

Matt T Wagenheim

From: Virginia E Hines
Sent: Monday, August 15, 2016 9:28 AM
To: Matt T Wagenheim
Subject: APRC Master of Science Educational Leadership Report
Attachments: APRC2016EDLE.pdf

Good Morning Matt,

Attached please find the APRC MSEL Report.

I have not included the signature page as it is still making the rounds from Dr. Adamu to Dr. Jackson. As soon as I have it completed I will send it on.

There are some things to consider while reading this report:

- 1) the program has been without a designated faculty member for over two years
- 2) the program has gone through several revisions over the past five years due to MDE mandates (most recent was March 2015)
- 3) the program has been put on the back burner for several years
- 4) we have hired a new faculty member whose primary responsibility will be the MSEL, his name is David Albin
- 5) the author of the report teaches one class in the program, EDUC 630 School Law, a course that is not unique to the MSEL

Please feel free to call me with questions or comments,

Ginny

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APRC REPORT

Master of Science

Educational Leadership

School of Education

College of Education and Human Services

Ferris State University

submitted

August 15, 2016

APRC Report

Master of Science in Educational Leadership

Program Name and History

Master of Science in Educational Leadership

The Masters of Science in Educational Leadership has evolved over that past decade beginning first as a Masters of Education degree with a specialization in Educational Administration to its most recent rendition of a Master's of Science in Educational Leadership. In 2010 the Michigan Department of Education (MDE) reinstated the requirement that school administrators must hold a Building Level Administrator or District Level Administrator certification. Both the previous and current programs focused on providing the essential skills and knowledge bases that are required of someone seeking a position as a building level administrator in a K-12 public school or academy in the state of Michigan as well as general leadership skills in the workplace. The original Master of Education in Administration was phased out in 2010 and the Master of Science Degree in Educational Leadership was initiated at Ferris State University in 2010. However, the program needed to be revised once more to meet the framework established by the MDE; resulting in the filing of the current version on March 13, 2015 (see Appendix A). This report will address the 2010 through 2015 versions of the program collectively.

The Master of Science in Educational Leadership program prepares educational leaders to lead educational organizations in a constant changing environment. Educational leaders construct knowledge and skills through studying educational theories and foundations. These skills are then applied in a practitioner's model to allow for growth and application as well as

preparing educational leaders to increase their leadership capacity with immediate impact. A team of faculty, staff, and former administrators collaborated to develop an innovative master's degree program that would prepare educational leaders in a multitude of roles. The program allows for each individual to seek out and focus on a diverse area of application. These areas include building level administration, career and technical education, curriculum and instruction, higher education, and more. Ferris' Master of Science in Educational Leadership includes a structured three-credit internship that students complete. As part of this internship, students apply the administrative concepts and skills that they have acquired through their coursework at an educational organization under the supervision of both local administrators and a university supervisor. The internship integrates projects and concepts from all courses. The degree program blends online learning with face-to-face delivery to meet the needs of our students.

The Ferris State University's School of Education Master of Science in Educational Leadership is a Michigan Department of Education approved program. This approval allows program graduates to apply for kindergarten through 12th grade building level administrative certification in the State of Michigan.

Stakeholders are informed of program changes either from their adviser or via the website. At times email "blasts" have been used to communicate. Students are additionally notified via posted announcements in the building when program changes need to occur. In all instances where the previous program was being eliminated, students were given sufficient notification to complete their degree. Some students were able to complete their program, transfer credits to the revised program, or to a different graduate option if they chose or if they were unable to complete in the given time frame. Students in the administrator option were

informed that they were better served under the new degree option and were given the choice as to whether they wanted to continue in this option. Those completing the option were grandfathered in to the certification offered by the MDE until 2013. All students wanting certification needed to move to the new degree as of fall 2014.

Program Mission

The Teacher Education Program's Mission is grounded in the concepts and principles put forth in the University's Mission, Vision, and Core Values.

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.

College Mission Statement

- 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.

Department Mission Statement

- The mission of the School of Education is to prepare students for careers as quality educators whose contributions will enrich lives through dedication to leadership, life-long learning, reflection, and collaboration in the classroom, school and greater community.

Program Mission Statement:

- The program does not have a separate mission from the Department.

Incorporating the Mission

The program is aligned with the mission of both the College and the University in that it promotes life-long learning and is career oriented. Students completing the program are employed in a variety of settings across the State of Michigan. Most of these students are teachers, teacher leaders, or administrators in the PK-12 systems and make an impact on the numerous learning communities throughout the state. Some of the graduates of the program

are employed in other fields and the knowledge they construct allows them to be successful in their respective leadership roles.

Any curricular changes and other decisions are based on what the field requires as well as input from students. As students are completing their final capstone, the staff hear about areas of need based on changes that they encounter in their jobs. We are responsive to the needs of the students but we also need to be in line with the requirements of the Michigan Department of Education. Program decisions include directives from the MDE and our graduates, as well as research in the field identifying best practice.

The mission of the program is communicated on the web and in our graduate handbook which allows access to all students via the website. The handbook is required to be reviewed by new admits during the required online orientation.

The program will be included in the next accreditation cycle by the Council for the Accreditation of Educator Preparation (CAEP). In compliance with that process, members of the faculty and staff are required to submit reports similar to the APRC process. Therefore, a monitoring of program alignment with the missions, visions, and goals of the program, college, and university are expected. Additionally, the MDE requires program monitoring for licensure or certificate pathways, which provides another opportunity for engagement in a continuous improvement model.

