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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 goals for the Secondary Education Program, including Career and Technical Education, 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 Secondary and Career Technical Education 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, 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;

- | |
|--|
| <ul style="list-style-type: none">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; andg. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning. |
|--|

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

The goals of the Secondary Program including Technical Education 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 all external accrediting body such as TEAC.

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:

1. Communications Skills (listening, verbal, written)
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.

(http://www.quintcareers.com/job_skills_values.html)

While the specific goals of the secondary/technical education program 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 Secondary Education Program Goals

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
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

(http://www.quintcareers.com/job_skills_values.html)

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

The goals for the secondary program 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:

Old	New
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>Outcome: Transformative 1: Teacher candidates demonstrate competencies in academic and pedagogical knowledge bases.</p> <p>Outcome: Transformative 2: Teacher candidates are reflective of their roles, decisions, knowledge, and interactions in multiple communities.</p> <p>Outcome: Experiential 1: Teacher education candidates are active participants in the learning and greater communities.</p> <p>Outcome: Experiential 2: Teacher candidates seek opportunities to engage in a variety of experiences to inform, educate and expand their professional knowledge bases.</p> <p>Outcome: Assessment-Driven 1: 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>Outcome: Assessment-Driven 2: 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>Outcome: Collaborative 1: 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>Outcome: Collaborative 2: Teacher candidates demonstrate an understanding of and commitment to a model of life-long learning in the education and greater communities.</p> <p>Outcome: Holistic 1: Teacher candidates demonstrate an understanding of the complexities of the educative processes and the interrelationships of those processes.</p> <p>Outcome: Holistic 2: 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 will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.”

(<http://www.ferris.edu/htmls/ferrisfaq/mission.htm>). The Secondary/Tech Ed. program goals directly related to the broad university mission statement include: 1) “The FSU Secondary/Tech Ed. program will prepare students to utilize appropriate and effective technologies.” 2) “The FSU Secondary/Tech Ed. program will provide students learning-centered educational opportunities to create a sustainable organization by focusing on learning and the real needs of trainees.” 3) “The FSU Secondary/Tech Ed. program will focus on students’ active learning and on the development of problem-solving skills.” The remaining program goals provide foundational knowledge and enabling skills necessary to accomplish the university’s mission statement.

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 Secondary/Tech Ed. program has at least four unique features focusing on field experience, curriculum, instructional delivery and expertise of the faculty.

Field Experience:

The program requires students to serve 96 hours in the field prior to their student teaching semester, connected with classroom work. These field experience hours are supervised by both FSU faculty and school based supervisors. The field experiences are intimately connected with the classroom and textbook based learning. The field experiences are graduated in both duration and complexity with a systematic series of experiences.

Curriculum:

The FSU Secondary/Tech Ed. curriculum is built to cover the Michigan State Beginning Teacher Standards as well as meet the demands of the TEAC accreditation agency.

Approximately half of the courses have pre-requisites and/or co-requisites illustrating the thoughtful sequential nature of the curriculum. All students must ultimately pass the Michigan MTTC exams for licensure in their major area, and may take the exams for licensure in their minor areas of study. Section 3 will present the data on student pass rates by program.

Delivery:

Access to program courses is critically important for traditional students and especially adults. To address the accessibility issue, the program utilizes all forms of delivery including regular weekday courses, evening courses, condensed summer courses, and online courses that are available world-wide using FerrisConnect online delivery system.

For professionals who are currently practicing in the classroom on temporary certificates, or already have an AA in a technical area or have graduated from College with a teachable major, the program requirements can also be partially completed using the online and partial face to face delivery system called: Professional Modularized Teacher Education (PROMOTED).

PROMOTED is a four-semester modularized program. Approximately, seventy-five percent (75%) of the PROMOTED Program is conducted online. Upon acceptance into the PROMOTED program, students are given usernames and passwords for the online system. Students login into the online modules and progress through the program. Summer semesters include a two-week intensive learning experience on the Big Rapids campus in addition to online learning modules.

The PROMOTED program is also articulated with numerous Community and Technical colleges including Washtenaw Community College's "College on Demand" program, Mott Community College, Grand Rapids Community College, Lansing Community College and the Northwestern University Center in Traverse City. These programs offer many of the general education course work for the Secondary/Tech Ed. degree online if they are missing any courses. The combination of online offerings through both institutions makes the program very unique.

Instruction.

The teacher education programs at Ferris State University provide opportunities for students to actively engage in both theoretical and practical study of learning, pedagogy, and educational structures and processes. The tier-structured professional education program provides a continuum of experiences from introduction to immersion in the role of teacher framed in a paradigm of reflective practice.

The first level of the professional education program requires that students exhibit an understanding of human growth and development, learning theories, technological applications,

and the culture and ethics of the profession. During this time of engagement, students are required to actively observe individuals and institutions to provide further insight of development and learning. Additionally, they are introduced to educational technology theory and the use of software to facilitate learning and classroom management by professors who model these skills throughout the program.

The second level provides an entrance into the teacher candidacy as students become competent in their understanding of curricular development, instructional approaches, classroom management, technology applications in education, and the culture of schooling. This level integrates theoretical study with situated learning as students experience several field-based placements in appropriate classrooms in the region. These field experiences are structured to provide students with learning and understanding of the complexities of classroom culture and the role of effective educator. In total, students will complete the academic requirements of a bachelor's degree and 120 hours of field placement experience.

The third level of the professional education program requires that teacher candidate be immersed in the practice of pedagogy. This 6 credit hour experience requires the candidate to assume the role of teacher during a 15-week semester under the guidance and supervision of a mentor teacher and a university supervisor. The student-teaching experience is coupled with a credit bearing seminar focused on reflection and deeper understanding of the role of teacher and school culture.

Ferris State University School of Education has adopted a continuous improvement model that is grounded in assessment and data driven discussions. The model uses a software program (LiveText) to gather assessment data from multiple sources. Individual classes, campuses, and students can be viewed in an effort to assure program quality and integrity.

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 (<http://www.ferris.edu/alumni/Historical/COO/certified.htm>).

During the latter part of the 20th 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 five 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 one of the largest unit within the college and ranks well among university- wide enrollment 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 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 with the option of working to add additional areas of endorsement.

Teacher candidates may choose to earn a Bachelor of Science Degree in Secondary Education in a wide variety of academic majors, minors, and in vocational education areas. Successful completion of an academic major and minor, or a vocational program and an academic major and the Michigan Test for Teacher Certification, entitle the teacher candidate to earn secondary certification with endorsement in the areas of the major and minor. The majors included in the secondary education program area include Biology, Business, Chemistry, English, History, Mathematics, Political Science and Vocational education. Minors included as program choices are Biology, Chemistry, English, History, Mathematics, Physical education, Physics, and Speech Communications.

Requirements for admission and graduation.

Students seeking admission to the undergraduate teacher 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 teacher candidate. Teacher education students are provided this information through required meetings, their advisors and published documentation on the unit website, (www.ferris.edu/education/education)

To assess academic preparedness, each candidate must successfully pass all of the components on the Michigan Teachers Test for Certification Basic Skills examination. This assessment measures the academic preparedness of the candidate in the areas of reading comprehension, mathematical understanding, and writing competency. Achievement of 220 of 300 points in each of the areas constitutes a passing score. Pass rates for academic years 2006-2009 are included in the Appendix.

Professional behavior is determined by a variety of measures. Each candidate must provide documented clearance through the Michigan Department of Human Resources that they have no substantiated record of child abuse, abandonment, or neglect. Each candidate must self-report any crime of moral turpitude and a state criminal background check is prepared by unit personnel. Candidates must also sign a commitment to unit policy on professional behavior and are assessed on these behaviors each semester.

The completion of 35 credit hours of general education credit and all Level I Professional Education coursework is used as an indication of scholastic aptitude. Students must complete all coursework with an overall grade point average of 2.5 in the general education coursework and a 2.75 overall in the professional education Level I coursework, with no grade lower than a C, and no more than one repeated course. Additionally, candidates must provide a plan of program completion, which has been developed in collaboration with their academic advisor. All students are advised by a tenure-track professor in education in addition to advisors in each of their major and minor subject areas.

Graduation requirements include the university, college, and department requirements. Candidates must have completed a minimum of 124 credit hours, successfully completed all coursework in the Professional Education Sequence with a minimum 2.75 grade point average,

and successfully passed all components of the Michigan Test for Teacher Certification in the major/minor or concentration areas. Additionally, all students must have successfully completed their student teaching experience of fifteen weeks in a public school setting.

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

There are thirty-four teacher education programs in Michigan. FSU considers Central Michigan, Grand Valley State, and Michigan State Universities to be the institutions that are similar to and competitive with the Ferris Program. While each of these institutions offers the environment of larger universities, Ferris is unique in its student to instructor ratio. Each of these universities has long standing traditions of educating teachers at the secondary education level but not in Career Technical Education.

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

Central Michigan University - CMU has three cycles to their teacher education program. Cycle one is a two part process: Acceptance for the candidacy status and admission to the program. The admissions process is rigorous. Candidates must provide a writing sample, references, and participate in an entrance interview. After completing the Cycle 1 process, each student receives a composite score that is accumulated during the entrance requirements mentioned above. Only students who earn a high enough composite score will be admitted to the teacher education program.

CMU faculty inform prospective students that it will, in most instances, take students five years to complete their program. CMU also employs at least one non-teaching staff person whose only job is to advise students. This helps to ensure that all students are getting similar advice and

provides additional time for the teaching faculty to concentrate on their teaching responsibilities, university committee work, and research. In addition to employing the advising staff member, CMU has a careful screening process with its current teacher candidates, referred to as "red flagging." If a teacher candidate is found to be failing, thought to be headed for academic trouble, or is not living up to the standards they hold for future teachers, they are given careful one-on-one advising to assure that they are in the correct career path. Admissions deadlines are in September and February.

Grand Valley State University - During the sophomore year, prospective teacher candidates must attend a group advising session where they sign a declaration of intent and are assigned a College of Education advisor. They must meet with this advisor twice before being fully admitted. Admissions deadlines are in September and February. Students must obtain a 2.8 Grand Valley GPA to be considered for the College of Education. English, Language Arts, and Art Education require a 3.0 grade point average to be considered for admission. No grade lower than a C is accepted in any course. Prospective teacher candidates at Grand Valley State University must provide documentation of a minimum of 25 hours of experience with children or youth at the time of their admittance to the program.

To comply with a recent state mandate affecting all teacher education programs, the FSU, SOE Education Undergraduate Curriculum Committee enforces a similar policy after a state mandate for all education programs. The teacher candidate must have successfully completed 30 hours of documented work with children/adolescents in structured settings (after school programs, substitute teaching, camps, church school, Scouts, Big Brother/Big Sister, etc.). They also must have coursework and/or documentation that they have completed at least 35 credit hours, including course work in communication competence, quantitative skills, scientific understanding

and at least one course in one of the following areas: social awareness, cultural enrichment, or global consciousness. GVSU offers Spanish and Music Education as minors as well as an integrated science and math minor. Currently, FSU at present does not offer Spanish, music, or integrated science minors.

