was published in Fukushima University Education Research Bulletin, vol. 48, June 2005
- 2004 “Influence of Advanced Telecommunication Systems on the Procedures of the Emergency Medical Services (EMS) System” is currently in development
- 2003 “A Scientific Analysis of Jigoro Kano’s Doctrine” was presented at the International Judo Research Symposium in Osaka, Japan, and has been submitted to the Judo Journal
- 2001 “The Value of Judo Training for Health Related Physical Fitness for College/University Students” was presented at the International Judo Research Symposium in Germany
- 2001 “The Health Related Components of Physical Fitness Value of Intensive Summer Sports & Fitness School for Elementary School Children” was presented to the Davis & Elkins College and internal grant was awarded for the operational cost of the Sports and Fitness Camp for Children
- 1999 “Socio-Cultural Incentives and Influences on Judo Participation of Collegiate Judo Athletes in the United States” was presented at the International Judo Research Symposium in England
- 1999 “The Utilization of Central Auditory Processing “The Cocktail Party Effect” in Competitive Sports” was presented to the Davis & Elkins College
- 1998 Facilitator and emergency care procedure clinician at the International Judo Research Symposium at the U. S. Olympic Center, Colorado

## **INTERNATIONAL EXCHANGE PROGRAM EXPERIENCE**

- |              |             |  |
|--------------|-------------|--|
| 2005-Present | Facilitator | Japan English Teaching Program by Ministry of Education in Japan |
| 2002-2004    | Director    | MWSU/Asia University Exchange Program                            |
| 2002-2004    | Director    | MWSU/Asia University Global Program                              |
| 2002-2004    | Director    | MWSU Study Abroad to Japan                                       |
| 1999-2002    | Director    | Davis & Elkins College /Asia University Exchange Program         |
| 2000-2002    | Director    | Davis & Elkins College/Asia University Global Program            |

## **COMMUNITY SERVICES**

- |               |   |                                   |
|---------------|---|-----------------------------------|
| 2007- Present | Volunteer Instructor (First Aid & CPR)  | American Red Cross                |
| 2008          | Volunteer Instructor (Swimming)   | Big Rapids Community pool         |
| 2006-Present  | Director<br>FSU Sports Skills and Fitness School for Children (K-8 <sup>th</sup> grade)   | Ferris State University           |
| 2003-2004     | Coordinator<br>MASU Sport Academy (K-8 <sup>th</sup> grade)                               | Missouri Western State University |
| 2000-2001     | Director<br>D & E Sports Skills and Fitness School for Children (K-8 <sup>th</sup> grade) | Davis & Elkins College            |
| 1989- 1999    | Coordinator   | University of Kansas              |

KU Summer Sports Skills and Fitness Camp for Children (K-8<sup>th</sup> grade)

**CULTURAL AFFILIATIONS**

2002-2004	Member	Japan Club at Greater Kansas City
1999-2002	Member	Japan Club at Greater Pittsburgh
1998-1999	President	Japan Club at Greater Kansas City
1998	Vice Chairman	Japan Festival of Greater Kansas City

**PROFESSIONAL AFFILIATION**

1999 - Present	Member	Japan Research Association of Martial Arts
1988 - Present	Member	American Alliance for Health, Physical Education, Recreation & Dance
1988 - Present	Member	American Association for Active Lifestyles & Fitness
1988 - Present	Member	National Association for Sport and Physical Education

**AWARDS**

2001	Faculty Innovation Grant	Davis & Elkins College
2001, 2000, 1999	Faculty Travel Grant	Davis & Elkins College
2001	Individual Travel Grant	Appalachian College Association
1997	Judo	4th Degree Black Belt
1991	Nippon Kempo	5th Degree Black Belt
1990	Kendo	3rd Degree Black Belt
1980 & 1984	Nippon Kempo	Selected in the All Japan Tournament

## References

Dr. Leon J. Greene, Ph.D.  
Associate Professor, HSES  
160 Robinson Gymnasium  
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Associate Professor, Physical Education  
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Dover, DE 19901  
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E-mail: [muczkoJo@wesley.edu](mailto:muczkoJo@wesley.edu)

Dr. Ed Rhudy  
Professor, Recreation Management and Tourism  
100 Campus Dr.  
Davis and Elkins College  
Elkins, WV 26241  
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## Vitae

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### Degrees

- 1996 University of Connecticut, Storrs, Connecticut  
Major Area: Educational Psychology  
Ph.D. in Special Education, Gifted and Talented Education
- 1981 Michigan State University, East Lansing, Michigan  
Major Area: Reading  
M.A. in Education
- 1966 Central Michigan University, Mt. Pleasant, Michigan  
Major Area: Speech Therapy  
B.S. in Education

### Additional Education

- 1982 Lansing Community College, Lansing, Michigan  
Beginning, intermediate, and conversational Spanish classes
- 1983 University of Texas-Pan American, Edinburg, Texas  
Texas Teacher Certification required course work
- 1985 University of Texas-Pan American, Edinburg, Texas  
Intermediate Spanish
- 1990 University of Connecticut, Storrs, Connecticut  
Sixth-year degree certification classes in gifted and talented education
- 1991 University of Texas-San Antonio, Edinburg, Texas  
Elementary Science, Project Rise Participant
- 1993 Mid-Management Certification course work at the University of Texas-Pan American, Edinburg, Texas



**Professional Experience**

- 1966-69 Shiawassee County Intermediate School District, Corunna, Michigan, Speech Therapist for grades 1-12
- 1969-72 Clinton Intermediate School District, St. Johns, Michigan, Speech Therapist for grades 1-12
- 1972-83 St. Johns Public Schools, St. Johns, Michigan, taught first, second, and third grades.
- 1986-87 University of Texas-Pan American, Edinburg, Texas, taught English as a Second Language.
- 1983-92 Edinburg Consolidated Independent School District, Edinburg, Texas, taught second and fifth grades. Fifth grade experience was in a magnet school for gifted and talented students.
- 1993-93 The University of Connecticut, Storrs, Connecticut, Research Assistant at The National Research Center in Gifted and Talented Children
- Summer 93 The University of Connecticut, Storrs, Connecticut, taught summer classes at conference for teachers of gifted and talented students
- 1994-95 Western Illinois University, assistant professor in elementary education
- Summer 94 The University of Connecticut, Storrs, Connecticut. Confratute an institute and conference for indepth study of gifted education. Taught courses on curriculum compacting and on coordinating gifted programs.
- Summer 95 The University of Connecticut, Storrs, Connecticut
- Summer 96 The University of Connecticut, Storrs, Connecticut
- 1995-97 Central Michigan University, assistant professor in elementary education, taught reading and educational psychology
- 1997-98 The University of Texas-Brownsville and Southmost College, lecturer in curriculum and instruction

- Summer 98 Central Michigan University, taught two secondary Content Area Literacy classes
- Summer 98 Idaho State University, guest lecturer, Edu Fest Conference, one week, taught the writing workshop, identification of Hispanic students for gifted programs, and a one hour session on genealogy.
- 1998-99 Central Michigan University, assistant professor, taught Corrective Reading, Reading in the Elementary School, and Educational Research and Evaluation
- 1999-03 Curriculum Assistant, Edinburg Consolidated Independent School District, Edinburg, TX
- 2006-current Adjunct professor, Central Michigan University, Traverse City Campus
- 2003-current Associate Professor, Teacher Education and Human Development, Ferris State University, Big Rapids, MI

**Professional Activities**

- 1974-76 First grade, grade level chairperson, St. Johns Public Schools
- 1984-86 Second grade, grade level chairperson, Edinburg Consolidated Independent School District
- 1986-88 Principal's Advisory Council, Edinburg Consolidated Independent School District
- 1988-90 Fifth grade, grade level chairperson, Edinburg Consolidated Independent School District
- 1990-91 *Sports Illustrated for Kids*, review board, New York, New York
- 1991-92 Superintendent's Advisory Council, Edinburg Consolidated Independent School District
- 1994-95 Advisory Committee for the Quad-City Library Facility, Western Illinois University
- 1995-97 Professional Education Council, member, Central Michigan University

- 1996-97 Teacher Education and Professional Development Scholarship Committee, member, Central Michigan University
- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
- 1998-99 Promotion and Tenure Committee, member, Central Michigan University
- 1998-99 University, State, and Local Collaboration Committee, member NCATE preparation team
- 2003-current Student Life Committee, member, Ferris State University
- 2003-current School of Education Curriculum Council, member and former secretary
- 2003 Participant at the Lilly West Conference, Pamona, CA, March, 18.
- 2003 Participant in WEBCT instruction. Sponsored by Bill Knapp. Ferris State University. Sept.-Oct.
- 2004 Participant at the 2003 Assessment Institute, Indianapolis, Indiana, November
- 2006 School of Education Curriculum Committee, Chair person
- 2006 College of Education Committee, member

**Professional Achievements**

- 1974 Nominated for Outstanding Young Teacher Award by staff, St. Johns, Michigan
- 1985 Completed Great Books Leader Training Course, Edinburg, Texas
- 1986 Passed Texas Examination of Teacher Competency, Edinburg, Texas
- 1991 Nominated by principal for Presidential Award for Excellence in Science teaching, Edinburg, Texas

- 1991 University of Texas-San Antonio Alliance for Education Mini-Grant writer and recipient
- 1992 Editorial Board, The National Research Center on the Gifted and Talented Newsletter, University of Connecticut, Storrs, Connecticut
- 1996-97 Board of Directors, Michigan Association of Gifted Educators, secretary
- 1996-98 Faculty Advisor, CLASS International Reading Association, Central Michigan University student organization
- 1997 Association of Teacher Educators Conference participant, Washington, D.C., CMU.
- 1998-99 Faculty Advisor, Kappa Delta Pi an International Honor Society in Education, Central Michigan University
- 2002 Washington D.C., Javitz Grant Reader, for the National Association of Gifted and Talented Education, August.
- 2006 Nominated for Outstanding Registered Student Organization Advisor of the Year. Kappa Delta Pi, Ferris State University. April

**Professional Honors**

- 1984 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1990 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Texas Association for the Gifted and Talented Scholarship, Austin, Texas
- 1992 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1992 Canterbury Elementary School PTA Scholarship, Edinburg, Texas

- 1992 University of Connecticut Research Fellowship, Storrs, Connecticut
- 1993 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1993 Phi Delta Kappa Graduate Scholarship, University of Connecticut Chapter
- 1996 Faculty Research and Curriculum Award to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1996 Dean's travel award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Faculty Research Curriculum Award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Delta Kappa Gamma, Professional Education Association, Certificate of Recognition for completion of dissertation, Delta Kappa Gamma State Conference, Grand Rapids, MI
- 1998 Faculty Research Curriculum Award to attend the Sixth Conference of the International Society for the Study of European Ideas in Haifa, Israel, Central Michigan University
- 2002 TIMME faculty award, Ferris State University, faculty development, Kellogg Ranch at Cal Poly, Pomona, CA.
- 2003-04 Faculty Research Grant to attend International Reading Association conference, Salt Lake City, Utah, presenter and attendee.
- 2005 TIMME faculty award, Ferris State University, to attend the 14<sup>th</sup> European Conference on Reading in Zagrab, Croatia. Presenter and attendee.
- 2005 Research Grant to attend the Heinemann Workshop, Harvey Daniels presenter on Literature Circles. Sante Fe, NM, January.