Michigan State University - MSU requires that prospective teacher candidates obtain a minimum of a 2.5 GPA and have completed 56 credit hours for admission to their teacher education program. The admission process at MSU is highly competitive. The admission process has three components: Cumulative GP A, written skills, and experience relevant to teacher education. Teacher candidates may complete a major or two minors. Applications to the elementary teacher education program are only accepted in the fall at MSU. Student teaching at MSU is not considered to be part of the bachelor's degree, but is completed during the fifth year of study and leads to a master's degree with teaching certification. Due to the longevity of the teacher education programs at Central Michigan University and Michigan State University, students have many choices in the selection of program majors and minors. If FSU wants to stay competitive with CMU, GVSU, and MSU, minors in foreign language, technology, and music education will need to be considered. Appropriate and timely program advising is crucial to the successful completion of any degreed program. CMU employs a full time staff member to guide students through their three cycles. GVSU requires students to attend two general sessions to learn about the teacher education program before admittance takes place. At FSU, secondary education students are assigned an advisor after being admitted to the program. Advising is a timely and important function that faculty members currently perform. New faculty are not in a position to begin advising immediately as the program is complex. Accurate advising of students in the general education course requirements, minor requirements, and requirements in the

professional sequence is crucial. An analysis of the demands of advising, and the competitiveness of the market has resulted in the employment of both a full time advisor and a vocational certification officer.

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

The main features of Teacher Education Program at Ferris that have always set it apart from not only our three main competitors, but all other programs in the state leading to secondary certification, are the range of Vocational & Technical offerings available to students. Anything we can do to enhance and/or add to existing options will continue to make our program distinctive.

In addition to a unique combination of offerings not available elsewhere in the state, is the fact that our programs are much more accessible to students in many ways: 1) a more “open” admissions policy as compared to our closest competitors; 2) a lower student to faculty ratio; and, 3) a commitment on behalf of faculty to work individually with students to ensure they are able to complete their programs in an efficient and timely manner.

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. According to the Occupational Outlook Handbook, 2008-09 Edition:

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.

Although the demand for certified teachers throughout the country is increasing, the job outlook for teachers wanting to remain in Michigan is not as bright. There is an increase in occupational positions in the South and West, particularly California, Texas, 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).

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.

Ferris State University is the acknowledged leader in Michigan in Technical Education. The Occupation outlook handbook projects employment as:

Postsecondary vocational education teachers, also known as postsecondary career and technical education teachers, provide instruction for occupations that require specialized training but not usually a 4-year degree. They may teach classes in welding, dental hygienics, x-ray technician techniques, auto mechanics, or cosmetology, for example. Classes often are taught in an industrial or laboratory setting where students are provided hands-on experience. For

example, welding instructors show students various welding techniques and essential safety practices, watch them use tools and equipment, and have them repeat procedures until they meet the specific standards required by the trade. Increasingly, career and technical education teachers are integrating academic and vocational curriculums so that students obtain a variety of skills that can be applied on the job. In addition, career and technical education teachers at community colleges and career and technical schools also often play a key role in students' transition from school to work by helping to establish internship programs for students and by facilitating contact between students and prospective employers.

Opportunities will also be excellent for postsecondary vocational teachers due to an increased emphasis on career and technical education at the postsecondary level. Job growth, combined with a large number of expected retirements, will result in many job openings for these workers. Prospects will be best for instructors in specialties that pay well outside of the teaching field, such as the construction trades and manufacturing technology.

One of the main reasons why students attend postsecondary institutions is to prepare themselves for careers, so the best job prospects for postsecondary teachers are likely to be in rapidly growing fields that offer many nonacademic career options. These will include fields such as business, nursing and other health specialties, and biological sciences. Community colleges and other institutions offering career and technical education have been among the most

rapidly growing, and these institutions are expected to offer some of the best opportunities for postsecondary teachers.

Postsecondary teachers held over 1.3 million jobs in 2000. Most were employed in 4-year public colleges and universities, and in community colleges. Postsecondary vocational-technical education teachers also are employed by schools and institutes that specialize in training people in a specific field, such as beauty schools and welding institutes. They also work for State and local governments and job training facilities.

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 checksheet 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 faculty developed 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 attracting 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?

Thirty nine (n=39) graduating students and 277 (n=277) current students responded to a survey about their experiences in the School of Education at FSU. FSU’s marketing plan revolves around a career oriented education. Students coming to FSU are looking to get a degree that will prepare them for the future and the career they want. Of those surveyed, 86 % of the students responded that the classes they were taking at Ferris State University were preparing them well for their future careers. Ninety percent (90 %) reported that at FSU the courses in their program were delivered in manner that was conducive to their learning, better preparing them for going out into the real world. Seventy five percent (75%) of graduates agreed or strongly agreed they had excellent knowledge of the subject matter in their field.

There are many reasons why a student picks where they are going to go to school. Among graduating and current students, the number one reason they enrolled at FSU was location of the courses, (56.3%). The second most important reason was type of program with 52.9 %.

Approximately 30% of those who responded indicated that convenient schedules and cost were important factors in selecting FSU.

Not as impressive was the data indicating only 10% of the students indicated that they came to FSU because of academic reputation. However, it is clear that FSU has never attempted to compete in state as a school with competitive entrance requirements which for many students equates with academic excellence.

Students graduating from the FSU School of Education program are those who have the most to say about the success of the program and its implication for their future success. Sixty eight percent (68%) of students reported having improved themselves professionally from the program. Seventy percent (70%) were able to think more analytically and logically. A significant number of current students (96%) reported being satisfied with the program and 93 % said they would recommend it to others.

b) How is student sentiment measured?

A student sentiment survey was administered online survey monkey. Links to two separate surveys were emailed to a comprehensive list of 63 graduating seniors and 1018 currently enrolled secondary and technical education students. Two weeks later, a reminder email was sent to all students. About 10% of the emails were returned as undeliverable. Of the 57 surveys delivered to graduating seniors, 39 responded (68%). And, of the 917 delivered to current students, 277 responded (90%).

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 extraordinarily 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.

Eighty three percent (83%) indicated that they agreed or strongly agreed (13% unknown) that the Secondary 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." Fifty eight percent (58%) indicated that they agreed or strongly agreed (42% unknown) that the Technical Education program is consistent with the FSU mission.

Respectively, eighty three percent (83%) and 72% agreed or strongly agreed that the Secondary Education and the Technical Education programs are an integral part of the larger College of Education and Human Services. With the exception of one respondent the remaining respondents had no opinion.

The overwhelming majority of respondents agreed that the Secondary Education and the Technical Education programs effectively serve the teachers and educational organizations of Michigan (75%; 17% unknown), and (63%; 33% unknown) respectively.

Survey data with regards to demand for our graduates is more highly varied. It goes without saying that in these difficult economic times demand for employment in all labor

markets 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 indicated they did not believe there was high demand for our secondary education graduate, whereas only 7% believed there was. Follow-up conversations indicated a view that there was a demand for our graduates in most other states. For years Michigan has trained a surplus of teachers. Some have estimated that as many as 40% of our teachers have had to 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 secondary and technical education teachers is very weak in Michigan, and that demand continues to decline.

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

Faculty in the College of Education and Human Services share four classrooms each comfortably seating 25 students. Last semester there were fifteen education and thirteen criminal justice faculty members competing for classroom use in 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. Tables are much more conducive to fostering collaboration and for modeling for students how they might effectively facilitate cooperative learning. An additional small classroom serves a dual role as an Instructional Resource Facility for students and a classroom. A sixth classroom equipped with 15-20 computers is available to instructors and students but must be reserved in advance. It is not consistently available for students to use during the day, on weekends, or during the evening hours. Many education classes are held in other University

buildings. One limitation is that transporting materials to other campus locations can be difficult and makes it impossible to leave work up between class sessions.

According to Darling-Hammond (1997), "teacher quality is the single most important determinant among school resources of what students learn." Faculty in the department of teacher education are well aware of the importance of good teaching and advising. All of the full time education faculty members who teach in the secondary and technical education 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 vitae, included in Appendix B, 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 secondary education program is of value to employers in a way that is different from its colleagues and competitors. Anecdotal information indicates that a large percentage of students desire to return to the small rural communities in which they were raised. Rather than move to an urban setting or out of 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.

While the formal faculty survey did not directly ask this question, many 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, all those responding (N=5) agreed or strongly agreed that graduates of the secondary program were well prepared for today's workforce and all agreed or strongly agreed that the SOE has a positive reputation for producing quality graduates.

Ferris's technical education program is of even greater value to employers in Michigan and nationally as we have one of the few programs nationally and the only program locally that offers the range of hard technologies such as welding, auto repair and construction.

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 this 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.

Nancy Lashaway-Bokina

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

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-8th grade) 2006- Present

Karen Norman

- Volunteer Artworks Arts Council 2004-2006
- Habitat for Humanity Dinner, Reed City 2007
- Reed City Schools Collaborative Dinner 2007
- Professional Seminar. 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

- 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

Virginia Hines

- 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.

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 data for this review was gathered from the Alumni and Graduating Student Exit Survey. The final total responding to the survey was 144 in the area of Secondary and Technical Education. 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.

The summary and comments are representative of those that answered the question other than “Do Not Know”.

Summary of Data:

- Except for Secondary education less than 1% of those responding to the question agreed that the School of Education graduates were well prepared. 11% stated that they disagreed

with this statement for Secondary Education and there were no comments to support this statement of the 7 persons.

- Perception of Alumni on the demand for Secondary and Technical Educators appears to be very much in line with the perceptions of Employers and Faculty. Alumni were more likely to disagree with the statement of there being a “strong demand”
- The Alumni survey also had participants from the employer (3) group and Advisor Role (0)
- A difference between Alumni & new graduates are that 70% of alumni agreed or strongly agreed that there were ample opportunities to practice through field experience. Fifty percent (50%) of new graduates disagreed that there were ample opportunities.
- Overall more than 70% of alumni agreed or strongly agreed that the School of Education graduates in Secondary and Technical Education have the knowledge and skills necessary.

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

Is there a strong demand for graduates:

- Not in Michigan
- 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:

- 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:

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).

Recommendations:

- 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)

The Employer survey was responded to by only seven (7) participants 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.

Again I believe that the responses of “Do Not Know” reflect that the person answered in the area (Secondary) 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 needs to happen 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)

A total of 45 graduates responded to the Exit survey, only 8 of the graduates completing the survey were from Secondary (6) or Technical (2) disciplines. Thus the data can be very skewed by a single person's perception or experience. The last Graduating Student Exit Survey was completed in 2003.

Summary of Data:

- Majority of the respondents answered favorably in regards to content and delivery.
- There were many varied opinions when asked about requirements of the program with more than expected feeling that presentations, group projects and library knowledge were unimportant.
- Many wanted additional field trips and experience. Fifty percent of the respondents answered that they disagreed with the statement that they were provided ample opportunities to practice and increase their pedagogical skills.
- 100% of respondents agreed that the School of Education produces graduates who have commitment to student achievement.
- Fifty percent (50%) believed that they were not proficient in technology skills. This may have some reflection back on the fact that the School of Education does not have dedicated Methods classrooms with standard technology and equipment found in K-12 schools.

Summary of Comments:

What were your top reasons for enrolling at Ferris:

- Originally Pre-Optometry
- It used to be an inexpensive school

Suggestions for improvement:

- Would like study sessions for state teacher's test
- Grant writing classes
- Relevant content area classes

- Separate Elementary and Secondary in classes when appropriate

Conclusion:

Of the students that completed the survey, the majority had positive experiences and felt prepared when they graduated. Although many students felt that group or team projects were unimportant as well as research papers, library information and technology we need to educate them better to understand the importance of what we are teaching them.

Recommendations:

This spring we again began surveying students as they prepare to graduate from our program. We will continue this practice to provide the department information to review each semester.

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)

The current student survey has a total of 277 who replied. Seventy four of those were Secondary (65) and Technical (9) Education. Several of the answers may be skewed by students who are enrolled in “Certification Only” programs or Master’s programs.

This survey contained the following sections:

- a. Content and Delivery
- b. Course Requirements

- c. Satisfaction with Program Outcomes
- d. Suggestions to Improve Program Effectiveness

We also 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.