**Professional Memberships**

- 1974-current Delta Kappa Gamma Society International, a professional teachers' organization, Rho Chapter
- 1987 Texas Classroom Teachers Association, Austin, Texas
- 1987 Canterbury Elementary PTA, Edinburg, Texas
- 1988 Texas Association for the Gifted and Talented, Austin, Texas
- 1988 Texas Congress of Parents and Teachers, Austin, Texas
- 1988 National Science Teachers Association
- 1988 Rio Grande Valley Science Association, Brownsville, Texas
- 1990-current National Association for Gifted Children, Washington, D.C.
- 1992 Association for Supervision and Curriculum Development, Alexandria, Virginia
- 1992 Phi Delta Kappa, University of Connecticut Chapter, Storrs, Connecticut
- 1994-current International Reading Association
- 1994 Illinois Reading Council
- 1994 Black Hawk Reading Council, Moline, IL
- 1995-current Michigan Reading Association
- 1996 Michigan Association of Gifted Educators

**National, State, and International Presentations**

- 1993 "Exceptional Ability: Choice, Challenge, or Chance," National Association of Gifted Children, Atlanta, Georgia
- 1994 "Tell Them For Me: Identification Measures for Gifted Mexican Americans" National Association of Gifted Children, Salt Lake City, Utah

- 1994 "Nonsense? High-Ability Students That Dropout of School" Texas Association for the Gifted and Talented, Fort Worth, Texas
- 1995 "Gifted and Out: Mexican American Female Dropouts" National Association of Gifted Children, Tampa, Florida preliminary findings
- 1996 "Essential Elements for Gifted-Child Parent Groups," National Association of Gifted Children, Indianapolis, Indiana
- 1997 "Bibliotherapy: Texts as Life Rafts in Turbulent Seas," Michigan Reading Association, Grand Rapids, Michigan
- 1997 "Coordinating Gifted Programs," Michigan Alliance for Gifted Education, East Lansing, Michigan
- 1997 "Gifted but Gone: High-Ability, Mexican-American, Female Dropouts," research strand, National Association for Gifted Children, November 5-9, Little Rock, Arkansas
- 1997 "Bridging the Gap: Technological Support for Migrant Students," National Association for Gifted Children, November 5-9, Little Rock Arkansas
- 1998 "Does Listening Influence Children's Appreciation of Texts?" Michigan Reading Association, Grand Rapids, Michigan, March 14.
- 1998 "Identity, Destiny, and Invention: The Role of the Mentor in Literary Achievement," Sixth Conference of the International Society for the Study of European Ideas, Haifa, Israel, August 16-21.
- 1998 "Identity, Destiny, and Invention," This presentation included new information from the European study of mentors and mentees. The National Association of Gifted Children, Louisville, Kentucky, November 5-7, 1998.
- 1998 "Identity, Destiny, and Invention," Texas Association for the Gifted and Talented, Dallas, Texas, December 10-12.
- 1999 "Young Leaders: Attributes of Effective Leadership," Michigan Reading Conference, Grand Rapids, MI, March, 15.

- 2000 "At Last: A Focus on Fine Arts," National Association for Gifted Children, Albuquerque, New Mexico, Nov. 8.
- 2001 "Standardized Testing: A Curse to Creativity?" National Association for Gifted Children Conference, Cincinnati, Ohio, November 9.
- 2002 "Engaging Readers in Comprehending Science Concepts Through Literature," Texas Association of Gifted and Talented, Houston, TX, Nov. 11.
- 2002 "Engaging Readers in Comprehending Science Concepts Through Literature and Brain-Based Learning Strategies," International Reading Association, San Francisco, CA, April 30, 2002.
- 2003 "Using Brain-based Learning Strategies and Pairs of Fictional and Nonfictional Literature to Engage Readers in Science." Orlando, Florida, International Reading Association, May 7.
- 2004 "Facilitating In-Depth Studies," National Association of Gifted Children, Salt Lake City Utah, November 7.
- 2005 "Effective Reading Programs that serve Bilingual Students," 14<sup>th</sup> European Conference on Reading. Presenter and attendee. Zagreb, Croatia. August 8.
- 2005 National Association of Gifted Children, attendee and presenter, "Single-Sex Classrooms," Louisville, KY, November.
- 2006 Michigan Reading Conference, Detroit, MI. attendee and presenter, "Stop the Press! Where Have all the Readers Gone?" March.
- 2006 National Association for Gifted Children, Charlotte, North Carolina, attendee and presenter, "Controversial Pathways: Current Research on Gender Specific Classes.

### **Workshop Presentations**

- 1985 "Using Personal Stories to Improve Reading Skills," Edinburg, Texas
- 1989 "Curriculum Compacting," Edinburg, Texas, Elementary faculty presentation



- 1990 "Tessellation, A New Approach to Teaching Geometry," Edinburg, Texas
- 1991 "Science for the Curious," Edinburg, Texas
- 1992 "Modifying Curriculum to Encourage Student Participation in the Learning Experience," Mansfield Public School, Mansfield, Connecticut, fifth grade teachers
- 1992 "Portfolio Assessment: We Can Assess the Many Strengths of Children," Andover Elementary School, Andover, Connecticut, staff inservice
- 1993 "Curriculum Compacting," Cheshire High School, Cheshire, Connecticut, staff inservice day
- 1994 "Valuing Literacy Learning Conference, Macomb, Illinois
- 1996 "Identifying Learning Styles." Central Michigan University, Professional Development Conference, Anspach Hall, sponsored by the Student Michigan Education Association.
- 1998 "My Ideal Gifted Education Program." Presentation before the Edinburg Parent Gifted and Talented Advocacy Group, April 30, 1998

### **Community and University Service**

- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
- 1996-97 Co-advisor with Dr. Helen Gill, CLASS IRA, Central Michigan University
- 1996-97 Professional Education Council, member, Central Michigan University
- 1997-98 Brownsville Independent School District, Gifted and Talented Advisory Board, member, Brownsville, Texas, Monthly meetings
- 1997-98 Judge, Odyssey of the Mind Competition, Brownsville, Texas
- 1998 Judge, Texas Academic Decathlon Competition, Brownsville, TX, January 30-31, 1998

- 1998            Advisor, Kappa Delta Pi an international honor society in education, Central Michigan University.
- 1998            Co-advisor, CLASS IRA the university student branch of the international reading association, Central Michigan University.
- 1998            Met with the Idaho State Gifted Education Advisory Council to discussion identification measures used in gifted and talented programs.
- 2003-04        Member, Big Rapids Public Schools Curriculum Council
- 2003-current   Co-advisor and then Advisor, Kappa Delta Phi an international honor society in education, Ferris State University
- 2003-current   Member of the University Student Life Committee
- 2002-current   Member of the College of Education Undergraduate Committee, former secretary and chair.
- 2005-06        Member of the College of Education Graduate Committee
- 2002-current   Member and current chair of the School of Education Curriculum Committee
- 2006-07        College Wide Committee, Curriculum Committee representative.
- 2006            Attended the Prism Writing contest reception to honor the writing of two of my students who had won awards. Crystal Schuberg and Bradley Moore.
- 2005-2006     Honored guest of the Student Athletic Association two years in a row for faculty appreciation night.

### **Publications**

- 1996            Dissertation, "Gifted but Gone: High Ability, Mexican-American, Female Dropouts, University of Connecticut, August 1996
- 1997            "Scavenging the Newspapers," *Michigan Reading Association Newsletter*, News & Views on Reading, May, Volume 41, No. 4

- 1997 "Gifted, But Gone: High Ability, Mexican-American, Female Dropouts," The National Research Center on the Gifted and Talented *Newsletter*, Spring, 1997.
- 1998 "Portrait of a Life-long Learner," *Delta Kappa Gamma Bulletin*, Spring 1998, Volume 64 (3), pp. 5-8.
- 1998 "Essential Elements for Gifted-Child Parent Groups," *Tempo*, Texas Association for the Gifted and Talented Journal, Volume XVIII Issue 4, pp. 10-16.
- 1998 "Assignment in Intrinsic Motivation Yields Surprising Results," *Roeper Review*, acceptance letter dated September 15, publication pending in 1999.
- 1998 "Mentoring At Its Best," the National Research Center on the Gifted and Talented (NRC/GT) *Newletter*, 1999.
- 2005 Pending publication. Chapter in Lee Rose's book on combining multiple intelligences and brain based theory of instruction. Central Michigan University, professor. Chapter on writing workshop.

### Manuscript Reviews

- 1992 "Creativity as an Education Objective for Disadvantaged Students," by Dr. Mark A. Runco, The National Research Center on the
- 1992 "Some Children Under Some Conditions: TV and the High Potential Kid," by Dr. Robert Abelman, The National Research Center on the Gifted and Talented
- 1992 "Preparing for College: A Guide for Teachers, Parents, and Students" by Dr. Paula Olszewski-Kubilius and Avis Wright, The National Research Center on the Gifted and Talented
- 1992 "Admissions Programs of Residential Schools of Mathematics and Science For Academically Talented Youth," by Fathi A. Jarwan and John F. Feldhusen, The National Research Center on the Gifted and Talented.

- 2002 "Gifted and High School Dropouts: Personal, Family, and School Related Factors," by Joseph Renzulli and Sunghee Park, the National Research Center on the Gifted and Talented, May.
- 2003 "Explaining and Nurturing Latino High Achievement," by Patricia Gandara. The National Research Center on the Gifted and Talented.
- 2004 "Providing Effective Instruction to ESL Students in the Classroom," *Michigan Reading Journal*, October, 2004. Blind review.

**Book Review**

- 1995-96 *Politics of Art*, John Richard Bokina, published in September, 1997

## FERRIS STATE UNIVERSITY

### **NORMAN, KAREN LOUISE, ED.D**

Professor

Employment: July, 1997 - Present

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#### Academic Degrees

Doctorate in Education, Wayne State University, 1987-1992

Major: Curriculum and Instruction

Minor: Vocational Education

Dissertation Title: "Lifelong Learning Skills Needed by Michigan's Professional and Technical Workers as Perceived by Human Resource Managers" (1992)

Master of Arts, Western Michigan University, 1973-1980

Major: Education (Specialty: Teaching Disadvantaged Youth)

Minor: Business Education

Bachelor of Science, Western Michigan University, 1969-1971

Major: Business Education

Minor: General Business

Hold a Michigan continuing secondary teaching certificate (GX) and a Michigan full vocational authorization (VB). [Verified 4000 hours of valid work experience related to major and minor.]