Summary of Data:

- More than 90% of the students agreed or strongly agreed that the program plan is relevant & quality in nature, that courses were delivered in formats conducive to learning and that the courses they had already taken would help them.
- When current students were asked to rate the importance of classes it was surprising the categories that they felt were unimportant. (Team/Group projects, Library look up, and submitting assignments via the internet)
- 60% of students stated choosing Ferris School of Education because of the “Type of Program”. 18% chose based on academic reputation or advice of a colleague.
- 88% of responding students stated they would recommend the Education program to a friend.

Summary of Comments:

Program relevance:

- Courses offered on a more regular basis in subject areas
- Too much computer programming in Math major

- Content specific courses for teachers
- Methods classes specific to Major/Minor

Courses will help be become successful:

- Courses could be more in depth, I felt sometimes like we only scratched the surface
- More field experience less class time

Delivery Formats:

- Faculty don't always practice what they preach, coming to class unprepared, teaching only from the textbook, nonprofessional manners in addressing students
- Not all faculty know LiveText
- Some of my courses have been the most unorganized courses at Ferris. The syllabi were almost always incorrect, and we never clearly knew when assignments would be due

Quality of Instruction:

- 90% of what I've learned has been because I pursued the knowledge on my own....
- They fail to apply or help students apply theory outside of Educational Philosophies, which hurt me in a recent interview
- Some are proactive, other don't see outside their own little box
- Both of my instructors are great and really care about their students

Suggestions for Improvement:

- Advisors are not very helpful. I'm usually lost as to what paperwork needs to be turned in at what time.
- Open communication with other departments
- Clean up the website, it's hard to find information

- Explain better who students need to talk to when.....and afterward students should be informed that their issue was addressed
- Professors who model how to be a good teacher
- Science/Biology classes focus on Pharm/Med students, a section for education would be nice.
- Professional Development for faculty, most of the staff is long overdue
- Monthly newsletters to keep students informed

Conclusion:

The majority of the comments were positive in their experiences. Complaints appear to be centered on faculty issues and not overall to the program.

Increased enrollment would allow for additional course sections and more frequent offerings of some classes.

There were a lot of comments about advising. The School of Education hired an advisor to help with some the issues. This staff member started August, 2008.

Recommendations:

Be sure that students understand that they are responding to the EDUC classes and not general education or content area classes in these questions.

Review faculty class surveys and work on remediation to help faculty improve organization and delivery of content beyond the textbook.

With all the comments about advising a professional development may be required. University College does a terrific training. Education specific training as well as an understanding from of what is expected of all advisors would be helpful.

Review all (32) suggestions made and determine if any are relevant and should be acted on.

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 whom 52 reported that they were involved in Secondary and Technical education. 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 agreed or strongly agreed 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 due to 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.

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)

The following chart indicates which campuses the faculty taught 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)	40.6% (13)
Flint	60.0% (15)	16.0% (4)	0.0% (0)	8.0% (2)	16.0% (4)
Grand Rapids	57.7% (15)	26.9% (7)	3.8% (1)	3.8% (1)	7.7% (2)
Dowagiac	80.0% (16)	15.0% (3)	5.0% (1)	0.0% (0)	0.0% (0)
Traverse City	69.6% (16)	13.0% (3)	4.3% (1)	0.0% (0)	13.0% (3)
Other	83.3% (15)	0.0% (0)	0.0% (0)	0.0% (0)	16.7% (3)

Conclusion and Recommendation:

When the survey is sent out to faculty next year we need to determine a means to disaggregate the data by full time versus adjunct. 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 survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis.

Unfortunately there were no a responses from any advisory committee members. The School of Education has recently developed an 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 designed a survey to gain information from this committee once it is active. We need to look at the advisory committee process and make up to see if it is serving the purpose that it is intended to serve.

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 - Tables

- a) Gender, race/ethnicity, age.**
- b) In-State and Out-of-State.**
- c) Full-time and part-time.**

Allied Health Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	1	10	1	.6	1	10	1	50	0	0
F	10	90	16	99.4	9	90	1	50	1	100
Mean Age	39		34		36		40		37	
Ethnicity										
Unknown	1	10	1	.6	0		0		0	
Black	0		0		2	20	0		0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl	0		0		0		0		0	
White	10	90	16		8	80	2		1	100
Full Time	3	17	8	47	4	40	1	50	0	
Part Time	8	73	9	53	6	60	1	50	1	100
In State	11	100	17	100	10	100	2	100	1	100
Out of State	0		0		0		0		0	
Total Enrollment	11		17		10		2		1	

Biology Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	16	61.5	16	50	18	66.7	15	53.5	12	48
F	10	38.5	16	50	9	33.3	13	46.5	13	52
Mean Age	27		27		27		25		21	

Ethnicity										
Unknown	2	.8	1		1		0		0	
Black	0		0		0		1	3.6	0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		2	8
Asian/Pac Isl.	0		0		0		0		0	
White	24	92.3	31	96.9	26	96	27	96.4	23	92
Full Time	21	81	24	75	21	77.8	24	86	20	80
Part Time	5	19	8	25	6	22.2	4	14	5	20
In State	26	100	32	100	27	100	28	100	25	100
Out of State										
Total Enrollment	26		32		27		28		25	

Biology Education cont.

Business Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	15	44	14	45	4	25	1	14.3	1	20
F	19	56	17	55	12	75	6	85.7	4	80
Mean Age	31		30		31		30		28	
Ethnicity										
Unknown	2	5.9	1	3.2	0		0		0	
Black	5	14.7	9	27.3	5	31.25	1	14.3	0	
Hispanic	0		0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl.	0		1	3.2	1	6.25	1	14.3	2	40
White	27		20	64.5	10	62.5	5	71.4	3	60
Full Time	23	67.6	20	64.5	9	56.25	3	42.9	1	20
Part Time	11	32.4	11	33.5	7	43.75	4	57.1	4	80
In State	33	97	28	90	15	93.75	7	100	4	80
Out of State	1	3	3	10	1	6.25	0		1	20
Total Enrollment	34		31		16		7		5	

Chemistry Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	4	40	1	14.3	3	50	4	44.4	2	50
F	6	60	6	85.7	3	50	5	55.5	2	50
Mean Age	28		27		23		22		21	
Ethnicity										

Unknown	1	10	0		0		0		0	
Black	0		0		0		1	11.1	0	
Hispanic	0		1	14.3	1	16.7	2	22.2	0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl.	0		0		0		0		0	
White	9	90	6	85.7	5	83.3	6	66.6	4	100
Full Time	9	90	4	57	6	100	8	88.8	3	75
Part Time	1	10	3	43	0		1	11.1	1	25
In State	10	100	7	100	6	100	9	100	4	100
Out of State	0		0		0		0		0	
Total Enrollment	10		7		6		9		4	

Chemistry Education cont.

English Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	32	30	27	31.8	17	28.3	18	29.5	14	26.4
F	76	70	58	68.2	43	71.7	43	70.5	39	73.6
Mean Age	30		28		27		25		23	
Ethnicity										
Unknown	9	8.3	11	12.9	5	8.3	2	3.4	2	3.7
Black	12	11.1	7	8.2	6	10	6	9.8	6	11.3
Hispanic	3	2.7	1	1.2	1	1.7	1	1.6	0	
Indian/Alaskan	1	.93	0		0		1	1.6	1	1.9
Asian/Pac Isl.	0		1	1.2	0		1	1.6	1	1.9
White	83	76.9	65	76.5	48	80	50	82	43	81.1
Full Time	82	75.9	66	77.6	47	78.3	44		40	75.5
Part Time	26	24	19	22.4	13	21.7	17		13	24.5
In State	106	98	83	97.6	60	100	59		52	98.1
Out of State	2	2	2	2.4	0		2		1	1.9
Total Enrollment	108		85		60		61		53	

History Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	31	60	57	63.6	58	70	56	77	51	71.8
F	21	40	33	36.7	25	30	16	33	20	28.2
Mean Age	27		27		26		24		23	
Ethnicity										
Unknown	3	5.7	9	10	8	9.6	0		0	

Black	5	9.6	7	7.7	5	6	4	5.5	6	8.6
Hispanic	2	3.8	2	2.2	2	2.4	1	1.3	1	1.4
Indian/Alaskan	1	1.9	0		2	2.4	2	2.8	0	
Asian/Pac Isl.	0		1	1.1	1	1.2	1	1.3	0	
White	40	76.9	71	78.8	65	78.3	64	88.9	64	90
Full Time	48	92.3	73	81	71	85.5	61	84.7	58	81.7
Part Time	4	7.7	17	19	12	14.5	11	15.3	13	18.3
In State	47	90.4	87	96.6	82	98.8	69	95.8	68	95.8
Out of State	5	9.6	3	3.4	1	1.2	3	4.2	3	4.2
Total Enrollment	52		90		83		72		71	

History Education cont.

Mathematics Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	44	58.6	43	62.3	26	44.8	23	41.1	25	47.2
F	31	41.4	26	37.7	32	55.2	33	58.1	28	52.8
Mean Age	27		25		25		25		25	
Ethnicity										
Unknown	11	14.6	5	7.2	3	5.2	2	3.6	2	3.8
Black	3	4	1	1.4	2	3.4	3	5.4	4	7.5
Hispanic	1	1.3	0		0		0		0	
Indian/Alaskan	0		0		0		0		0	
Asian/Pac Isl.	1	1.3	2	2.9	4	6.9	3	5.4	2	3.8
White	58	77.3	60	87	49	84.5	48	85.7	44	83
Full Time	62	82.6	62	89.9	51	87.9	42	75	40	75.5
Part Time	13	17.4	7	10.2	7	12.1	14	25	13	24.5
In State	73	97.3	67	97.1	57	98.3	55	98.2	50	94.3
Out of State	2	2.7	2	2.9	1	1.7	1	1.8	3	5.7
Total Enrollment	75		69		58		56		53	

Political Science Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	0		0		0		0		0	
F	0		0		0		1	100	0	
Mean Age	0		0		0		20		0	
Ethnicity										
Unknown	0		0		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	0		0		0		1	100	0	
Full Time	0		0		0		1	100	0	
Part Time	0		0		0		0		0	
In State	0		0		0		1	100	0	
Out of State	0		0		0		0		0	
Total Enrollment	0		0		0		1		0	

Political Science Education cont.

Pre-Teaching Secondary Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	22	61.1	14	53.8	8	50	11	64.7	14	67
F	14	3.9	12	46.2	8	50	6	35.3	7	33
Mean Age	24		22		22		22		22	
Ethnicity										
Unknown	2	5.5	0		0		0		0	
Black	6	16.6	6	23.1	2	12.5	2	11.8	4	19
Hispanic	0		0		0		1	5.9	0	
Indian/Alaskan	1	2.8	0		0		0		0	
Asian/Pac Isl.	0		0		0		0		0	
White	27	75	20	76.9	14	87.5	14	82.4	17	81
Full Time	33	91.7	26	100	15	93.75	14	82.4	18	85.7
Part Time	3	8.3	0		1	6.25	3	17.6	3	14.3
In State	34	94.5	25	96.2	16	100	17	100	21	100
Out of State	2	5.5	1	3.8	0		0		0	
Total Enrollment	36		26		16		17		21	

Technical Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	51	83.6	51	86.4	57	87.7	23	60.5	33	73
F	10	16.4	8	13.6	8	12.3	15	39.5	12	27
Mean Age	35		37		37		37		35	
Ethnicity										
Unknown	5	8.2	8	13.6	6	9.2	1	2.6	1	2.2
Black	1	1.6	0		4	6.2	5	13.2	4	8.8
Hispanic	0		0		0		0		1	2.2

Indian/Alaskan	1	1.6	3	5.1	4	6.2	2	5.3	0	
Asian/Pac Isl.	1	1.6	0		0		0		0	
White	53	86.9	48	81.4	51	78.5	30	78.9	39	8.7
Full Time	23	37.7	17	28.8	24	36.9	13	34.3	10	22.2
Part Time	38	62.3	42	71.2	41	63.1	25	65.7	35	77.8
In State	61	100	59	100	65	100	38	100	45	100
Out of State	0		0		0		0		0	
Total Enrollment	61		59		65		38		45	

Technical Education cont.