#### Professional Experience

2002-Present	Ferris State University Professor
2002	Ferris State University Promotion to Professor
2001	Ferris State University Tenure Received
1999-2001	Ferris State University Associate Professor
1997-1999	Ferris State University, Big Rapids, Michigan Associate Professor/Coordinator
1996-1997	Baker College National Faculty/Associate Professor
1992-1996	Baker College, System Director of Assessment & Institutional Effectiveness
1988-1992	Baker College, Flint, MI Academic Dean (Allied Health & Office Administration)
1987-1988	Baker College, Flint Academic Associate Dean (Allied Health & Office Admin.)
1980-1987	Baker College, Flint Full-Time Faculty

1978-1980 Baker College, Flint, Michigan  
Adjunct Faculty

1973-1978 Goodrich Area Schools, Goodrich, MI  
Full-Time High School Teacher & Co-op Coordinator

1971-1973 Flint Public Schools, Flint, MI  
Full-Time Temporary & Substitute Teacher

**Professional and Academic Association Memberships**

American Association for Higher Education (4 years)  
 American Association for Adult and Continuing Education (4 years)  
 Association for Institutional Research (3 years)  
 Association for Supervision and Curriculum Development (12 years)  
 Delta Pi Epsilon (7 years)  
 Ferris Faculty Association (since 1997)  
 International Society for Business Education (3 years)  
 Michigan Business Education Association (34 years)  
     Past President 1993  
     President 1992  
     President Elect 1991  
     College/University Representative on Board 2003-2006  
 Michigan Education Association (since 1971)  
 National Business Education Association (since 1971)  
 National Education Association (since 1971)

**Professional Assignments and Activities**

Ferris State University Committees

Academic Program Review Council Member	2000-2001
President's Summer School Task Force	Winter, 2001
Economic Education Council, FSU Co-Director	2001
Distinguished Teacher Awards Committee Member	2002-2003
Distinguished Teacher Awards Committee Chair	2003-2004
President's Accreditation Task Force	2005-2006

College of Education & Human Services (COEHS) and  
School of Education (SOE) Committees

COEHS Curriculum Committee Member	2000-2001
SOE Graduate Committee Member	2001-2002
SOE Tenure Committee Chair	2001-2002
COEHS Tenure Committee Member	2001-2002
	2003-2004
SOE Graduate Curriculum Committee Chair	2001-2002
SOE Graduate Curriculum Committee Member	2002-2003
Secondary Education Academic Program Review Committee Co-chair (produced and presented report)	2002-2003
SOE Tenure Committee Member	2001-Present
SOE Tenure Committee Chair	2003-2004
SOE Early Childhood Education Academic Program Review Panel	2004-2005

SOE Curriculum Committee Member	2001-Present
SOE Curriculum Committee Secretary	2005, 2007, 2008
SOE Search Committees for Faculty Positions	2002, 2003, 2004
SOE Search Committee for Director	2005-2006
SOE Curriculum Committee Minutes Taker	2004-2006
SOE Undergraduate Curriculum Committee Member	2005-2006
SOE Charter Schools Ad Hoc Committee Chair	2005-2006
SOE Review Committee for Field Experience Member and Minutes Taker	2005-present

### Community Service

Big Rapids Schools Curriculum Council Member	1998-2001
Volunteer Artworks Arts Council	2004-2006
Habitat for Humanity Dinner, Reed City	March 17, 2007
Reed City Schools Collaborative Dinner	Fall, 2007

### University, College, & Department Service

Faculty Recognition Dinner	April, 2001
CTE Teacher Educator Meeting, East Lansing	September, 2003
Mentor to four Non-tenured Faculty	2001-2005
Convention Facilitator, Michigan Business Education Association Annual Convention	October, 2004
Chair Curriculum Committee, Michigan Business Education Association	2004-2006
Chair Student Awards, Michigan Business Education Association	2003-2006
Faculty Recognition Dinner	April, 2004
Presented Distinguished Teacher Awards	
Attend Graduation Annually	2001-2007
Volunteer Late Registrations Every Semester	2001-2007
Attend College Meetings and Annual Convocation	2001-2006
Michigan Business Education Association Board Member (Four-Year Teacher Education Rep)	2003-2007
Sponsored five students as members of Michigan Business Education Association	2003-2004
National Business Education Association Awards Committee Member	2004-2005
Alumni Banquet (attended & presented)	2004, 2006, 2007
SOE Graduate Orientations (attended four)	2004-2006
Supplied SOE Graduate Curriculum Committee with Generic Syllabi for EDUC502 & 504 for Adjunct use	2004-2005
Assisted COB in updating Business Education and Marketing Education Majors; drafted the methods course for COB	2005
Mathematics Education Seminar (FSU attended)	April, 2005
FSUS100 Section for Education Majors (teaching)	Fall, 2005
Field Experience Placement Sub-Committee	March 29, 2007
Professional Seminar (EDUC499) Volunteered to teach and review curriculum	Fall, 2007 & Spring, 2008
Collaborative Dinner with Reed City Middle School Teachers/Administrators	Spring, 2008
Collaborative Dinner with Reed City High School Teachers/Administrators	Spring, 2008

### Professional Development Activities

Science & Math Program Improvement Training, (SAMPI), Observing Lessons in K-12 Classrooms, "Mt. Pleasant, Muskegon, Shepard	March/May, 2001
Jim Crow Museum Facilitator's Training (FSU)	March/April, 2001
Problem-Based Learning Training (FSU)	July, 2001
Preparation & Delivery for EDUC330 Distance Learning Integrative Classroom (Traverse City & Big Rapids)	2001-2002
Spring Learning Institute (FSU)	March, 2002
SOE Retreat Planning, Attendance & Participation Presenter	2001, 2002, 2003, 2006, 2007
Lotus Notes Training	April, 2003
National Business Education Association Convention (attended, worked registration) Chicago	April, 2003
Michigan Business Education Association Convention (attended and presented) Grand Rapids, East Lansing, Novi, Kalamazoo Frankenmuth	2003, 2004, 2005, 2006, 2007
MBEA Region 2 Professional Development	June, 2004
FSUS100 Instructor Training	August, 2005
WebCT Training	May, 2005
National Middle School Association Regional Conference, Destin, Florida	February 8-11, 2007
LiveText Training	Spring & Fall, 2007 Spring, 2008
Marilee Bresciani, Assessment Expert (FSU)	September 27, 2007
Microsoft 2007 Training	Fall, 2007
Sabbatical Granted	Fall, 2008
Received Ferris Foundation Grant	Fall, 2008

### Grant Activities

Michigan Department of Career Development, Office of Career & Technical Preparation, Program Improvement Grant, Co-Writer and Participant, 2000-2001.

FSU School of Education and College of Arts & Science, Detroit Institute of Arts and Public School Partners, "Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program," Presenter and Participant, 2000-2001.

### Textbook Review

*Secondary School Teaching: A Guide to Methods and Resources*, 3<sup>rd</sup> Edition, by Richard and Noreen Kellough. 2006.



## Newsletter Publications

MBEA Today Tips for Teachers: Using Props in Your Business Classroom (January, 2004)

MBEA Today Tips for Improving Students' Reading Skills (June, 2004)

MBEA Today Tips for Teachers: Websites (August, 2004)

## Honors/Awards

Fall, 2008 Sabbatical Awarded from FSU to work with middle level teachers in the local ISD collecting and distributing best practices

Fall, 2008 Ferris Foundation Grant to Support sabbatical

Spring, 2008 Merit Award from FSU

Spring, 2007 10-year Service Award from FSU

October 25, 2007 Distinguished Service Award received from the Michigan Business Education Association in recognition of outstanding leadership, service, and contributions to Business Education.

Spring, 1993 President's Plaque received from the Michigan Business Education Association in appreciation for service as its' President.

## Presentations

Drawing on Diversity Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or art objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Big Rapids, MI (June, 2001)

Lesson Plan Ideas for New Teachers Michigan Business Education Association Annual Convention, East Lansing, MI (October, 2004)

Student Teacher Orientation	Presented lesson planning review to over 75 FSU student teachers. Big Rapids, MI (August, 2003 & 2004)
Adjunct Teacher Orientation	Presented to and participated with the SOE adjunct teachers' orientation. Big Rapids, MI (August, 2004)
Be a Dynamic Demonstrator!	Michigan Business Education Association Annual Convention, Novi, MI (October, 2005)
Share & Brainstorm Best Practices	Michigan Business Education Association Annual Convention, Novi, MI October, 2005)
Secondary Education FSU	Reed City Schools Collaborative Dinner, Big Rapids, MI November 19, 2007
Classroom Assessment	SOE Department Retreat, Mt. Pleasant, MI October 12, 2007

/RESUME 2008

# *CURRICULUM VITAE*

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*Christine K. Conley-Sowels, Ph.D.*

*Work: (231)591-5376*

*Email: conleyc@ferris.edu*

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## *EDUCATION*

**Ph.D.** – December, 2003  
Michigan State University  
Education Administration Department (K-12)  
Cognate in Special Education

**Master of Education** – April, 1994  
Grand Valley State University  
Special Education Administration

**Specialty Program in Alcohol and Drug Abuse  
Certification  
(SPADA)** – August, 1989  
Western Michigan University

**Master of Arts** – August, 1984  
Central Michigan University  
Education Administration

**Bachelor of Science in Education** – May, 1976  
Central Michigan University  
Major: Teaching the Emotionally Impaired  
Minor: Psychology

## *CERTIFICATION*

**Michigan** – Teaching the Emotionally Impaired K-12  
Teacher Consultant K-12  
Elementary Education K-8  
Central Office Administration Certificate  
Special Education Supervisor  
Special Education Director

## *EMPLOYMENT*

<b>2005- Present</b>	Assistant Professor Ferris State University School of Education 406 Bishop Hall Big Rapids, MI 49307
<b>1999 - 2005</b>	Assistant Superintendent of Personnel Director of Special Education Mt. Pleasant Public Schools 201 S. University Mt. Pleasant, MI 48858
<b>Fall 2000</b>	Central Michigan University Mt. Pleasant, MI 48858 Adjunct Professor
<b>1985 – 1999</b>	Calhoun Intermediate School District 17111 G Drive N. Marshall, MI 48068 Special Education Supervisor Special Education Planner/Monitor Teacher of the Emotionally Impaired
<b>1983-85</b>	Mecosta-Osceola Intermediate School District Big Rapids, MI 49307 Teacher of the Emotionally Impaired Teacher Consultant K-12
<b>1982 – 83</b>	Lawton Public Schools Lawton, OK Educable Mentally Impaired Class
<b>1981 – 82</b>	Moore Public Schools Moore, OK Teacher of the Emotionally Impaired
<b>1981</b>	Klein School District Spring, TX Teacher of the Learning Disabled
<b>1976 - 80</b>	Mecosta-Osceola Intermediate School District Big Rapids, MI 49307 Teacher of the Emotionally Impaired Teacher Consultant K-12