All Secondary/Technical Education

Demographics	Term 200408	%	200508	%	200608	%	200708	%	200808	%
Gender										
M	216	52.3	224	53.8	192	56.3	152	52.2	152	54.7
F	197	47.7	192	46.2	149	43.7	139	47.8	126	45.3
Mean Age	29.7		28.5		28.2		27		26.1	
Ethnicity										
Unknown	36	8.7	36	8.7	23	6.7	5	1.7	5	1.8
Black	32	7.7	30	7.2	26	7.6	23	7.9	21	7.6
Hispanic	6	1.5	4	.96	4	1.2	5	1.7	2	.72
Indian/Alaskan	4	.97	3	.72	6	1.8	5	1.7	3	1.1
Asian/Pac Isl.	2	.48	5	1.2	6	1.8	6	2.1	5	1.8
White	333	80.6	338	81.3	276	81	247	84.9	242	87.1
Full Time	304	73.6	300	72.1	241	70.7	208	71.5	190	68.3
Part Time	109	26.4	116	27.9	100	29.3	83	28.5	88	31.7
In State	401	97.1	405	97.4	338	99.1	285	97.9	270	97.1
Out of State	12	2.9	11	2.6	3	.9	6	2.1	8	2.9
Total Enrollment	413	35.1	416	34.8	341	30.9	291	29.7	278	30.7
DEPT. TOTALS	1,178		1,198		1,104		980		906	

1) Student Demographic Profile (Comments on the data)

Aside from the marked steady decline in our overall enrollment, an in-depth analysis of the demographic data for students enrolled in all secondary/vocational & technical programs in the School of Education from the Fall 2004 to the Fall 2008 reveals few changes.

a) Gender, race/ethnicity, age.

In Fall of 2004 the number of males in the program was 52%, females 48%. After the number of males in the program reached an all-time high of 56% in 2006, male enrollment in the program has dropped off to 55% this past year, an increase in the percentage of males in the program of 3% since the time of the last program review.

While the number of males across all secondary/vocational & technical majors has increased over the past 5 years, the percentage of minorities in the programs appears to have fallen off. Though the percentage of those students identifying themselves as African American has remained between 7% and 8% each year, the overall percentage of those identifying themselves as White has grown from a 81% in 2004 to 87% in 2008. A closer look at the table above reveals that the apparent increase in the number of white students in our program may well be explained by the decline in the number of students who declared themselves as “unknown” from a high of 8.7% in 2004 to 1.8% in 2008.

The mean age of students enrolled in all secondary/vocational & technical programs has dropped from 29.7 in 2004 to 26.1 in 2008. This drop in the average age of our students might be explained by the recent closure of our Allied Health Education program in which the average age of students enrolled ranged from 34 – 40 years of age.

A close comparison of the mean age of students in each program and the data on those enrolled full-time versus part-time suggests a positive correlation between age and the likelihood of enrolling in classes part-time. The older the student, the more likely he/she is to enroll in classes part-time.

b) In-State and Out-of-State.

A clear majority of students enrolled in the secondary/vocational & technical programs (97% - 99%) come from in-state. This number has remained constant over the past 10 years.

c) Full-time and part-time.

The number of students enrolled in the secondary/vocational & technical programs taking classes full-time in 2004 was 74%. As enrollment has continued to decline, so has the percentage of students taking classes full-time. The number of students electing to take classes part-time has increased from 26% in 2004 to 32% in 2008—with a high of 77% among students enrolled in Technical Education (where the average age is 35) during Fall 2008.

1) Student Demographic Profile (cont.) - Tables

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

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

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

Demographics (cont.)	Year 200408 200501	%	200508 200601	%	200608 200701	%	200708 200801	%	200808 200901	%
Enrollment										
Days	447	57.8	373	53.4	408	62.6	303	63.1	264	56.3
Evenings	280	36.2	298	42.6	209	32.1	135	28.1	147	31.3
Weekends	47	6.0	28	4.0	34	5.3	42	8.8	58	12.4
TOTAL	774		699		651		480		469	

Demographics (cont.)	Year 200408 200501	% (774)	200508 200601	% (699)	200608 200701	% (651)	200708 200801	% (480)	200808 200901	% (469)
Enrollment										
On and Off Campus	3	.4	9	1.3	7	1.0	5	1.0	3	.64
Fully On-line or Mixed	0	0	0	0	9	1.4	65	13.5	83	17.7
TOTAL	3		9		16		74		92	

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

The courses within the Secondary and Vocational Technical programs have a history of being offered at multiple times throughout the day and on weekends. All of the program courses are offered during the day at traditional time periods with at least one section offered after 5:00 p.m. to meet the needs of students that work during the day or students with other responsibilities. Some 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). In addition, there is also the Professional Modularized Teacher Education program (PROMOTED) format, designed specifically to meet the needs of a unique population of students across the State seeking to complete requirements for Secondary Vocational Certification.

All courses offered in the PROMOTED program have been divided into a series of one-credit modules—many of which are delivered on-line. Students enrolled in the program begin as a cohort spending up to two weeks on campus during the first summer, taking modules on-line during the Fall and Spring semesters, and then returning to campus for two weeks during the following summer to complete the program. Students enrolled in the program have taken courses offered at multiple time periods throughout the day, evenings, weekends and in the PROMOTED format.

Of great concern is the steady decrease in the number of students enrolled in those courses, down nearly 40% from 774 in 2004-05 to 469 in 2008-09.

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

A review of all courses offered in the Professional Education Sequence every semester from Fall 2004 through Spring 2009 reveals that roughly 60% (59% – 62%) are scheduled on the

Big Rapids campus before 6:00 p.m. Monday through Friday. Those offered at off-campus locations (Grand Rapids, Traverse City, and Flint), are most often scheduled after 6:00 p.m. Monday through Thursday, and occasionally on selected weekends throughout the semester dictated mainly by the availability of qualified Adjuncts.

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

A review of those same course listings further reveals that nearly 100% of those courses are taught a traditional format. The first listing of a course as “mixed-delivery” appears on the Fall 2006 schedule. Of the 27 different program courses on the schedule that semester, one course (EDUC 289) was offered in a mixed-delivery format at our Flint location. Since then, the number of courses offered each semester either 100% on-line and/or mixed delivery has yet to exceed 15% of the total program courses offered any given semester. Currently, the primary option for those students seeking to take courses outside of the traditional face-to-face, Monday through Friday, 8:00 a.m. – 5:00 p.m. format, continues to be at off-campus sites on evenings or selected weekends.

While the data shown in the Tables above clearly indicate a steady decline in the overall number of students taking classes, it also shows a steady increase in the number of students taking courses in either a mixed-delivery format or 100% on-line (an increase of over 80% from the 16 students in 2006-07 to 92 in 2008-09). On the surface, it might appear that offering more courses either mixed-delivery or 100% on-line might be one way to increase enrollment. However, in the face of our declining numbers overall, we must ask whether some of that decline might be due, in fact, to a gradual shift toward offering fewer courses in a more traditional format.

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

The most glaring statistic revealed by an analysis of the data presented above is the steady decline in enrollment. Since the Fall of 2006, enrollment in the secondary/vocational & technical education programs has been declining steadily. From Fall 2005 to Fall 2006, enrollment dropped by 18 % (75 students), then between Fall 2006 and Fall 2008, enrollment dropped by another 18% (63 students), for a total decline over the last four years of 33% (138 students). This steep decline can be explained, in part, by the closure of the Allied Health Education program, and the two-year suspension of the Business Education Program—a total of 43 students from Fall 2006 to Fall 2008 (31% of the total decline).

2) Quality of Students

- a) GPA & ACT of all Currently Enrolled.**
- b) GPA & ACT of Program Graduates.**

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

Program	Ave. GPA	GPA Range	Ave. ACT	ACT Range
a) Currently Enrolled				
Allied Health Education	3.61	2.37 – 4.00	21.0	14 – 25
Biology	3.15	1.40 – 4.00	21.0	15 – 32
Business	3.15	1.61 – 4.00	19.4	12 – 28
Chemistry	3.38	2.37 – 4.00	23.2	16 – 30
English	3.11	1.29 – 4.00	21.6	12 – 30
History	2.94	1.25 – 4.00	20.4	13 – 32
Mathematics	3.12	1.00 – 4.00	23.2	14 – 32
Pre-Teaching	2.84	0.33 – 4.00	20.0	15 – 30
Technical Education	3.30	3.15 – 4.00	19.2	11 – 29
Overall Ave. & Range	3.18	0.33 – 4.00	21	12 - 32
b) Graduates (total)				
Allied Health Education (14)	3.57	2.98 – 4.00	20.0	17 - 24
Biology (27)	3.33	2.81 – 3.75	22.7	17 - 29
Business (20)	3.36	2.35 – 3.93	19.3	16 - 28

Chemistry (7)	3.47	2.99 – 3.92	25.0	22 - 30
English (96)	3.41	2.45 – 3.95	20.7	11 - 28
History (24)	3.26	2.60 – 3.99	21.1	14 - 30
Mathematics (46)	3.43	2.50 – 4.00	24.7	18 - 32
Pre-Teaching (AA) (6)	2.67	2.16 – 3.34	18.0	15 - 24
Technical Education (115)	3.48	1.38 – 4.00	19.2	14 - 29
Overall Ave. & Range	3.33	1.38 – 4.00	21.2	11 - 32

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

The GPA range for all students currently enrolled in the secondary and vocational/technical education programs is 0.33 (Pre-Teaching Secondary) to 4.00 (all programs) with an average GPA across all programs of 3.18. The average ACT scores for the same group of students range from 19.2 (Technical Education) to 23.2 (Chemistry and Mathematics).

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

The GPA range for all students who have graduated from either a Secondary or Vocational/Technical program since Fall 2005 is 1.38 (Technical Education) to 4.00 (Allied Health Education, Mathematics Education, and Technical Education). The average ACT scores for the same group of students range from 11 (English Education) to 32 (Mathematics Education).

In addition to these statistics which speak to the quality of students graduating from the program, the Table below illustrates the pass rates of all students who have sought an endorsement in their subject area from the Michigan Department of Education. It should be noted here that the numbers reported below represent not only those students who have completed requirements for a teaching major (for whom the test is designed), but also for those who completed a teaching minor (who must take the same test to receive an endorsement on their teaching certificate).

MTTC Pass Rates 2004 - present

Subject Area	# of students taking test since 2004	Pass	Fail	% Passed
Biology	35	18	17	51.4 %
Chemistry	30	25	5	83.3%
English	34	29	5	85.3%
History	56	50	6	89.3%
Mathematics	63	58	5	92.1%
Marketing Education	8	8	0	100%
Physics	14	11	3	78.6%
Political Science	16	14	2	87.5%
Overall Pass Rates	256	213	43	83.2%

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

There are several requirements of students seeking admission to the Teacher Certification Program, some of which are strictly academic in nature, others to help guarantee an appropriate professional background and orientation. The academic requirement is that they must have passed all sections of the Basic Skills Test (reading, writing, and mathematics). The second academic requirement for admission is passing all Level I courses in the Professional Education sequence (EDUC 101, EDUC 251, & EDUC 289) with a grade of C or better and a minimum 2.5 GPA. The third academic requirement is that students have to have completed 35 credit hours of course work including at least a communication course, MATH 115 or higher, one scientific understanding course, and one course in each of the other General Education requirements.