## *FSU COURSES TAUGHT*

**EDUC 308 and 508 –**

- ✓ Instruction of Exceptional Learners

**EDUC 308 and 309 –**

- ✓ ProMoted Instruction of Exceptional Learners

**ESPN 502 –**

- ✓ Communication, Collaboration and  
Consultation in Special Education

**ESPN 503 –**

Behavioral Dimensions of Students with  
Special Needs

**ESPN 504 –**

Development and Implementation of IEP's  
Individual Education Programs

**ESPN 505 –**

Assessing Students with Special Needs

**ESPN 592 –**

Directed Teaching

**ESPN 553 –**

Assessment, Development, and Implementation  
of Classroom Management

**ESPN 550 –**

- ✓ Introduction to Students with Emotional  
Impairments

**ESPN 552 –**

Teaching Students with Emotional Impairments  
Offered Spring 09

➤ *Developed mixed delivery classes using Livetext and FerrisConnect*

## ***MEMBERSHIPS & PROFESSIONAL AFFILIATIONS***

Pi Lambda Theta member – National Honor and Professional Association in Education  
Delta Kappa Gamma – Society for Educators  
American Association of University Women  
Council for Exceptional Children  
Behavior Institute for Children and Adolescents  
Michigan Teachers of Emotionally Impaired Children  
Eastern Education Research Association  
Michigan Association of Administrators of Special Education  
Michigan Association of School Personnel Administrators

## ***SCHOLARSHIP***

***CURRICULUM DEVELOPMENT –2007-08 Developed Courses for Emotionally Impaired Endorsement***

## ***MANUSCRIPTS–***

**Michigan State University – 2003 – Dissertation – The Extent to Which Michigan Public Education K-12 District Teacher Collective Bargaining Agreements Support Inclusion of Special Education Students in General Education**

**Central Michigan University – 1984 – Thesis- Inclusion of Special Education Students in General Education**

## ***PAPERS & PRESENTATIONS***

September 18, 2008

***Things to do on Monday Morning***  
Lilly Conference North - Presenter  
Traverse City, MI

July, 2008

***Livertext Training*** Assistant– Adjuncts  
Traverse City

May 6, 2008

***Co-Teaching and Collaboration for General and Special Educators***  
Lansing, MI

April 25, 2008

***Co-Teaching and Collaboration for General and Special Educators***  
Albion, MI

- March 26, 2008      ***Differentiated Instruction in the High School***  
Muskegon Heights, MI
- February 20-22, 2008      ***One Man's Cheating is Another's Cooperative Learning: The Ethical Fabric of Pre-service Teachers***  
Annual Conference of Eastern Education Research Association (Presenter)  
Hilton Head, SC
- February 28, 2008      ***Enhancing Instruction for Special Education through Internet Videos***  
Council for Exceptional Children (CEC)  
Grand Rapids, MI (Presenter)
- November 9, 2007      ***What is Response to Intervention?***  
Muskegon Heights, MI
- October 27, 2007      ***Internet Video: Enhancing Instruction***  
Michigan Association of Teacher Education ---- (Presenter)  
Bay City, MI
- February, 2007      ***Understanding the Special Education Process***  
Muskegon Heights, MI
- November, 2006      ***Understanding the Pre-referral Process***  
Bangor Elementary  
Bangor, MI

## ***PROFESSIONAL DEVELOPMENT***

- September 17-19, 2008      Lilly Conference North - Presenter  
Traverse City, MI
- August 28-29, 2008      WebCT/Ferris Connect Training
- July 22-25, 2008      Livetext Collaboration Conference  
Chicago, Ill
- May 3-5, 2008      Alpha Iota International Convention  
Delta Kappa Gamma  
Kalamazoo, MI
- April 7, 2008      National Advising CAA  
Grand Rapids, MI
- Spring, 2008      Critical Thinking Professional Learning  
Community (Level 2) – FSU
- March 5-7, 2008      Teacher Education Accreditation Council

(TEAC) Workshop  
Philadelphia , PA  
February 20-22, 2008 Annual Conference of Eastern Education  
Research Association (Presenter)  
Hilton Head, SC  
February 28, 2008 Council for Exceptional Children (CEC)  
Grand Rapids, MI (Presenter)  
**August, 2007** WebCT/Ferris Connect Training  
July 22-25, 2007 Livetext Collaboration Conference  
Chicago, Ill  
Fall, 2007 Critical Thinking Professional Learning  
Community (Level 1) – FSU  
November 14-17, 2007 Council for Exceptional Children –  
Response to Intervention Conference –  
Reston, VA  
October 27, 2007 Teacher Education ---- (Presenter)  
Bay City, MI  
February 20-22, 2007 Annual Conference of Eastern Education  
Research Association  
Clearwater, FL  
**November, 2006** IDEA workshop – MAASE  
Lansing, MI  
**September, 2006** Lilly Conference North -  
Traverse City, MI  
Fall, 2006 Student Centered Learning Professional  
Learning Community – FSU  
**October, 2005** MAASE – Special Education workshop on  
Autism

### ***UNIVERSITY SERVICE***

College - Department Service

**January, 2008 Ferris State University - Dawg Days**

Ferris State University – Graduate School  
Orientation facilitator January, 2008; August, 2007,

MDE - Institute of Higher Education – Special  
Education

MTTC – Steering Committee – Revision of test for  
Teachers of the Emotionally Impaired

Advisory – Faculty Center for Teaching and Learning  
FSU Disabilities Office Appeals

2007-08

University Graduate Program Committee –

College Graduate

Presentation on Disabilities for the College of Education and Human Services



January – May, 2008 Baldwin Partnership – Improving Teacher Quality  
Improving Teacher Quality – Grant Assessor

May 2007-Dec. 2008 – GCC Coordinator

GCC Chairperson – 2006-2008

FSU Attended Alumni Luncheon – April 2007

Mid-Michigan Community Action Agency – volunteer to assist with classroom management issues

Summer, 2008 Thesis Committees – 6

Spring, 2008 Thesis Committees –

Fall, 2007

Summer, 2007 Thesis Committees - 3

Winter, 2007 Thesis Committees - 3

Fall, 2006

Interview Search Committee for Director of Education (Liza)

Interview Search Committee Chairperson for Faculty – 2007-08 (position still open)

Interview Search Committee Chairperson for Faculty – Spring 2007 (Marlene)

Interview Search Committee for Faculty – Spring 2008 (Claire)

Interview Search Committee for Faculty -

## Virginia E. Hines, Ed.D.

### **Office Address:**

413 Bishop Hall  
School of Education  
Ferris State University  
Big Rapids, MI 49307  
231.591.3054

### **Home Address:**

9443 Clubhouse Drive West  
Stanwood, MI 49346  
231.972.0300  
hinesv@Ferris.edu  
231.580.1119 (cellular)

### **Education**

#### **West Virginia University**

Morgantown, West Virginia  
Doctorate of Education, August 19, 1994  
Major: Curriculum and Instruction  
Minor: Educational Foundations  
Dates Attended: July 1991-August 1994

#### **Salem-Teikyo University**

Salem, West Virginia  
Master of Arts Degree, April 29, 1991  
Major: Curriculum and Instruction  
Minor: Art  
Dates Attended: August 1983- April 1991

#### **Thomas Jefferson College of Grand Valley State University**

Allendale, Michigan  
Bachelor of Philosophy, June 7, 1976  
Major: Art Education  
Minor: Psychology  
Dates Attended: September 1972-1976

### **Professional Experiences**

August 2003-present

#### **Associate Professor**

School of Education  
Ferris State University  
Big Rapids, Michigan  
*Tenure granted 2007*  
*Teaching at the undergraduate and graduate levels in curriculum and instruction, foundations, and visual literacy.*  
*Serving on master thesis and Capstone Committees*  
*LiveText Implementation Coordinator*  
*TEAC Coordinator*

August 1998 to  
May 2003

#### **Associate Professor**

School of Education  
Lake Superior State University  
Sault Sainte Marie, Michigan  
*Chair, September 2001- December 2002*

*Tenure granted December 2002*  
*Teaching at the undergraduate and graduate levels in curriculum and instruction, educational research, and educational foundations*

- August 1994  
To July 1998
- Assistant Professor**  
Plattsburgh State University of New York  
Plattsburgh, New York  
*Teaching at the undergraduate and graduate levels in curriculum and instruction, educational media and technology, and educational foundations*
- January 1994  
To May 1994
- Graduate teaching assistant**  
West Virginia University  
Morgantown, West Virginia  
*Teaching at graduate level in curriculum and instruction*  
*Course title: "Special Topics: Peer-Coaching for Teachers"*  
*Supervision of student teachers*
- August 1993  
To Dec.1993
- Graduate teaching assistant**  
West Virginia University,  
Morgantown, West Virginia  
*Teaching at undergraduate level in curriculum and instruction,*  
*Course title: "Elementary Education General Methods."*  
*Field supervision of student teachers.*
- August 1992  
To May 1992
- Graduate teaching assistant,** West Virginia University,  
Morgantown, West Virginia  
*Teaching at undergraduate level in curriculum and instruction,*  
*Course title: "Introduction to Education."*  
*Field supervision of preservice teachers enrolled in elementary education.*  
*Coordinated service of graduate teaching assistants engaged in*  
*Field supervision of preservice teachers enrolled in Elementary education.*
- May 1992  
To August 1992
- Graduate research assistant**  
West Virginia University  
Morgantown, West Virginia  
*Organization and quantitative/qualitative analysis of data gathered from exit surveys of graduating education majors.*  
*Report of results for use in NCATE evaluation*
- August 1991  
To May 1992
- Graduate teaching assistant**  
West Virginia University  
Morgantown, West Virginia  
*Field supervision of preservice-service teachers enrolled in elementary education.*
- August 1978  
To June 1991
- Coordinator of elementary art education/art teacher**  
Doddridge County Public Schools, West Union, West Virginia  
*Coordination of and implementation of the elementary art*

*Curriculum in 10 elementary schools (K-8) in a rural educational system*

June 1989  
To August 1990

**Art Instructor**

Reach for the Stars Day Camp for Gifted Students  
Salem-Teikyo University  
Salem, West Virginia  
*Development of curriculum and instruction of six three-week art classes for children who were identified as gifted by WV Department of Education criteria*

March 1976 to  
October 1977

**Activities director**

Barrett School for Girls and The Florence Crittendon Home,  
Washington, D.C.  
*Planning and supervision of recreational educational activities for adolescent emotionally-disturbed females and adolescent, pregnant females*  
*Observation, documentation and analysis of behaviors of clients*  
*Presentation of these observations and documentation at psychiatric staff meetings*

**Honors and Awards**

Michigan Association of Governing Boards Distinguished Faculty Member 2000  
Pat on the Back Award, Ferris State University

**Grants**

4S grant, Department of Education, State of Michigan  
Funding to facilitate the Seven Generations Stewardship Program at Lake Superior State University, Department of Teacher Education  
*Co-author and Program Director*  
October 1999-September 2000 \$15,000.00

Goals 2000 block grant, funding to facilitate the Professional Development School without Walls Project at SUNY Plattsburgh, Center for Educational Studies and Services  
*Principal author and Project coordinator*  
January 1996-November 1996 \$149,000.00

Goals 2000 block grant, funding to facilitate the Professional Development School without Walls Project at SUNY Plattsburgh, Center for Educational Studies and Services  
*Principal Author and Project Assessment Coordinator*  
January 1995-November 1995 \$69,000.00

Doctoral Dissertation Research Grant  
West Virginia University  
Morgantown, West Virginia  
Research: *Thomas Jefferson College: The rise and fall of ultra-liberal arts at Grand Valley State Colleges*  
November 1993 \$750.00

Doctoral Travel Grant  
Benedum Project and West Virginia University  
Research: *Attendance at AERA annual conference to research professional development schools and site-based management*  
April 1993 \$400.00

Doctoral Travel Grant  
West Virginia University  
Purpose: *Presentation of two papers at the annual conference of the Eastern Educational Research Association, Sarasota, FL*  
February 1994 \$350.00

Doctoral Travel Grant  
West Virginia University  
Purpose: *Presentation of three papers at the annual conference of the Eastern Educational Research Association, Clearwater, FL*  
February, 1993 \$350.00

### **Membership in Professional Organizations**

American Educational Research Association  
Eastern Educational Research Association  
Association for Supervision and Curriculum Development  
Phi Delta Kappa  
Kappa Delta Phi  
Directors and Representatives of Teacher Education

### **Scholarship**

#### **Books**

Hines, Virginia E. (under contract). **When the Wind was Singing Freedom: Reflections on Thomas Jefferson College**. Michigan State University Press

**History of Grand Valley State University Project** (Travis, A., Ed.) In progress. Authoring chapter on Thomas Jefferson College

#### **Manuscripts**

Hines, Virginia E. (1994). Thomas Jefferson College: The rise and fall of ultra-liberal arts at Grand Valley State Colleges. Doctoral dissertation.

Hines, Virginia E. (1991). Nurturing Creativity and the Effect on the Critical Thought Process of the Fourth Grade Student. An empirical study of fourth grade students in rural Appalachia. Master's thesis

#### **Publications**

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. **International Journal of Educational Technology**, v2, n4.

#### **Papers and Presentations**

Hines, V (2008). Lost in translation: Perceptions, policies, and practices as determinants of successful English language acquisition. Paper presented at the Oxford Round Table, March 16-21, 2008, Oxford

## University

Hines, V and Conley-Sowles, C (2008) One Man's Cheating is another man's form of cooperative learning: The moral fabric of preservice teachers. Paper presented at the 2005 annual conference of Eastern Educational Research Association

Griffin, R., Baker, A., Hines, V., Riefert, S., Topcu, M. (2007) Using Political Engagement for Education: The Political Engagement Project at Ferris State University. Panel Discussion. October 27, 2007. Michigan Sociological Association annual meeting, Lansing, MI

Hines, V and Johnston, M (2006). Opening Doors: Paper presented at the 2006 annual conference of Eastern Educational Research Association

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. and Domenico, Raymond (1996). Beyond bricks and mortar: The Professional Development School without Walls Project at SUNY Plattsburgh. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. (1994). Liberating the liberal arts: An experiment in higher education. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1994). A personal pedagogy: Reflections of the tutor/tutee relationships at Thomas Jefferson College. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1993). Constructing Meanings in a Community of Diversity. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Barksdale-Ladd, M.A., Dempsey, V. O., Hines, V. E., and Morphew, V. (1993). School Reform as a Cultural Transformation. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Hoffman, N., Barksdale-Ladd, M.A., and Hines, V. E. (1992). Significant Events in the Lives of Female Teachers and Their Effect upon Empowerment. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

## Curriculum Development

Principal author of the National Board Certification concentration of the MED option for Ferris State University School of Education. Proposed and passed by the SOECC, COEHS Graduate Committee, UCC approval, pending VPAA approval of marketability.

Principal author of the Ojibwa language minor and specialty program for MI DOE endorsement at Lake Superior State University.

Principal author of revised teacher education program at Lake Superior State University inclusive of alignment with Michigan Entry Levels Standards and Criteria for the Assessment of Pedagogy, MDE, Author of LSSU-SOE conceptual framework, and assessment instruments for admission, field experiences, and professional dispositions..

## **University Service**

Institutional Strategic Planning Committee, Committee of the Academic Senate, Ferris State University, August 2006-present

Academic Program Review Council, Committee of the Academic Senate, Ferris State University, August 2005-2008

Ferris Faculty Association, Executive Council Representative, COEHS, 2005-present

Graduate Curriculum Committee, School of Education, Ferris State University, August 2005-2006

Graduate Curriculum Committee, COEHS, Ferris State University, August 2005-2006.

Michigan Department of Education, MEAP Social Studies Steering Committee, University representative, Ferris State University, 2005-2006

Michigan Department of Education, Elementary Education Teacher Standards, University Representative, Ferris State University, 2005-2006

Academic Program Review Panel, Elementary Education, School of Education, Ferris State University, January-August 2005

Academic Program Review Panel, Early Childhood Education, School of Education, Ferris State University, January-August, 2005

Committee to develop an Educational Technology graduate endorsement, Member 2005

Title II Grant: Improving Teacher Quality, Learning Communities Coordination, White Cloud and Hesperia Public Schools, providing professional development. 2005.

Dawg Days, Ferris State University, recruitment efforts with juniors and senior students 2004-2005

Graduate School Orientation, Ferris State University, orientation for newly admitted students in the Graduate Program of Education, January 2004-present.

School of Education Curriculum Committee. School of Education, Ferris State University, 2003-present

Undergraduate Curriculum Committee, School of Education, Ferris State University Member, 2003-2005. Chair academic year 2004-2005, 2006-present

Kappa Delta Phi, Advisor. School of Education, Ferris State University, 2003-2005

Advisory Board, Card Wildlife Center, Ferris State University, August 2003-present

Consultant to Bay Mills Community College for Ojibwa language major/minor certification effort, Collaborative with Ferris State University.

Representative to Deans' Council, State Universities' Colleges of Education, Lansing, MI,  
University representative Lake Superior State University, 2002-2003

EUPISD Fall Conference: Sault Area High School, Presenter, Sessions: From Rocks to Pots: The  
science and art of clay. October 2000.

To Touch the Future: Presidential Symposium on Teacher Education, Coordinator and Presenter.  
March 10, 2000. Lake Superior State University

EUPISD Fall Conference: Sault Area High School, Presenter, Session: Integrating Art into the K-6  
curriculum. October 1999

Native American Conference. Lake Superior State University. Moderator for two sessions.  
October 1999

Curriculum Committee, Lake Superior State University, August 1999 to 2003  
Member of the committee charged with the review and approval of curricular proposals university  
wide.

Fine Arts Planning Committee, Lake Superior State University, March 1998 to May 2001  
Member of the committee charged with advisement in the design of the university's new arts  
center building.

Curriculum Review and Redesign, Department of Teacher Education, Lake Superior State  
University, August 1998-2003.  
*Faculty member charged with the review, organization of materials, and redesign of the Teacher  
Education Program at Lake Superior State University to meet Michigan State Department of  
Education Standards*

Faculty Senate, Plattsburgh State University of New York, March 1997 to May 1998  
*Senator for the Center for Educational Studies and Services. Elected chair of Curriculum  
Committee of the faculty Senate in May 1998.*

Search Committee, Center for Educational Studies and Services, October 1996 to April 1998.  
*Member of the committee charged with the search, review and recommendation of persons to fill  
positions in reading and curriculum and instruction.*

Search Committee, Plattsburgh State University of New York, October 1996 to May 1997  
*Member of the committee charged with the search, review and recommendation of an individual to  
fill the position of Director of Life Long Learning*

Academic Progress Committee, Center for Educational Studies and Services, Plattsburgh State  
University of New York, October 1996 to present  
*Member of the committee charged with monitoring and recommendations regarding students in  
the education program that are at risk of academic jeopardy*

Professorial Peer-Coaching Pilot Program, Center for Educational Studies and Services,  
Plattsburgh State University of New York. October 1994 to May 1997.  
*Coordinator of a program that provided opportunity for participating professors/ instructors to  
engage in peer observation and facilitation of reflective pedagogical practice.*

Elementary Education Curriculum Committee, Center for Educational Studies and Services,



Plattsburgh State University of New York. Chair October 1997 to present member since September 1994.

*Member of the committee that was charged with the planning and development of the elementary education curriculum.*

Center on Public Policy and Planning, Plattsburgh State University of New York, October 1997 to May 1998

*Member of a group of scholars and public servants exploring issues in public policy and planning locally and globally.*

Writing/ Assessment Joint Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. September 1994 to May 1997

*Member of the committee(s) that was charged with the development of curriculum which would fulfill the criteria for a writing intensive course and construct assessment methods to be instituted in the teacher education program of the Center for Educational Studies and Services.*

National Evaluation Services, Inc. Amherst, MA, New York State Teachers Certification Examination. Chief Test Administrator, May 1997 to present, Proctor since September 1994.

*Chief Test Administrator for Plattsburgh State University of New York for the semi-annual administration of the exams.*

Liberal Studies Committee, College of Human Resources and Education, Division of Curriculum and Instruction, West Virginia University. May 1992 To April 1993.

*Member of the committee that was charged with the identification of the core curriculum requirements of students enrolled in the undergraduate teacher education program.*

Pedagogy III Committee, The Benedum Project, College of Human Resources and Education, West Virginia University. December 1992 to April 1993.

*Member of the committee that was charged with the restructuring of the teacher education program for West Virginia University.*

*Member of a subcommittee that was charged with the development of a new graduate course in the field of educational foundations that would be required under the new teacher education program, entitled "Contexts of Education."*

**Guest lecturer, invited for these courses/ organizations:**

Phi Delta Kappa, Ferris State University. Placed-based education: A new look at situated learning. February, 2005

School of Education, Ferris State University, Student teacher orientation. Fall 2004, Winter 2003

Faculty Forum, Lake Superior State University, Addressing learning styles in higher education, Fall 1999

Faculty Forum, Lake Superior State University, Use of reflective journals to assess student learning. Winter 2000.

Ebonics Forum, Plattsburgh State University of New York, Spring Semester 1997. Guest

presentation regarding Ebonics as a valid dialect/ language and its affirmation by practicing teachers.

Organization of Educational Majors, Plattsburgh State University of New York. "The New York State Teacher Certification Exam: Navigating the Process" (Fall, 1996 and Spring 1997)

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Models of Curricula and Teaching: A Comparative Look at the Open, Traditional and Montessori Paradigms." (Spring 1993).