Other requirements for formal admission to the Teacher Certification Program are a signed Professional Behaviors Statement, a signed and completed DHS clearance form, and a signed and completed felony conviction form. Applicants are also advised that FSU's School of Education will conduct a criminal background check using the ICHAT upon admission to the program.

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.

Students with a 3.0 GPA and above often actively involve themselves in Phi Delta Kappa, an honorary educational society that has recently been revived on the FSU campus. This group of students (including those in the elementary education program) often sponsors and participates in a variety of community service projects to support the efforts of the non-profit organizations in the Mecosta county area. Still others become active members of The Association of Future Educators.

Each spring faculty in the School of Education serve on several Alumni Awards Committees, with outside faculty representing each content area, to nominate outstanding students within each program. Recipients and their guests are invited to attend the annual Alumni Awards Banquet where they are publicly recognized for their outstanding academic achievements.

In addition, each year the Alumni Association and the college of Education and Human Services offers Alumni scholarships based upon recommendations from the faculty. These awards have grown in monetary value and have become available to more students each year.

Delta Kappa Gamma, an honorary professional society for teacher educators, provides scholarships each year to prospective teachers. This organization's membership consists of

outstanding teachers and administrators around the World. Their main purpose is to recognize and provide support for active, retired, and potentially outstanding future educators. To qualify for this annual scholarship, students must demonstrate a need, leadership ability, and superior scholarship.

These awards are beneficial to our students both professionally and financially. With the cost of university tuition on the rise, students appreciate the monies that accompany their achievements. Additionally, these scholarship awards reflected on students' resumes help to make them more competitive for teaching positions in Michigan and across the country.

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.

The best examples of scholarly/creative activities students in the program have participated in since the last review of this program would be those of our students who are also enrolled in the honors program. All honors seniors participate in the Senior Symposium, which is held on the last Thursday of April every year in the Dome Room. This symposium showcases the talents of the students in the various degrees, and this year Lisa Harrington won the award for Outstanding Senior Symposium Project. Lisa was a Bio/Sec. Ed. student with an almost flawless academic record. Her project had to do with genetics and using the Harry Potter characters as an example to teach genetic concepts. She taught this unit in a couple of schools with resounding success, and her poster board was colorful, engaging, and the concept wooed the judges. She received a plaque for this plus her name was engraved on a plaque in honors office recognizing her contribution. Last year the winner was Kathryn Hammond. Katie is currently enrolled in a PhD. program at the University of Colorado in Boulder.

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

Other significant accomplishments of students in the program range from Jamie Spore, an English Education major who won the Outstanding Volunteer Award in 2002, to Codie Lakin winning an award for a Perfect 4.0 in History Education 2008.

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.

This information is difficult to locate as many of our graduates do not report back to us if they have received employment. A rough estimate would be that this number for secondary certification students is around 25%. For the traditional technical education student that number might be around 20%. Many of the technical education students in our program are non-traditional in that they are already employed and are annually authorized, so they would keep their position.

Graduates who remain in the state of Michigan are less likely to become employed in teaching due to the current economic trends. However, 100% of students who leave the state are employed.

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.

According to the most recent Graduate Follow-Up Survey conducted by Institutional Research and Testing following the 2005-2006 school year, the average starting salary reported

by the 38 graduates from Secondary/Vocational & Technical programs responding to the survey was \$36,425. Those who graduated with a major in Biology reported the lowest average starting salary at 34,870 and those who graduated with a major in Mathematics reported the highest average starting salary at 38,964.

In a March 29, 2007 news release published by the American Federation of Teachers, following the 2004-05 school year, Michigan was ranked 10th in the nation for beginning teacher salary, at \$35,557. Adjusting for a yearly salary increase (for the 2006-07 year for which our graduates responded) would place the reported average beginning salary of our graduates as comparable to the national average.

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.

Again this is difficult to determine. Since these are teaching positions there are very few if any part-time or temporary positions, except for substitute teaching. All of our graduates who do not become employed in a full-time status are registered with multiple school districts to become substitute teachers.

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

Career assistance is provided during Professional Seminar which is taken concurrently with student teaching. The major objectives for each student teacher are to: utilize and assess the effectiveness of various teaching and learning strategies; explore a variety of professional development activities; reflect on the role and value of the teacher participating in school meetings and activities; and work effectively and cooperatively with students, teachers, staff,

administrators, parents and other members of the community. The key seminar topics listed below assist our students to implement teaching skills to meet those objectives.

- Effective Planning: Lesson and Unit Plans
- Student-Centered Learning: Higher Order Thinking Skills, Questioning Levels, Cooperative Learning
- Classroom Management: Routine Procedures
- Discipline: Conflict Management and Resolution
- Motivation: Feedback & Praising
- Communication: Student/Parent Counseling
- Diversity in the Classroom: Multiple Intelligences, Learning Styles, Special Education
- Certification Information
- Career Services: Job Search Information
- Professional Portfolio

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

Those that become employed remain employed unless the school district cuts teachers. We have not heard from students who were employed and lost their job due to district cutbacks.

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

A small percentage of our teachers become employed in the State of Michigan. Those that do are in the districts which are served by our teaching program. For out of state we have several teachers who, over the past couple of years have received teaching positions in Arizona, North Carolina, Virginia, Florida, Maryland and Nevada.

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

All provisionally certified teachers in the state of Michigan must complete an additional 18 hours of coursework toward their continuing professional development in a planned program developed in conjunction with any college or university offering teacher education programs in the state within five years to maintain their certification. Ferris offers numerous pathways for the attainment of these credit hours at both the undergraduate level and graduate level. Frequently students use this as an opportunity to work toward completing the requirements to add an additional subject area endorsement to their teaching certificate. Options available at Ferris include completing an additional undergraduate teaching major or minor, taking additional coursework in a teaching minor subject area in order to become “highly qualified,” or enrolling in one of our Master’s degree programs.

Ferris offers a graduate degree program (M.Ed.) with concentrations in Curriculum and Instruction, Special Education, Reading, Educational Administration, and content Specialization to facilitate the continuing education process. A number of the graduate program courses are offered on-line to assist off-campus and working students to obtain the additional 18 credit hours.

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

Many FSU graduates return to Ferris to attend graduate school. The large numbers of students enrolled in our graduate program who teach in the area attest to this trend. The number of transfer students into the graduate program is also on the rise.

B. ENROLLMENT.

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

The anticipated Fall enrollment for the Secondary and Technical education programs are 30 students for secondary. Since the technical education degree program is usually based on transfer students it is more difficult to anticipate as very few students enter this program as freshman. On average we have about ten students who will transfer into the program in the Fall semester on the main campus. We may see more numbers on our off-campus sites.

is anticipated that enrolled will stay steady if no effort is made to inform potential students and recruit them into the program. The anticipated fall 2007 enrollment is one to two students.

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.

During the Fall and Winter semesters of the 2001-02 school year (the final academic year included in the last program review), the School of Education employed 18.91 full-time equated teaching faculty (FTEF). A total of 7,414.00 student credit hours were produced, for an average of 392.13 student credit hours per FTEF across all programs. While the total for Fall and Winter semesters reached a high of 9,413.00 SCH in 2004-05, with an estimated average of 123.97 SCH per FTEF in the Secondary and Vocational/Technical programs, those numbers have declined steadily since to 6,672.00 in 2007-08, with an estimated average of 99.95 SCH per FTEF in the Secondary and Vocational/Technical programs.

See the table below for an overview of student credit hour production in the School of Education since the 2003-04 school year. The number of student credit hours produced by students enrolled in the Secondary & Vocational/Technical programs has been estimated by

multiplying the total Fall and Winter SCH by the percentage of students enrolled in those programs.

Student Credit Hours (SCH), Full-Time Equated Faculty (FTEF), and SCH/FTEF for the School of Education and Secondary/Vocational and Technical Programs

Academic Year	Summer SCH	Fall SCH	Winter SCH	F + W SCH	% Sec/Voc	Est. Sec/Voc SCH F + W	FTEF	Ave. SCH/FTEF
2003-04	1,875	4,451	4,711	9,162				
2004-05	1,535	4,937	4,476	9,413	35.1	3,304	26.65	123.97
2005-06	1,637	4,842	4,321	9,163	34.8	3,189	26.44	120.61
2006-07	1,514	4,428	3,941	8,369	30.9	2,586	20.35	127.08
2007-08	1,235	3,464	3,208	6,672	29.7	1,982	19.83	99.95

See the table below for an overview of student credit hour production, by secondary major, for the Fall semester each of the last five years. It should be noted here that the SCH reported in the Table below is broken down by Major, and includes courses from across Colleges.

Major	Term 200408	200508	200608	200708	200808
Allied Health	86	161	85	15	5
Biology	333	395	338	359	311
Business	404	333	165	74	46
Chemistry	136	86	87	122	49
English	1,361	1,045	749	750	649
History	685	1,150	1,053	932	882
Mathematics	972	900	765	686	621
Pol. Science	0	0	0	14	0
Pre-Teaching	489	355	221	206	262
Technical	472	456	559	319	361
Total SCH	4,938	4,881	4,022	3,477	3,186

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

Approximately 200 students apply to the Secondary education program annually.

Technical education is difficult to determine as they usually transfer from an Associate's degree program either from within Ferris State University or from a community college. Approximately 10 students apply per year as freshman.

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

Approximately 50% of those who declare themselves as interested in Secondary Education when making their initial application to Ferris complete all requirements for formal admission (Level II) to the program. Nearly all who make formal application are admitted. Of those who apply having indicated an interest in Vocational & Technical education, approximately 90% complete all requirements for formal admission (Level II) to the program.

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

Once admitted to Ferris, about 30% of those who have declared an interest in Secondary Education actually enroll in the Secondary Education program. About 80% of those having indicated an interest in Vocational & Technical Education who are accepted actually 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.

The main goal is to increase numbers in our secondary program. We are working with the College of Arts and Sciences as well as the College of Business to add new majors and minors to our offerings. We are also trying to stay in front of the need to reapprove programs. As new standards are introduced by the Michigan Department of Education, the School of Education

forwards that information on to the appropriate department head to share with faculty. We encourage the departments to begin to make revisions as necessary in order to meet the new standards and to get programs approved in a timely manner.

Technical education enrollment has been increasing. The School of Education introduced a new program four years ago that has allowed practicing Career and Technical Education teachers who are not fully qualified to get qualified through a unique program. This program is called PROMOTED- Professional Modularized Teacher Education. Students who have completed an associate's degree with a technical major can enter the program during a summer cohort. Students spend two summer semesters on campus and two semesters of on-line work plus a student teaching in order to meet certificate requirements. In addition they complete general education requirements and complete a Bachelor of Science degree in Technical Education. This program has grown in popularity as it allows students from around the state to complete this program while they continue to teach. The program has grown from a first cohort of five, one of which completed, to a cohort of 17 for Summer 2009. This innovative program along with our traditional program continues to see enrollment increases for technical education.

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.

At this time we would not say we are at full capacity. The program could double its freshman enrollments before reaching full capacity. The largest factor that limits the enrollment is the economic climate. Teaching positions in the state of Michigan are very limited which impacts

applications and enrollment. If we were to increase enrollment then available faculty would be a limiting factor. Currently we have one faculty member who teaches secondary education pre-methods and methods courses, and one faculty member who teaches the required reading course. This would need to increase to at least one other faculty member. With enrollments down we are able to manage with the limited faculty but the students get a limited view as it relates to teaching pedagogy. Another faculty member would allow for further exploration of teaching methods.

The same faculty teach the Technical education students as the level of the certificate is the same as the secondary education students. These courses are shared by both programs therefore the students are mixed into each section. With the new PROMOTED program we are at capacity if the numbers remain where they currently are.

D. RETENTION AND GRADUATION

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

The tables below summarize the data received from Institutional Research and Testing on the “Retention and Graduate Rates of Full-Time FTIAC Students,” enrolled in Four-Year Degree Programs by secondary major going back to include those who entered Fall 1998:

Biology Education (BIED)

Term Enrolled	N	% Still Enrolled							% Graduated By						
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7		
200708	1	100						0							
200608	0														
200508	4	75	75	75				0	0	0					
200408	2	50	50	50	0			0	0	0	50				
200308	2	100	100	100	50	0		0	0	0	0	50			
200208	2	100	100	100	50	0	0	0	0	0	50	100	100		

200108	7	71	57	57	29	15	15		0	0	0	0	14	14
200008	6	100	100	100	66	16	0		0	0	0	17	67	83
199908	4	25	50	50	50	0	0		0	0	0	0	25	50
199808	2	100	100	50	50	50	50		0	0	50	50	50	50

Business Education (BUED)

Term Enrolled	N	% Still Enrolled						% Graduated in Program						
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	
200708	0													
200608	0													
200508	1	100	100	100				0	0	0				
200408	4	50	50	50	50			0	0	0	0			
200308	1	0	0	0	0	0	0	0	0	0	0	0	0	0
200208	1	0	0	0	0	0	0	0	0	0	0	0	0	0
200108	7	43	43	57	43	43	15	0	0	0	0	0	0	14
200008	5	100	100	100	100	60	40	0	0	0	0	0	40	40
199908	3	100	100	100	67	67	67	0	0	0	0	0	33	33
199808	3	33	100	67	0	0	0	0	0	0	0	33	33	33

Chemistry Education (CHED)

Term Enrolled	N	% Still Enrolled						% Graduated in Program						
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	
200708	2	100						0						
200608	1	0	0					0	0					
200508	0													
200408	0													
200308	2	100	50	50	50	50		0	0	0	0	50		
200208	1	100	100	100	100	100	0	0	0	0	0	0	100	
200108	2	50	50	50	50	50	0	0	0	0	0	0	50	
200008	0													
199908	1	0	0	0	0	0	0	0	0	0	0	0	0	0
199808	4	75	75	75	75	50	25	0	0	0	0	25	50	

English Education (EEDU)

Term Enrolled	N	% Still Enrolled						% Graduated in Program					
		Yr	Yr	Yr	Yr	Yr	Yr	Yr	Yr	Yr	Yr	Yr	Yr

		2	3	4	5	6	7		2	3	4	5	6	7
200708	5	80							0					
200608	3	33	33						0	0				
200508	9	78	67	45					0	0	11			
200408	10	60	50	50	40				0	0	0	20		
200308	10	50	40	50	30	20			0	0	0	20	40	
200208	15	60	40	33	33	13	7		0	0	7	7	20	20
200108	13	46	23	23	15	8	0		0	8	8	8	15	15
200008	21	57	47	43	33	14	5		0	5	5	10	24	38
199908	16	63	50	38	31	25	12		0	0	0	0	6	19
199808	12	75	58	42	34	17	9		0	0	0	8	25	33

History Education (HISE)

Term Enrolled	N	% Still Enrolled						% Graduated in Program						
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	
200708	6	33							0					
200608	3	100	100						0	0				
200508	13	54	46	46					0	0	0			
200408	9	67	44	22	0				0	0	11	33		
200308	0													
200208	0													
200108	0													
200008	0													
199908	0													
199808	0													

Mathematics Education (MAED)

Term Enrolled	N	% Still Enrolled						% Graduated in Program						
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	
200708	5	80							0					
200608	6	83	50						0	0				
200508	6	33	17	33					0	0	0			
200408	8	88	62	75	63				0	13	13	25		
200308	5	60	80	80	40	40			0	0	0	40	40	
200208	10	80	70	60	50	20	20		0	0	10	10	50	50
200108	5	100	80	60	100	40	20		0	0	0	0	60	80
200008	7	57	57	43	57	15	15		0	0	0	0	14	14
199908	6	67	67	67	17	17	17		0	0	0	33	33	33
199808	7	57	43	43	43	29	0		0	0	0	0	14	43

Total Secondary Education

Term Enrolled	N	% Still Enrolled						% Graduated in Program					
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
200708	19	63						0	0				
200608	13	69	54					0	0				
200508	33	61	52	48				0	0	3			
200408	33	64	52	48	36			0	3	6	24		
200308	20	65	55	60	35	25		0	0	0	20	40	
200208	29	69	55	48	41	17	10	0	0	7	10	34	38
200108	34	59	44	44	38	24	9	0	3	3	3	18	26
200008	39	69	64	59	51	21	10	0	2.5	0	7.6	31	41
199908	33	55	52	45	30	21	15	0	0	0	6	15	24
199808	28	64	64	50	39	25	11	0	0	3.5	11	25	39

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

Because passing all sections of the Basic Skills Test is a state requirement for certification, several years ago passing all sections of the test was formally added as a prerequisite for all upper division education courses. Now that the Basic Skills Test has been made a requirement for formal admission to the program, we have recently purchased a software program specifically designed to assist students in preparing for that test. In addition, the faculty recently added EDUC 101 to the list of courses students are required to take prior to making formal application for admission to the program. This course is specifically designed to provide students with the knowledge, skills, and abilities they will need to be successful throughout the program. Finally, all students in the Secondary/Vocational & Technical programs are required to meet regularly with their academic advisors, not only in education, but also in their respective content areas (majors and minors) to help ensure that students remain on track, and are able to complete the program in a timely and efficient manner.

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

Each year the number of degrees awarded across all Secondary/Vocational & Technical content areas has continued to decline.

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. The biggest problem that we see is the need to repeat classes due to gpa requirements within the major and education course sequences. Another road block for some students is the passage of the Michigan Test for Teacher Certification Basic Skills Test which is required prior to moving on to Level II education course work.

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

For secondary education it takes 5 years on average to graduate from the program. Factors which have a direct impact on this are course rotation within the major. Some majors only offer courses once a year, which makes it difficult for students if they miss a class. Also some majors have many pre-requisites that may require additional coursework that is not clearly visible on the check sheet. For example, for a student who is a math major in order to take MATH 220, which is one of the courses on the check sheet the student must take MATH 126 or 130 or an ACT score of 26. In order to take MATH 126 they must have MATH 116 or have an ACT of 24. In order to take MATH 130 they must have MATH 120 or an ACT of 24. In order to take MATH 120 they need MATH 115 or an ACT of 24. In order for them to take MATH 116 they need MATH 110 or an ACT of 19. So depending on the student there may be up to three pre-requisites to get into the

first Math class on the check sheet. For many students this is a deterrent to completing the program or adding additional semesters on to the program. Some programs have directed electives that fit into the general education requirements but may cause a student to have more credits in one area of general education than needed to complete the degree and not enough in another, adding to the number of credits needed for graduation.

If a student enters the technical education program with a completed associate’s degree and all course work is transferred into the University, then the student can complete the remainder of the program within two years. The only hindrance is a state requirement that the student have 4000 hours of recent and relevant work experience. For the traditional student this is not usually a possibility which delays the graduation until that requirement is met.

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.

The program recently has converted more of its course work to online and mixed mode formats. Many of the students currently in the program did not have the opportunity to take the range of online offerings when they enrolled to take the program courses. Every year more and more delivery options are utilized making the program increasingly accessible.

Program Courses	Mode(s)	Location	Time of Day Offered	Duration
EDUC 251 Life Span Human Growth & Dev.	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly

EDUC 289 Principles of Teaching & Learning	Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 303 School, Work & Society	Online Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 308 Teaching Strategies for Diverse Populations	Online Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 339 Instructional Planning & Practice	Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 400 Foundations of CTE	Lecture Online	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 430 Instructional Delivery & Evaluation	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 439 Instructional Theory Into Practice	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 443 Tch Reading in the Secondary Content Areas	Mixed Lecture	All Locations	Regular 8-5 & after 5	*Condensed Format *PROMOTED *Weekly
EDUC 491 Directed Secondary Teaching	Practicum	All Locations	Daily Mon. – Fri.	
EDUC 499 Prof. Seminar	Seminar	All Locations	Regular 8-5 & after 5	*Condensed Format *Monthly *PROMOTED

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 (EDUC 303 & 308 in particular), 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. The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix.

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

The Michigan Department of Education has established a framework for the preparation of secondary/vocational & technical teachers to which the program is aligned and for which state

approval has been received. This framework, the Entry Level Requirements for Michigan Teachers is referred to in all coursework, syllabi, and assessments. The requirements for program completion are also in alignment with the standards of national accrediting agencies, thus producing highly qualified teacher candidates.

Program Course Requirements (see appendix A for syllabi):

Professional Requirements (32 - 41 credit hours)

Level I Coursework:

EDUC 101	Introduction to the Profession of Teaching	1
EDUC 251	Life Span Human Growth & Dev	3
EDUC 289	Principles of Teaching and Learning	3

Level II Coursework (prerequisite: formal admission to program):

EDUC 303	School, Work, & Society	3
EDUC 308	Teaching Strategies for Diverse Populations	3
EDUC 339	Instructional Planning and Practice	2
EDUC 400	Found in Career & Tech Edu	3
EDUC 430	Instruction Delivery & Evaluation	4
EDUC 439	Instructional Theory into Practice	2
EDUC 443	Teaching Reading in the Content Areas	3
EDUC 499	Professional Seminar	2
EDUC 491	Secondary Directed Teaching	6-12

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.

The only reason why certain elective courses meeting specific General Education criteria might be “directed” in a student’s program of study, would be those instances where a particular course (or set of courses) required to meet state requirements for certification in an approved major or minor, also may be used to meet one or more General Education requirements. For instance, nearly all the courses required in the English Education major or minor (LITR and ENGL) also meet the General Education requirements in the area of Cultural Enrichment.

Likewise, certain courses required of students who are completing a major or minor in History Education also meet General Education requirements in the area of Social Awareness.

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. 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?

The decision by the faculty to integrate the use of technology throughout the program led to the removal of EDUC 206, (a three credit technology course). Once the curriculum was revised to incorporate the use of technology across all courses in the curriculum, the decision was made to replace that with EDUC 101 Introduction to the Profession of Teaching (a one-credit course), wherein students are now introduced to the use of LiveText where hallmark assignments for each course in the program are assessed and eventually used by students in their digital portfolios as examples to illustrate how they achieved program outcomes.

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

The program does not have any curricular or program changes currently in the review process other than those that may result from this review and our upcoming TEAC accreditation visit.

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

The faculty will review the program check sheet and sequence of courses in the program over the next year to address course scheduling issues and the effect of additional articulation agreements with external programs and organizations. A primary objective will be to avoid the elementary education focus in some of the course work and create options that more align with the needs of secondary education. Additionally, the use of instructional technology within the field needs to be evaluated and accounted for within the curriculum.

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 students indicated faculty attitude toward students was good and the faculty were available and also very willing to assist students. 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.

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. One student is employed as a program assistant to support the Michigan Center for Career and Technical Education Grant through the Michigan Department of Labor and Economic Growth although this person does not have instructional support duties.

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

Program faculty have 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 have participated in professional development activities through the Faculty Center for Teaching and Learning and associations in which they are members. Some of these include the Association for Career and Technical Education, American Society for Training and Development, and the Michigan Business Education Association. 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 have 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 have 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 accommodations 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 and 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.

All of the faculty that teach courses in the program are tenured or on a tenure track path.

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

a) Identify their rank and qualifications.