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Developing Curriculum for the Classroom: Traditional, Integrated and Thematic Approaches." (Fall 1992)

Student Teacher Seminar (undergraduate), College of Human Resources and Education, West Virginia University. "Democracy in the Classroom: Issues of Power and Empowerment."(Spring 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "History of Curricula in America: The Dame Schools to the Present" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Aims, Goals, and Objectives: Structures and Influences in Curricular Development" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Models of Curricula: A Comparative Look at the Tyler and Johnson Paradigms." (Summer 1993)

Ethnographic Research Methodology (graduate), College of Human Resources and Education, West Virginia University. "Organizational and analytical techniques for the study of historical documents in qualitative research." (Spring 1994)

### **Other Related Service**

Evaluator, Michigan Department of Education, review of art education and art specialist program for teacher preparation programs in the state of Michigan.

Board of Directors, Mecosta County Council of the Arts. January 2004 to December 2004

Liberal Studies Committee, Member, Sault College, Sault Sainte Marie, Ontario 20001-2003

Task force on Native American Student Retention, Member, Sault Area Schools and Sault Sainte Marie Tribe of Chippewa Indians March 2000-2002.

*Committee that is engaged in the investigation of influences and interventions for at-risk youth of Native heritage in the Sault Area Schools.*

Advisor, Teacher Education Club, Lake Superior State University  
September 1999-present

*Establishment and advisement of students enrolled in education programs regarding service events and educational career issues*

Moderator, Native American Studies Conference, Lake Superior State University, 1999  
*Moderated two presentations: Local History, B. Van Alstine and Education, M. Hearn and NMU students*

Communications Curriculum Committee, Bays Mills Community College  
Member of committee charged with the advisement of the communications curriculum at Bay Mills Community College, Bay Mills Ojibwa Reservation, Michigan

Board of Directors, Adirondack Youth Orchestra, Plattsburgh, NY  
*Active member of a board that was charged with the general programming and business decisions of a youth orchestra organization.*

Advisor, Organization of Education Majors, September 1997 to May 1998  
*Advisement of students enrolled in education programs regarding service events and educational career issues*

Consultant, Akwesasne Mohawks at the St. Regis Reservation, New York, October 1996 to May 1997  
*Discussions and presentations regarding curricular development and program reformation to integrate cultural appropriate pedagogy into the public school system servicing Mohawk children*

President, Faculty Senate, Sedalia Grade School, Sedalia, West Virginia  
September 1990 to June 1991  
*Organization of faculty representatives to assist in site-based management of school*

Middle School Curriculum Committee, Doddridge County Public Schools, West Union, West Virginia. October 1989 to June 1991.  
*Member of the committee that was charged with the development and documentation of the appropriate philosophy and curriculum for a new middle school.*

Board of Directors, The Art Center, Clarksburg, West Virginia. November 1990 to June 1991.  
*Active member of a board that was charged with the general programming and business decisions of a community arts organization.*  
*Special consultant to the board of directors regarding visual art education programs.*

### **Professional Development 2002-2006**

Oxford Roundtable, English Oxford University, Presenter, March 16-21, 2008, Oxford, England

Eastern Educational Research Association, Presenter, Annual Conference, February 2008, Hilton Head, SC

Michigan Sociological Association Annual Conference, October 26-27, 2007, Lansing, MI

Michigan Education Association Higher Education Negotiating Conference, October 20-21, 2007, Lansing MI

LiveText Collaborative Conference, July 2006, Chicago, IL

Leopold Education Project, Certification Workshop, June 12, 2007, Ferris State University

Eastern Educational Research Association, Presenter, Annual Conference, February 2007, Clearwater, FL

Eastern Educational Research Association, Presenter, Annual Conference, February 2006, Hilton Head, SC

International Society for Technology in Education, Attendee, Annual Conference, San Diego, CA June 2005

Michigan Department of Education, 7<sup>th</sup> Standard Workshop, (Entry Level Standards for Michigan Teachers), Lansing, MI

International Society for Technology in Education, Attendee, Annual Conference, New Orleans, LA. June 2004

Teacher Education Accreditation Council Workshop, Attendee, Philadelphia, PA, October 2004.

Michigan Diversity Conference, Attendee, Annual Conference, March 2004

National Board of Professional Teaching Standards, Attendee, Annual Conference, Washington, D.C. October 2003

American Association of Colleges of Teacher Education, Attendee, Annual Conference, January 2003, New Orleans, LA

American Association of Colleges of Teacher Education, Attendee, Annual Conference, January 2002, New York, NY

# Frederick B. Van Sant, Ph.D.

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Rockford, Mi 49341  
USA

Hm: 616.874.2844  
Wk: 231.591.5366  
Mobile: 616.240.3990  
Fax: 231.591.2041  
E-mail: vansantr@ferris.edu

## QUALIFICATIONS

Educational Specialist offering more than 25 years of experience in educational leadership, curriculum development, project design and management, program evaluation, and training. Results focused and reflective leader with proven ability to conceptualize and implement educationally related projects. Talent for proactively identifying and resolving problems, synthesizing information, and creating conceptual models. Able to bring a broad experiential background to maximize program effectiveness. Advanced computer and educational technology skills. **Bilingual in Spanish.**

## EDUCATION

**Ph.D.** Education Leadership

Purdue University, West Lafayette, Indiana, 1996.

**M.A.** Special Education

University of South Florida, Tampa, Florida. 1977.

**B.A.** Psychology. University of North Carolina, Chapel Hill, North Carolina. 1975.

## PROFESSIONAL EXPERIENCE

**2003 - Current** Associate Professor of Education, Ferris State University, Big Rapids, Michigan. USA

### ❖ Teaching - Graduate

- Educational Psychology
- Diversity in Schools and Work
- Educational Technology
- Introduction to Special Education

### ❖ Teaching - Undergraduate

- Educational Psychology
- Educational Technology
- Introduction to Special Education

❖ **Leadership**

- Collaborated in development of innovative on-line, modularized teacher education program using WebCT and Live Text
- Lead development of administrative processes for improving academic integrity of off campus programs taught by adjunct instructors
- Wrote whitepaper for Michigan legislature on statewide K-12 laptop initiative

❖ **University Committees**

- Chair / Member – University Research (2003 – 2006)
- Member – University International Education Committee (2006 – current)
- Member – University Online Accreditation Committee (2005 – 2006)

❖ **College Committees**

- Chair School of Education Curriculum Committee (2007 – 2008)
- Chair / Member – Undergraduate Education Curriculum Committee (2003 – 2006)
- Member – School of Education Curriculum Committee (2003 – 2006)
- Member – Graduate Education Curriculum Committee (2006 – 2007; 2008 - 2009)
- Member – Field Experience Review Committee (2006 – 2008)
- Member – Sabbatical Committee (2006 – 2007)
- Member – Tenure Committee (2007 – 2009)

**2000 - 2003**

Associate Professor of Education & Director of Educational Technology,  
Zayed University, Dubai, United Arab Emirates

❖ **Teaching**

- Introduction to Teaching
- Introduction to Work in Schools
- Human Growth and Development
- Cognition and Learning
- Educational Technology I and II
- Curriculum for Special Needs Learners

- Professional Field Experience

❖ **Leadership**

- Development Coordinator for the University Outcome Based Academic Model.
- Coordinate the work of six University Outcome Learning Communities with over 50 faculty members
- Design and oversee the implementation of the first pilot study of the outcome based model
- Participate in the 5 year strategic planning of the shift to this new academic model
- Coordinate emerging Educational Technology initiatives in a laptop university environment
- Direct the development of the College's Professional Development Center for providing training to Ministry and private schools

❖ **Committees**

- Chair – Academic Program Leadership Team
- Zayed University Technology Initiatives Committee
- Zayed University Web Advisory Committee

**1997 - 2000**

**Associate Professor of Education, Eastern Mennonite University, Harrisonburg, Virginia**

❖ **Teaching**

- Action Research
- Computers and Instructional Technology in Education
- Professional Block: Curriculum and Methods
- Learning, Motivation, and Assessment
- Senior Thesis
- Teaching Diverse Populations
- At-Risk Issues in Non-School Settings
- Classroom Climate and Intervention Strategies for Diverse Learners
- Learning and Behavioral Disorders
- Evaluating Exceptional Learners

- Intervention Strategies for Middle and Secondary School Mildly Disabled Students
- Professional Field Experience

❖ **Leadership**

- Coordinate Special Education teacher preparation program
- Coordinate Masters level track in at-risk youth
- Supervise Master theses
- Develop, and lead Cross Cultural experience to the Navajo Nation, 1998, 1999 and 2000
- Coordinate and prepare NCATE / CEC Professional Folio in Special Education
- Mentor a Virginia Collegium Scholar – Virginia College Fund (1998)
- Advisor – Latino Student Alliance

❖ **Committees**

- Chair: Committee on Action Research Projects (MA)
- Committee on Teacher Education
- Teacher Education Admissions Committee

1997- 2000

**Independent Hearing Officer; Washington**  
DC Public Schools

**Expulsion Appeals Officer; Minnesota**  
Department of Children, Families and Learning

1989 - 1993

1994 - 1997

**Administrative Appeal and Due Process Specialist, Minnesota Department**  
of Education; St. Paul, Minnesota

- ❖ Provide statewide legal assistance to school districts.
- ❖ Provide statewide technical assistance to school districts in the area of program improvement and teacher performance.
- ❖ Provide statewide technical assistance to schools in the area of conflict resolution and alternative dispute resolution
- ❖ Oversee statewide compliance of Federal and State special education laws.
- ❖ Serve as state representative on numerous policy and program work groups.



- ❖ Developed statewide special education mediation system
- ❖ Special Education Due Process Appeal Review Officer
- ❖ Expulsion Appeal Review Officer

**1993 - 1994**

**Evaluation Advisor, and Interim Chief of Party, Strengthening Achievement in Basic Education (SABE) project, Academy for Educational Development, El Salvador, Central America**

- ❖ Serve as primary international advisor to the Minister of Education in matters relating to educational system change and program evaluation
- ❖ Supervise 8 professional 28 non-professional staff
- ❖ Manage a 58 million dollar budget
- ❖ Provide training to Ministry of Education and University professionals in teacher training
- ❖ Develop and implement a program evaluation model basic education reform project
- ❖ Build consensus between the Academy for Educational Development, the U.S. Agency for International Development (USAID) Office of Education in El Salvador, and the Salvadoran Ministry of Education on teacher training, system change and program evaluation

**1992**

**Adjunct Professor, St. Thomas & St. Catherine University, Minnesota**

- ❖ Developed and taught original course in Conflict Resolution to a combined Graduate Social Work and Undergraduate Peace and Justice Studies programs.