Faculty Member	Rank	Highest Degree	Courses with Program
Dr. Virginia Hines	Professor – tenured.	Ed.D. Curriculum & Instruction, Foundations of Education.	EDUC 101 EDUC 289 EDUC 303 EDUC 443 EDUC 499
Dr. Leonard Johnson	Professor – tenured.	Ph.D. in Cultural Foundations of Education	EDUC 289 EDUC 303 EDUC 443
Dr. Karen Norman	Professor-tenured.	Ed.D. Curriculum and Instruction	EDUC 289 EDUC 339 EDUC 405 EDUC 430 EDUC 439 EDUC 491 EDUC 499
Dr. Christine Conley-Sowels	Assistant – non-tenured.	Ph.D. K-12 Educational Administration	EDUC 308
Dr. F. Mike Ennis	Associate – not tenured.	Ph.D. Comp. Voc. Ed.	EDUC 251 EDUC 400
Dr. Nancy Lashaway-Bokina	Associate – tenured.	Ph.D. Special Education and Gifted & Talented	EDUC 443
Dr. Rick Van Sant	Associate – tenured.	Ph.D. Educational Leadership	EDUC 101 EDUC 206 EDUC 289
Dr. Hikaru Murata	Assistant – non-tenured	Ph.D. Health, Physical Education & Exercise Sciences	EDUC 251
Dr. Cheryl Thomas	Assistant – tenured.	Ph.D. Ed. Leadership & Innovation	EDUC 251 EDUC 400 EDUC 430 EDUC 439

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

Since the last program review, Nancy Lashaway-Bokina received a promotion to the rank of Professor and Cheryl Thomas was promoted to Associate Professor, effective Fall 2009. Karen Norman and Leonard Johnson received Merit increases effective Fall 2008 and 2007, respectively.

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

See the table below for a summary of professional activities by program faculty, 2004-present.

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
	6	6	5	8	8	6	7	6	7	8

The normalized credit load is 24 credits for fall and winter semesters. The overload maximum is 34 credits for fall and winter but it is rare to have any faculty member carry this load level.

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

1) Since Fall 2005, Leonard Johnson has received 3 credits of release time each semester to Chair the University Curriculum Committee, and 1 credit of release time to determine transfer equivalencies within the School of Education.

2) Since Fall 2004, a faculty person in the School of Education has received 4 credits of release time each semester to serve as Graduate Program Coordinator.

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.

4) Orientation. Describe and assess the orientation 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.

5) 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 have met 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.

6) Graduate Instruction (if applicable).

Not applicable.

7) Non-Tenure-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.

Instructor	Rank	Semesters Taught
Gayle Slater	Full-time Non-tenure-track	
Julie Anderson	Adjunct	4
Janis Bayley	Adjunct	6
Barbara Beck-Van Sant	Adjunct	2
Jacqueline Burden	Adjunct	3
William Burmeister	Adjunct	3
Cynthia Covell	Adjunct	5
Nancy Dague	Adjunct	6
Janet Dalman	Adjunct	2
Hal Davis	Adjunct	1
Linda Eldred	Adjunct	4
Donald Green	Adjunct	2
Ken Jasinski	Adjunct	2
Jason Jeffrey	Adjunct	2
Patricia McDonald	Adjunct	3
Patrick O’Reilly	Adjunct	3
Jean Peltola	Adjunct	3
Leila Rivard	Adjunct	3
Brandon Seaver	Adjunct	3
Nancy Stephan	Adjunct	5
Dawn Stroud	Adjunct	2
Kathleen Szuminski	Adjunct	5
Cindy Todd	Adjunct	3
Deborah Trahey	Adjunct	6
Brenda Vasicek	Adjunct	2
Ruth Wollin	Adjunct	2

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

In the Secondary program 50% of the courses are taught by full time, tenure track faculty, and the other 50 % taught by adjuncts. This applies to both on and off campus sites. The courses being taught are EDUC 251, 339, 430, 439, 443, 303, 289, 308, 491, 494, 499.

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?

To teach at the undergraduate level, non-tenure-track faculty member and adjuncts, then a Masters or above is required, terminal degree preferred. They must also have experience in the K-12 area. All of the faculty listed above meet these requirements. Applications to teach as adjunct faculty are processed in two steps. 1) Review by the Undergraduate Curriculum Committee who submit a recommendation to the SOE director and 2) review and hiring by the SOE director.

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

The use of non-tenure track faculty is both necessary and desirable. Some courses are necessarily highly specialized and are not offered in sufficient sections to justify load for a full time faculty with that specialization. Assigning these unique courses to full time faculty would, at times, decrease the instructional expertise. Additionally, adjunct instructors often bring current field based experience as they are often full time employees of a local school district. With few exceptions, the core classes are always taught by full time faculty. This insures both continuity and maximum pedagogical expertise.

Since FSU School of Education operates on multiple campuses, it is impossible to staff these extension campuses with full time faculty. At the two major centers, Grand Rapids, and Flint we have one full time faculty who provides advising, program oversight, and direct instruction of core courses to students.

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 Michigan Department of Education has accredited FSU's School of Education consistently over the years it has offered teacher education. While it is desirable to have more full time faculty, the current ratio has been deemed acceptable on each of the accreditation reviews. The SOE is currently undertaking national accreditation with TEAC. There are no explicit numbers or ratios given, rather the overriding concern is that of total program integrity. The combination of full time faculty, and K-12 practicing teachers and administrators, used correctly and in balance is generally viewed as healthier than all courses being taught by a limited range of full time faculty.

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.

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.

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

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

Currently non-applicable, however, there are plans to revise the Teaching Minor for Physical Education in a way that might make it a viable option to students required to complete a minor in various other degree programs here at Ferris.

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

Student Credit Hours (SCH), Full-Time Equated Faculty (FTEF), and SCH/FTEF for the School of Education and Secondary/Vocational and Technical Programs

Academic Year	Summer SCH	Fall SCH	Winter SCH	F + W SCH	% Sec/Voc	Est. Sec/Voc SCH F + W	FTEF	Ave. SCH/FTEF
2003-04	1,875	4,451	4,711	9,162				
2004-05	1,535	4,937	4,476	9,413	35.1	3,304	26.65	123.97
2005-06	1,637	4,842	4,321	9,163	34.8	3,189	26.44	120.61
2006-07	1,514	4,428	3,941	8,369	30.9	2,586	20.35	127.08
2007-08	1,235	3,464	3,208	6,672	29.7	1,982	19.83	99.95

The number of student credit hours produced by students enrolled in the Secondary/Vocational & Technical programs was not included in the report produced by Institutional Research and Testing. Therefore, that number has been estimated in the table above by multiplying the total Fall and Winter/Spring SCH by the percentage of students enrolled in those programs. In 2004-05, total number of student credit hours produced Fall and Winter/Spring semesters combined equaled 9,413. During that year, the number of students enrolled in Secondary/Vocational & Technical programs in the School of Education accounted for just over 35%, for an estimated SCH of 3,304. Dividing that number by the 26.65 full-time equivalent faculty in the School of Education that year shows an average SCH per FTEF of roughly 124.

Over the last five year period, both the total number student credit hours generated by students enrolled in Secondary/Technical & Vocational programs, and the number of full-time equivalent faculty has declined each year to a low during 2007-08 of an estimated 1,982 SCH, or an average of 99.95 SCH per FTEF, down 19% since 2004-05.

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).

Students enrolled in the program are assessed using multiple measures. Prior to becoming eligible for formal admission to the program, candidates must first pass the Math, Reading, and Writing sections of the Michigan Teachers Test for Certification Basic Skills component, have taken and received a grade of C or better, with a minimum 2.5 GPA and have no repeats in any of the three Level I education courses (EDUC 101, EDUC 251, and EDUC 289), have completed 30 hours of documented field experience, and have achieved a cumulative GPA of at least 2.50. After having been formally admitted to the program, due to state and national standards (highly qualified teacher status) the teacher candidate must then meet several other rigorous criteria to continue, graduate from the program, and gain certification as a teacher.

Department assessments to assure achievement of the standards by students and program include, but are not limited to, MTTC Subject Area tests, evaluations of performance in all field-experience placements (including student teaching), traditional grading of coursework, assessment of professional dispositions, criminal background checks, and the compilation of a digital portfolio evidencing achievement of all program outcomes.

All forms of assessment are aligned with the Entry Level Standards for Michigan Teachers and the criteria articulated in national standards (Interstate Standards for Teacher Education). These assessments and evaluations help assure that state policy, guidelines, laws, and the federal mandates included in “No Child Left Behind” are met by candidates for teacher certification.

A time line depicting the various criteria used for student and program assessment is a follows:

Level One: cumulative 2.50 minimum GPA required.

Level Two: maintained GPA of 2.5 – 3.0 in major(s) and minor(s) (specific requirement varies by minor), 2.75 in all coursework in the Professional Education Sequence, passage of the MTTC Basic Skills Test, a signed Professional Dispositions Statement, criminal background checks, and field evaluations.

Level Three: (Student teaching and certification) maintained GPA of 2.5 – 3.0 in major(s) and minor(s), 2.75 in education coursework, 2.75 overall cumulative GPA required, portfolio assessment, and passage of the MTTC subject area tests in all major and minor areas of study.

Program quality is measured by pass rates on the MTTC, Michigan Department of Education Periodic Program Review panels, and reported Title II data. Future assessment by state guidelines will include the 3-5 year tracking of graduated/employed novice teachers in relationship to their performance and their students' performance on standardized tests. These assessments are used to rank teacher education programs and to provide guidance for curricular reform.

The faculty in the School of Education voted in the fall semester of 2005 to select the Teacher Education Accreditation Council (TEAC) as it accrediting body. The program will undergo extensive review by a visiting team of evaluators from TEAC during the Fall of 2010.

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.

This data is currently being gathered in preparation for our upcoming accreditation visit scheduled for the Fall of 2010.

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

This data is currently being gathered in preparation for our upcoming accreditation visit scheduled for the Fall of 2010.

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

This data is currently being gathered in preparation for our upcoming accreditation visit scheduled for the Fall of 2010.

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 several student workers each

semester which assists in coverage of the office when the clerical staff are 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 have 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.

Less than half of the undergraduate classes offered on the Big Rapids campus are offered in the Bishop building. All classrooms are equipped 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.

Program courses offered at extension sites have classrooms, labs and technology that vary in quality and accessibility but are adequate for instructional purposes. Smart carts with portable technology are available when a classroom does not have installed projection equipment.

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

The classrooms in Bishop Hall are small often limit the amount of room space available for student demonstrations and presentations. The rooms in Bishop are poorly ventilated. Since

most of the program course offerings are available during a variety of timeframes, there is little if any competition for classroom space. We need more classrooms dedicated to the School of Education. 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.

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 continues to be 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 Ferris Connect help line 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 are current the cost of the software site license as well and the monitoring of the student activity. This is currently being done by the KCP program coordinator. Funding for this practice software 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 services provided by the Library faculty have 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 secondary and technical education 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 Secondary Education/Technical Education 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

One of our most distinctive program features is the new PROMOTED teacher education program. Its original design was to address a need by career and technical educators for teacher licensure as a result of changes by the State Board of Education. This program has doubled in size each of its three years. As students are increasingly unable to attend school full time, and cope with difficult economic times in Michigan, expansion of the PROMOTED program to include post baccalaureate secondary teacher education candidates would both be of much needed service to Michigan residents and would respond in part to the steady decline in secondary/technical education enrollment.

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 most glaring statistic revealed by an analysis of the data presented in Section 3.A.1 is the steady decline in enrollment. Since the Fall of 2006, enrollment in the Secondary/Vocational & Technical education programs has been declining steadily. From Fall 2005 to Fall 2006, enrollment dropped by 18 % (75 students), then between Fall 2006 and Fall 2008, enrollment dropped by another 18% (63 students), for a total decline over the last four years of 33% (138 students). While this steep decline can be explained, in part, by the closure of the Allied Health Education program, and the two-year suspension of the Business Education Program (a total of 43 students from Fall 2006 to Fall 2008), it represents only 31 % of the total decline.

With the hiring of a tenure track faculty member with a background in Math and Science to fill a need in both our Elementary and Secondary programs, we certainly have sufficient faculty to continue to deliver a high-quality program.

This fall, several faculty and staff from the School of Education assisted admissions officers in their efforts to recruit more students into all of our programs by devoting one evening in an effort to make personal contact with those who had applied but had yet to commit to coming to Ferris in the Fall 2009. Continuing these efforts while finding additional ways to become more directly involved in the recruitment of students may be one way to increase enrollment in our secondary programs.

In addition to becoming more directly involved in the recruitment of students, we should explore the possibility of increasing the number of options students have to pursue additional areas of endorsement. This would require faculty in the School of Education to collaborate with faculty in the College of Arts & Sciences, the College of Business, and the College of Technology

to identify major and minors that could be developed and added to the list of curricular offerings we might make available to students.

E. Characteristics, Quality, and Employability of Students

A review of the data reported in Section 3 reveals that the number of students who prefer to take classes part-time, at non-traditional times, and by non-traditional methods of delivery, increases each year. The online courses we offer are the first to fill.

The overall quality of students coming into our program is also on the increase. The average student entering our program today boasts an average GPA of 3.33, and an average ACT of 21.2. Of the 256 students taking the subject area test required for certification in their major or an endorsement in their minor, 213 (83.2%) passed.

While graduates who seek to remain in Michigan following their graduation often find they must first work for a year or two (even longer) in a temporary position, those who are willing to move out of state have found it easy to find employment.

According to the most recent Graduate Follow-Up Survey conducted by Institutional Research and Testing following the 2005-2006 school year, the average starting salary reported by the 38 graduates from Secondary/Vocational & Technical programs responding to the survey was \$36,425. Those who graduated with a major in Biology reported the lowest average starting salary at 34,870 and those who graduated with a major in Mathematics reported the highest average starting salary at 38,964.

As noted in Section 3A3b, in a March 29, 2007 news release published by the American Federation of Teachers, following the 2004-05 school year, Michigan was ranked 10th in the nation for beginning teacher salary, at \$35,557. Adjusting for a yearly salary increase (for the

2006-07 year for which our graduates responded) would place the reported average beginning salary of our graduates as comparable to the national average.

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) 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 secondary and technical education programs are taught on six campuses including; Flint, Traverse City, Big Rapids, West Shore Community College, 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 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.

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 six locations and rely heavily on adjuncts to cover courses not on the Big Rapids campus. Secondary and technical education programs have adequate faculty members at this time, however if enrollment were to increase would need additional faculty.

Faculty are involved in a variety of professional development activities. Dr. Norman just completed a sabbatical to investigate best practices at the middle school level. This information will be used to enhance instruction, as well as to broaden the knowledge base of the department.



TRANSFORMATIVE • EXPERIENTIAL • ASSESSMENT DRIVEN • COLLABORATIVE • HOLISTIC

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
TOTAL	1020.00

- 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)

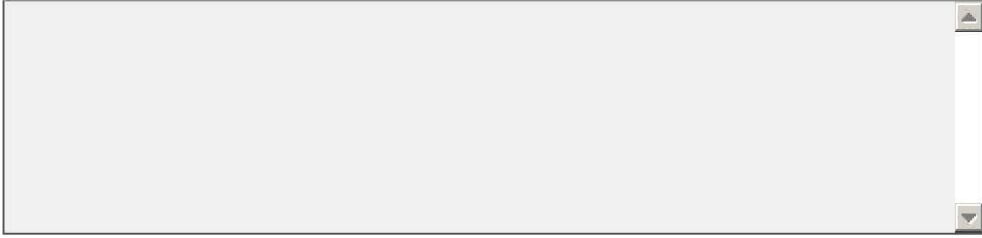
18. Overall, how satisfied are you with your experience at FSU?

- 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)

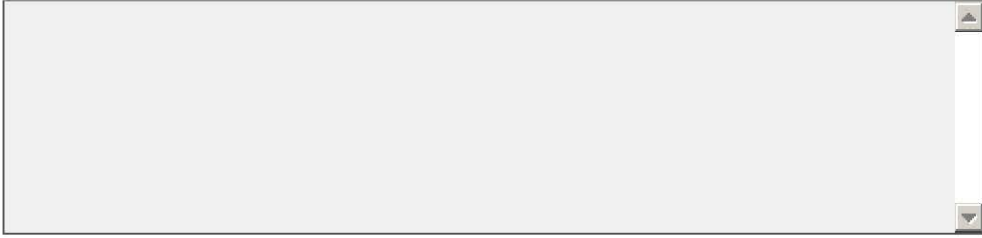
12. Overall, how satisfied are you with your experience at FSU?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

Other (please specify)

Current Student Survey

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



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"/>

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!



CHERYL S. THOMAS
18817 Stonehouse Shores Road
Hersey, MI 49639
231-832-8979
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.**

CHERYL S. THOMAS
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- Aug 1992 – Coleman Community Schools, POB W, Coleman, MI 48618. **Principal, Coleman High School.**
Jun 1997
- Aug 1989 – Macomb Community College, Warren, MI 48093. **Coordinator, Business/Public Service Cooperative Education.**
Aug 1992
- Sep 1978 – Three Rivers High School, Three Rivers, MI 49093. **Instructor Vocational 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.
Aug 1989
- Sep 1986 – Glen Oaks Community College, Centreville, MI 49032. **Instructor, Clerical Skills** (both on campus and at Florence Crane Women’s Correctional Facility--a medium-security State prison).
Aug 1989
- Sep 1986 – Three Rivers Adult High School, Three Rivers, MI 49093. **Instructor, Clerical and Computer Skills.**
May 1988

BUSINESS EXPERIENCE

- Jul 1997 – Nazarene Bible College, Colorado Springs, CO 80910. **Administrative Assistant to Vice President for Academics.**
Jul 1998
- Jun 1969 – Reish’s Shoes. A family-owned business. **Active partner in business operations,** accounting, inventory and purchasing.
Jul 1986
- Apr 1966 – Sears, Roebuck & Co. Three Rivers, Marshall, and East Lansing, MI. **Customer Service and Cashier-Teller.**
Nov 1972

CERTIFICATION

- Jun 1990 Michigan Secondary Administration Certificate
Michigan Central Office Administration Certificate
- Apr 1981 Michigan Continuing Secondary Certificate
Michigan Permanent Vocational Certificate

CHERYL S. THOMAS
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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.

CHERYL S. THOMAS
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Hersey, MI 49639
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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.

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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 18th 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

1st 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 21st 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.

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
FSU Sports Skills and Fitness School for Children (K-8 th grade) | Ferris State University |
| 2003-2004 | Coordinator
MASU Sport Academy (K-8 th grade) | Missouri Western State University |
| 2000-2001 | Director
D & E Sports Skills and Fitness School for Children (K-8 th grade) | Davis & Elkins College |
| 1989- 1999 | Coordinator | University of Kansas |

KU Summer Sports Skills and Fitness Camp for Children (K-8th 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
University of Kansas
Lawrence, KS 66045
Tel # 785-864-5552
E-mail: jljg@ku.edu

Dr. John P. Muczko, Ph.D.
Associate Professor, Physical Education
120 N. State Street
Wesley College
Dover, DE 19901
Tel # 302-736-2490
E-mail: 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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lashawan@ferris.edu

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 14th 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," 14th 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

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 Presented Distinguished Teacher Awards	April, 2004
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, 3rd 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

Christine K. Conley-Sowels, Ph.D.

Work: (231)591-5376

Email: conleyc@ferris.edu

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

2005- Present	Assistant Professor Ferris State University School of Education 406 Bishop Hall Big Rapids, MI 49307
1999 - 2005	Assistant Superintendent of Personnel Director of Special Education Mt. Pleasant Public Schools 201 S. University Mt. Pleasant, MI 48858
Fall 2000	Central Michigan University Mt. Pleasant, MI 48858 Adjunct Professor
1985 – 1999	Calhoun Intermediate School District 17111 G Drive N. Marshall, MI 48068 Special Education Supervisor Special Education Planner/Monitor Teacher of the Emotionally Impaired
1983-85	Mecosta-Osceola Intermediate School District Big Rapids, MI 49307 Teacher of the Emotionally Impaired Teacher Consultant K-12
1982 – 83	Lawton Public Schools Lawton, OK Educable Mentally Impaired Class
1981 – 82	Moore Public Schools Moore, OK Teacher of the Emotionally Impaired
1981	Klein School District Spring, TX Teacher of the Learning Disabled
1976 - 80	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
2007-08 FSU Disabilities Office Appeals
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, 7th 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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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 2nd 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 14th 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 47th World Assembly, Amsterdam, Netherlands. **Presenter.** Using University Students to Train Ministry of Education Staff.

2002. Judge for 1st Dubai Strategy Forum Essay contest <http://www.dubaistrategy.com/>

2002. 2nd International Conference on Education Reform in the UAE. Dubai, United Arab Emirates. **Invited Presenter,** Preparing Emirates Teachers to Use Technology in the Classroom, A Goal of Vision 2020

2000 World Congress of Special Education, Vancouver, Canada. **Presenter.** The Navajo Nation; A Cross Cultural Teacher Preparation Program.

1999 Office on Children and Youth; Roundtable Meeting. **Invited Presenter,** Search Institute's Asset Model for Nurturing Developmental Assets in Youth.

1999, Harrisonburg City Schools. **Invited Presenter,** How to Have an Effective Parent/Teacher Conference and other Practical Tips.

1998 EMU Nursing Department. **Invited Presenter.** Risk Assessment in Children.

1998 EMU – SVEA. **Invited Presenter,** Legal Issues in Education.

1998 EMU – SVEA. **Invited Presenter**, Seven Habits of Highly Effective Teachers

1999, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Conflict Resolution in Education

1998, Conflict Resolution Education Network (CreNet). **Presenter**, Legal Aspects of K-12 Conflict Resolution Programs. Columbus, Ohio

1997, University of Minnesota - Duluth, **Adjunct Professor**, Summer Special Education Institute, Course: Legal Foundations of IEP Development.

1995-1996, University of Minnesota, **Guest Lecturer**, Course in Educational Leadership, topic: Conflict Prevention and Resolution.

1996, The 17th National Institute on Legal Issues of Education Individuals with Disabilities, Orlando, FL.

1995, The 16th National Institute on Legal Issues of Education Individuals with Disabilities, New Orleans, LA.

1993, Improving Educational Efficiency Conference, **Invited Facilitator**, Florida State University, Florida.

1993, 1994, Universidad Francisco Gavidia, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1993, 1994, Universidad Centro Americano, Jose Simon Cardenas, **Guest Lecturer**, Courses in Educational Administration and Evaluation, San Salvador, El Salvador.

1992 Minnesota Learning Disabilities Conference, **Keynote Speaker**, Minnesota Department of Education, Brainard, Minnesota.

1992 Parent Partnership, **Keynote Speaker**, Learning Disabilities of Minnesota, Minneapolis, Minnesota.

1992 Statewide Conference for Paraprofessionals in Education, Rehabilitation and Training, **Invited Speaker**, Minnesota Department of Education, Hutchinson, Minnesota.

1992, The Development of a Special Education Mediation System for the State of Minnesota. An ongoing project under my direction. Minnesota.

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)