**1988 - 1989**

**Coordinator of Training and Evaluation, Special Education Department, Purdue University, Lafayette, Indiana**

- ❖ Recruitment, selection and training of teachers for both secondary and elementary levels
- ❖ Coordinate the Activities of \$300,000 OSER Teacher Training Grant.
- ❖ Conduct extensive program evaluation
- ❖ Organize and direct Advisory Board activities
- ❖ **Teaching**
  - Educational Assessment of Exceptional Children
  - Practicum in Special Education
  - Seminar in Special Education

**Evaluation Consultant, Indiana State Special Education Mediation Project**

- ❖ Program Evaluation
- ❖ Survey Construction
- ❖ Data Analysis

**Hearing Officer, Indiana Department of Education. Indianapolis, Indiana**

- ❖ Conduct Special Education Due Process Hearings

**1987 - 1988**

**Jones Fellow School Management Institute University of South Florida; Tampa, Florida**

- ❖ Develop and publish a training program for paraprofessional personnel
- ❖ Full-time studies; Ed.D. Educational Administration and Supervision

**1984 - 1987**

**Supervisor; District School Board of Pasco County, Land O'Lakes, Florida**

- ❖ Assist in district level planning of services for Secondary and Elementary EH, SED, and Autistic populations.
- ❖ Case management and interagency communication.
- ❖ Plan and deliver inservices in the areas of assessment, behavior management, aggression diffusion,
- ❖ Develop, monitor, and evaluate behavior management systems for EH, SED, and Autistic populations.
- ❖ Parent training and counseling.

**1977 - 1984**

**Teacher; Hillsborough County School Board, Tampa, Florida.**

- ❖ Multiple settings including: Elementary Level Public Schools; Autistic and Profoundly Disturbed, Emotionally Handicapped and Secondary Level Public Schools; Juvenile Detention, Residential, Drug and Alcohol Rehabilitation.

**GRANTS AND AWARDS**

- ❖ Youth Leadership Program: Diversity, Democracy, Globalization, and Citizenship; Germany and Turkey. Office of Citizen Exchanges Youth Programs Division United States Department of State. (2008) \$245,000 – Under current review

- ❖ A Survey of Rural Schools in Michigan to Examine Impact of No Child Left Behind, Highly Qualified Teacher Requirements. Michigan Department of Education (2004-2005) \$60,000
- ❖ Freedom to Learn: Michigan's K-12 Laptop Initiative for the New Economy. Michigan Congressional Leadership. (2003 – 2004) \$10,000
- ❖ Finalist: Youth Leadership Program for Bosnia and Herzegovina (2006)
- ❖ Finalist: United Arab Emirates Educational IT Challenge: Best University Organizational Project. Dubai, UAE (2002)
- ❖ A Paraprofessional Training Management System. Virginia Department of Education (1999 – 2001). \$42,000
- ❖ Special Education Mediation. A Teleconference for the Virginia Department of Education (1999) \$12,000
- ❖ U.S. Department of Education Teacher Training grants extension (1989-1991). \$90,000

### **STATE AND LOCAL COMMITTEES AND BOARDS**

- ❖ Mid-East Council for Curriculum Reform. Educational Technology Subcommittee (2000 – 2003)
- ❖ Ministers Council of Educational Technology. United Arab Emirates Ministry of Education (2001 – 2003)
- ❖ State Task Force for Special Education Mediation. Virginia Department of Education (1997 – 2000)
- ❖ State Task Force on Paraprofessionals. Virginia Department of Education (1997 – 2000)
- ❖ Board of Directors; Rockingham, Harrisonburg Office of Children and Youth (1998 – 2000)
- ❖ Board of Directors; Rockingham County ARC (formerly the Association of Retarded Citizens) (1998 – 2000)

### **PUBLICATIONS**

- Van Sant, F. (2007). Leaders Learning from Student Teachers: The Perception of Ministry of Education Supervisors in the United Arab Emirates to Being Taught by Student Teachers. Proceedings of Ed-Media 2007. Vancouver, BC. Pg 118.
- Van Sant, F. (N/A). Once for Control and Once for Inspiration: Comparative Experiences in K-12 Assessment in El Salvador and the United Arab Emirates. Journal of the International Society for Teacher Education. (Submitted for publication Summer 2007)
- Van Sant, F. & Johnston, M. (2005). How are Small Rural School Districts in Michigan Meeting the Demands of No Child Left Behind (NCLB) for Highly Qualified Teachers? Michigan Department of Education. Lansing, Michigan.

- Van Sant, F., & Van Sant B. (1004). Freedom to Learn: Michigan's K-12 Laptop Initiative for the New Economy. Ferris State University, College of Education Press.
- Van Sant, F. (2003). Next Generation E-Learning. The Proceedings of the Society for Information Technology in Teacher Education. Albuquerque, NM (in press)
- Jar chow, E., Van Sant, F. & McGrew-Zoubi R. (2001). Preparing Emirates Teachers The Proceedings of the 2<sup>nd</sup> National International Conference on Educational Reform in thee UAE. Dubai, United Arab Emirates
- Van Sant, F.B., (1999). Review of the book Cybereducator by Jane Bissell. Boston, MA: McGraw Hill.
- Van Sant, F.B., (1997). Marketing Conflict Resolution. The Fourth R: Conflict Resolution Education Network. Vol. 80.
- Van Sant, F.B., (1996). Factors contributing to the effectiveness of the Indiana Special education Mediation Project. unpublished doctoral dissertation, Purdue University, West Lafayette, Indiana
- Van Sant, F. B., (1996). Discipline and Special Education, InSight,
- Van Sant, F. B., (1992). Suspension: An Update, MEEDer Reader, 13, 14.
- Van Sant, F. B., (1988). Staff Development in the Eighties, Wingspan, 4, 11-13.
- Van Sant, F. B., & Gorgen, P. (1987). Project AIM: Training and Management of School-Based Paraprofessionals. Florida ASCD Journal, 4, 50-55.
- Van Sant, F. B., & Gorgen, P. (1987). AIM (Aides: Instruction and Management). (Available from AIM Project Development Center: 8409 Squires St. NE, Rockford, MI 49341).

## PROFESSIONAL ACTIVITIES

2007. E-Learn 2007 – World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education. Quebec, Canada **Presenter**. She Learns – He Learns: What We Know About the Brain

2007. Ed-Media 2007: World Conference on Educational Multimedia, Hypermedia, and Telecommunications. Vancouver – Canada. **Presenter**. Leaders Learning from Student Teachers: The Perception of Ministry of Education Supervisors in the United Arab Emirates to Being Taught by Student Teachers

2005. The Lilly West Teaching and Learning Conference, Pomona, California. **Presenter**. Conflict Resolution in the College Classroom.

2005. Michigan Academy of Arts and Sciences Annual Conference, Oakland, MI. **Presenter**. Conflict Resolution in Special Education

2003. The 14<sup>th</sup> International Society for Information Technology and Teacher Education Conference, Albuquerque, New Mexico. **Presenter**. Third Generation E-Learning

2002. The 22nd Annual Seminar of the International Society for Teacher Education, Copenhagen, Denmark. **Presenter**. Comparative Assessment Experiences in El Salvador and the United Arab Emirates.

2002. International Council for Education of Teaching 47<sup>th</sup> World Assembly, Amsterdam, Netherlands. **Presenter**. Using University Students to Train Ministry of Education Staff.

2002. Judge for 1<sup>st</sup> Dubai Strategy Forum Essay contest <http://www.dubaistrategy.com/>

2002. 2<sup>nd</sup> International Conference on Education Reform in the UAE. Dubai, United Arab Emirates. **Invited Presenter**, Preparing Emirates Teachers to Use Technology in the Classroom, A Goal of Vision 2020

2000 World Congress of Special Education, Vancouver, Canada. **Presenter**. The Navajo Nation; A Cross Cultural Teacher Preparation Program.

1999 Office on Children and Youth; Roundtable Meeting. **Invited Presenter**, Search Institute's Asset Model for Nurturing Developmental Assets in Youth.

1999, Harrisonburg City Schools. **Invited Presenter**, How to Have an Effective Parent/Teacher Conference and other Practical Tips.

1998 EMU Nursing Department. **Invited Presenter**. Risk Assessment in Children.

1998 EMU – SVEA. **Invited Presenter**, Legal Issues in Education.

1998 EMU – SVEA. **Invited Presenter**, Seven Habits of Highly Effective Teachers

1999, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, Conflict Resolution Education Network (CreNet). **Presenter**, Legal Aspects of K-12 Conflict Resolution Programs. Columbus, Ohio

1997, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Legal Foundations of IEP Development.

1995-1996, University of Minnesota, **Guest Lecturer**, Course in Educational Leadership, topic: Conflict Prevention and Resolution.

1996, The 17th National Institute on Legal Issues of Education Individuals with Disabilities, Orlando, FL.

1995, The 16th National Institute on Legal Issues of Education Individuals with Disabilities, New Orleans, LA.

1993, Improving Educational Efficiency Conference, **Invited Facilitator**, Florida State University, Florida.

1993, 1994, Universidad Francisco Gavidea, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1993, 1994, Universidad Centro Americano, Jose Simon Cardenas, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1992 Minnesota Learning Disabilities Conference, **Keynote Speaker**, Minnesota Department of Education, Brainard, Minnesota.

1992 Parent Partnership, **Keynote Speaker**, Learning Disabilities of Minnesota, Minneapolis, Minnesota.

1992 Statewide Conference for Paraprofessionals in Education, Rehabilitation and Training, **Invited Speaker**, Minnesota Department of Education, Hutchinson, Minnesota.

1992, The Development of a Special Education Mediation System for the State of Minnesota. An ongoing project under my direction. Minnesota.

1991, Emotionally / Behaviorally Disordered Students, **Invited Speaker**, North St. Paul Public Schools, St. Paul, Minnesota.

## **PROFESSIONAL ORGANIZATIONS**

Association for Supervision and Curriculum Development (ASCD)

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

National Institute for Dispute Resolution (NIDR)

Conflict Resolution in Education Network (CreNet)

Council of Exceptional Children, (CEC)

**LIZA ING  
EDUCATOR**

**EDUCATION**

**UNIVERSITY OF NORTHERN COLORADO**

**Doctorate of Education**

Emphasis: Special Education- Early Childhood  
Dissertation: Attitudes among professors, teachers  
and graduate students in Early Childhood Special  
Education towards infants, toddlers and preschoolers  
with HIV/AIDS

**GREELEY, CO 80639**

August 1996

**UNIVERSITY OF NORTHERN COLORADO**

**Master of Arts in Special Education**

Certification: Special Education/Elementary Education

**GREELEY, CO 80639**

December 1985

**STATE UNIVERSITY OF NEW YORK**

**COLLEGE AT BROCKPORT**

**Bachelor of Professional Studies**

Recreation (Therapeutic)  
Certification: Elementary Education (N, K-6)  
Special Education

**BROCKPORT, NY 14420**

August 1979

December 1980

January 1986

**EMPLOYMENT**

**FERRIS STATE UNIVERSITY**

**Director- School of Education**

Interim Director

- \*Carry out administrative duties for the School
- \*of Education including but not limited to budgeting,
- \*scheduling, staffing, program development, working
- \*with Michigan Department of Education, liaison with
- \*other Colleges at the University.

**Professor**

- \*Teach undergraduate courses in Early
- \*Childhood Education, graduate courses in Special
- \*Education, student advising, serve on committees,
- \*Graduate Program Coordinator.

**BIG RAPIDS, MI**

July 2007 - present

July 2005- June 2007

January 8, 2001- present

**MASSACHUSETTS COLLEGE OF LIBERAL ARTS**

**Assistant Professor**

- \*Teach undergraduate and graduate courses
- \*in the Education Department. Member of various
- \*committees within the department and at the college
- \*level, advise students in early childhood

**NORTH ADAMS, MA**

July 1996- Dec. 2000



\*education and graduate special education.  
**UNIVERSITY OF NORTHERN COLORADO**  
**Graduate Assistant**

- \*Assisted in final report writing of a Federal
- \*Grant in Paraprofessional Training in Early
- \*Childhood Special Education. Student
- \*coordinator on a research project through
- \*the Bresnahan/Halstead Foundation.

**GREELEY, CO 80639**  
January 1993- 1996

**WELD COUNTY DISTRICT #6**  
**Substitute Teacher**

- \*Substitute at all levels and all subjects.

**GREELEY, CO 80631**  
January 1993- 1996

**MAJURO COOPERATIVE SCHOOL**  
**Teacher**

- \*3rd grade teacher self- contained
- \*class (30) ESL, multicultural, special
- \*education and entrance assessments.

**MAJURO, MARSHALL ISLANDS 96960**  
August 1990- May 1992

**FRANKLIN COUNTY ASSOCIATION FOR RETARDED CHILDREN**

**Early Intervention Teacher**

- \*Home based program for infants, birth
- \*to 3 years with disabilities. Assessment,
- \*development and implementation of programs.

**Preschool Teacher**

- \*Self contained class (12) of children with
- \*various disabilities, ages 2 1/2 to 5 years.
- \*Supervised and trained staff, worked with
- \*interdisciplinary team.

**P.O. BOX 1328**  
**TUPPER LAKE, NY 12986**  
Sept. 1986-June 1988

July 1988-August 1990

**WELD COUNTY DISTRICT 6**  
**Interim Special Educator**

- \*Teacher of multiple-disabled high school
- \* students, self-contained class (6).
- \*Implemented pre-developed IEP goals.

**GREELEY, CO 80631**  
March 1986- June 1986

**WELD COUNTY COMMUNITY CENTER**  
**Host Home Provider**

- \*Direct care and supervision for two
- \*mentally disabled women in my home.

**Residence Counselor**

- \*Direct care worker in a community
- \*residence for eight mentally disabled women.

**3819 St. Vrain**  
**Evans, CO 80620**  
July 1985- May 1986

August 1984- June 1985

**NASSAU COUNTY BOCES**  
**Rosemary Kennedy Center**  
**Teacher Assistant**

\*assisted with severely disabled high school  
\*students.

**WANTAGH, NY 11793**  
Oct. 1983-June 1984

**NASSAU COUNTY ASSOCIATION FOR THE  
HELP OF RETARDED CHILDREN**  
**House Manager**

\*Opened a group home and provided live-in  
\*direct care for eight mentally disabled men.  
\*Also employed, supervised and trained  
\*weekend and domestic staff.

**189 WHEATLEY RD.**  
**BROOKVILLE, NY 11545**  
June 1982-June 1984

### **PROFESSIONAL ACTIVITIES**

**SCHOOL OF EDUCATION**  
**Education Department Faculty**  
**Undergraduate Curriculum Committee**  
**Graduate Curriculum Committee**  
**Liaison with Tot's Place Child Development Center**  
**Graduate Coordinator**

**Ferris State University**  
January 2001-2007  
January 2001- May 2003  
January 2001-2007  
Sept. 2002- May 2003  
January 2002- 2008

**COLLEGE OF EDUCATION AND HUMAN SERVICES**  
**Promotion and Merit (Chair)**  
**Graduate Curriculum Committee**

**Ferris State University**  
Sept. 2001- May 2003  
Sept. 2002- 2007

**UNIVERSITY COMMITTEES**  
**Graduate Professional Council**

**Ferris State University**  
June 2002- 2007

**BIG RAPIDS AEYC**  
**Board of Directors, Vice President**

Sept. 2002- 2007

**EDUCATION DEPARTMENT**  
**Education Department Faculty**  
**Undergraduate Curriculum Committee**  
**Graduate Curriculum Committee**

**MCLA**  
Sept. 1996- Dec. 2000

**MCLA COMMITTEES**  
**AIDS Education Advisory Committee**  
**Academic Policies Committee**  
**Committee for the Concerns of the Disabled**

Sept. 1996- Dec. 2000

**OAK HILL CHILD CARE CENTER  
Board of Directors**

**Pownal, VT**  
January 1999- Dec. 2000

**DIVISION OF SPECIAL EDUCATION  
Internal Advisory Committee**

- \*Student representative on the committee
- \*that dealt with issues related to the
- \*Special Education Department faculty and
- \*students, such as evaluations, promotion and
- \*tenure policy, etc.

**318 McKee  
UNC**  
August 1993-May 1995

**COUNCIL FOR EXCEPTIONAL CHILDREN  
Student Chapter- 381**

**President**

- \*Coordinate activities for the student chapter,
- \*hold meetings, represent the division at state
- \*Federation, National CEC Delegate Assembly,
- \* and at University Student Government.

**Vice-President**

- \*Responsible for meetings in place of the
- \*president, member of Delegate Assembly
- \*at National CEC.

**318 McKee  
UNC  
Greeley, CO 80639**  
August 1994- Aug. 1995

Sept. 1993-August 1994

**COLORADO DIVISION OF EARLY CHILDHOOD  
Board of Directors**

- \*Attend monthly meetings, voting member on
- \*division related issues regarding policy and events.

June 1994- 1996

**UNC CAMPUS CHILDCARE CENTER  
Advisory Board**

- \*Involved in policy and financial
- \*decisions at the center. Member of the
- \*Student Fee Allocation Board for the center.

**1514 Bishop-Lehr  
UNC  
Greeley, CO 80639**

**GRADUATE STUDENT ASSOCIATION  
Student Director/ Chair**

- \*Director of graduate student fee allocation
- \*of \$77,500. Responsible for holding
- \*meetings and overseeing expenditures of
- \*funds to graduate students. Developing
- \*budget for 96-97 academic year.

**255 McKee  
UNC  
Greeley, CO 80639**  
June 1995- 1996

**President- Division III**

- \*Responsible for advertising and holding
- \*division meetings to allocate funds (\$10,000)
- \*to students wishing to attend conferences or
- \*other events.

August 1994-May 1995

**UNC GRADUATE COUNCIL  
Student Representative**

August 1995- 1996

- \*Represent graduate students to the graduate
- \*faculty in an ex-officio capacity and a member
- \*of the curriculum committee of the council.

**PROFESSIONAL ORGANIZATIONS**

**COUNCIL FOR EXCEPTIONAL CHILDREN**

1993- present

- \*Division of Early Childhood
- \*Division of Mental Retardation and
- \*Developmental Disabilities
- \*Division of Teacher Education
- \*Division of International Special Education
- \*Council for children with Behavior Disorders

**NATIONAL ASSOCIATION FOR THE EDUCATION  
OF YOUNG CHILDREN**

1994- present

Accreditation Validator Training

1999

**ASSOCIATION FOR SUPERVISION AND CURRICULUM  
DEVELOPMENT**

1998- 2007

**PI LAMBDA THETA  
Gamma Mu Chapter**

1999- present

**PRESENTATIONS AND PUBLICATIONS**

**United States India Education Foundation**

August 2008

Member of a team of College of Education administrators to share information about teacher preparation in US and to learn about how teacher preparation is done in India

**Athens Institute for Education and Research**

June 2006

Paraprofessionals and NCLB in the U.S.

Athens, Greece

**FOSTER PARENT TRAINING CONFERENCE**

March 2003

The Special Education Hurdle

Grand Rapids, MI

**18<sup>th</sup> ANNUAL PACIFIC RIM CONFERENCE ON  
DISABILITIES**

March 2002

Do Rural Colleges and Universities Really Meet the Needs of Students with Disabilities?

Honolulu, HI

<p><b>AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION 2000 NATIONAL CONFERENCE</b> Who are the paraprofessionals in rural elementary schools?</p>	<p>March 2000 Alexandria, VA</p>
<p><b>RESOURCES FOR CHILDCARE</b> Parent involvement in Early Childhood Education</p>	<p>December 1999 North Adams, MA</p>
<p><b>RESOURCES FOR CHILD CARE</b> Age Appropriate Behavior Management</p>	<p>October 1998 Pittsfield, MA</p>
<p><b>BERKSHIRE MEDICAL JOURNAL</b> Current Trends in Special Education</p>	<p>Spring 1999</p>
<p><b>NORTH ADAMS PUBLIC SCHOOLS</b> Strategies that Support Inclusive Education</p>	<p>Winter 1997-98 North Adams, MA</p>
<p><b>CHILD CARE OF THE BERKSHIRES, INC.</b> Behavior Management for Home Day Care Providers</p>	<p>December 1997 Pittsfield, MA</p>
<p><b>1997 TED CONFERENCE</b> HIV/AIDS in Teacher Preparation Programs</p>	<p>November 1997 Savannah, GA</p>
<p><b>UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL/BERKSHIRE MEDICAL CENTER PEDIATRIC LECTURES</b> Recent Trends in Special Education</p>	<p>May 1997 Pittsfield, MA</p>
<p><b>INTERNATIONAL EARLY CHILDHOOD CONFERENCE ON CHILDREN WITH SPECIAL NEEDS</b> Attitudes toward children with HIV/AIDS among ECSE professors, teachers, and graduate students</p>	<p>December 1996 Phoenix, AZ</p>
<p><b>COUNCIL FOR EXCEPTIONAL CHILDREN ANNUAL CONVENTION</b> HIV and AIDS: What do teachers need to know?</p>	<p>April 1996 Orlando, FL</p>
<p><b>NORTHEAST CONFERENCE ON FRAGILE X</b> <b>Presenter</b>-Teaching Strategies for Effective Education</p>	<p>November 1994 Tarrytown, NY</p>
<p><b>COURAGE TO RISK</b> <b>Presenter</b>-HIV and AIDS and the Effects on Infants and Toddlers</p>	<p>March 1995 Colorado Springs, CO</p>
<p><b>COLORADO ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN</b></p>	<p>March 1995 Denver, CO</p>

**CONFERENCE**

**Presenter-**Infants and Toddlers with HIV or  
AIDS and the Effects on Development

**AWARDS**

**Deans Recognition Award:** FSU College of Education  
and Human Services

April 2004

**STUDENT COUNCIL FOR EXCEPTIONAL  
CHILDREN:** Ethnic Minority Student Scholarship

March 1995  
Indianapolis, IN

**AMERICAN ASSOCIATION OF UNIVERSITY  
WOMEN:** Student Scholarship

Greeley, CO 80631  
Academic Year 94-95