Program Goals

The School of Education has an articulated Conceptual Framework grounded in not only a mission, but a vision and goals. They are as follows:

Vision

The School of Education (SOE) provides innovative programs which facilitate the development of knowledge and skills for successful professionals in an ever-changing global society. Educational opportunities that are transformative, rich with experience, grounded in assessment, and collaborative are focused on the development of the whole individual so they may fully participate as life-long learners in their chosen profession.

Mission

The Mission of the School of Education of Ferris State University is to prepare students for careers as quality educators whose contributions will enrich lives through dedication to leadership, life-long learning, reflection, and collaboration in the classroom, school and greater community.

Core Beliefs and Values

The faculty of the School of Education espouses the following core values and beliefs:

- Teacher education must be transformative, facilitating opportunities for students to become reflective practitioners.
- Teacher education should be experiential, providing diverse experiences that actively engage stakeholders.
- The education of teachers must be assessment-driven, grounded in evidence-based research, resulting in data-driven decisions.
- Teachers should be collaborative; affirming teaching and learning as a social process.
- Learning is holistic, emphasizing the importance of the whole and the interdependence of its parts.

Conceptual Framework

The conceptual framework of the School of Education is grounded in the faculty's belief that the

education of teachers must be transformative, experiential, assessment-driven, collaborative and holistic. To reflect those components, the acronym of TEACH has been adopted by the faculty. Therefore, the teacher education program at Ferris State University is:

Transformative, facilitating opportunities for students to become reflective practitioners. Transformative learning is not simply instrumental learning (Hamermas, 1984). Transformative learning includes the acquisition of knowledge bases and the skills to reflect upon action and behaviors in order to support the development of a more just and inclusive society (Belenky and Stanton, 2000). By engaging in a variety of learning experiences, teacher candidates develop understanding and efficacy in personal and professional arenas. These learning experiences allow the candidate to examine multiple perspectives, foster proactive thinking, engage in discourse, and construct new knowledge resulting in transformational learning (Perry, 2000; Belenky and Stanton, 2000; Daloz, 1990; Gilcszinski, 2007). Examples of transformative learning for teacher candidates include tutoring students in rural and urban schools where the majority of students are of lower socioeconomic strata, field trips to schools where large number of the students are English Language Learners, attendance at rural and urban school board meetings, university sponsored service learning coursework and political engagement coursework, and extensive structured field placements that require students to demonstrate their knowledge bases of content and pedagogy in application while engaged with students. As a result of these experiences, student gain a greater understanding of the determinants of schooling (sample experiences may be found in Appendix F).

Experiential, providing diverse experiences that actively engage stakeholders. Experience is education (Dewey, 1938, 1998) and therefore should provide an opportunity for students to transfer conceptual knowledge into dynamic action in their lives and careers. Authentic, situated, and contextualized experiences must enrich teacher education to assure the praxis of novice teachers (Goodlad, 1990; Darling-Hammond, 1986; McIntyre, Byrd, & Foxx, 1996). It is through experience, as observers and practioners, that teacher candidates have the opportunity to develop visions of self-as-teacher and reflect upon their pathways and practices (Cole & Knowles, 1993; Ronfelt & Grossman, 2008) Program outcomes and expectations of teacher candidate engagement reflect the importance of experiential learning through collaborative inquiry, problem-posing and problem solving, service learning, practicum and field experiences. Via a diversity of required field experiences and assignments focused on the development of reflective skills, candidates engage in activities focused on the roles, knowledge, decision-making, and community relationships of teachers.

Assessment-driven, grounded in evidence-based research, resulting in data-driven decisions. Effective teachers are continuously engaged in the assessment of student learning, engagement, pedagogical practice, self-action and the determinants affecting the learning environment (Darling-Hammond, 1986). An effective professional educator should possess a keen understanding of each of the factors that influence individual differences as well as those social elements which form the foundation of diversity of society.

Collaborative, affirming teaching and learning as a social process which leads to better decision making. (Dillon-Peterson, 1986; DuFour, 1999, from Niles & Wildman, 1987). Students engage in numerous experiences which provide the basis for examining and affirmation of different perspectives so that students become knowledgeable, strategic, self-determined, and caring. This focus on the constructed and collective knowledge promotes a sense of shared responsibility for the success of each student (Ragland, Clubine, Constable, & Smith, 2002) and contributes to the development of teaching knowledge (Buehl & Fives, 2009).

Holistic, emphasizing the importance of the whole and the interdependence of its parts. The purpose of education is to provide situated- experiences so that students can connect to and make meaning of new knowledge. Holistic education nurtures learning as an exploratory, life-long journey so that students have multiple opportunities and ways to connect their knowledge to their learning environments, larger community and world.

In light of the beliefs, core values, and conceptual framework, the faculty has developed the following outcomes which are used in program and student assessment at the graduate level. These goals are unique to the graduate programs, however aligned with the conceptual framework of the department.

Upon completion of a Master Degree at Ferris State University, graduates will be able to:

1. **Transformative:** Articulate the status and trends in education, within the context of historical developments and current socio-political factors, in the proposal of educational, administrative, class management or educational practice processes designed to enhance the quality of education.
2. **Experiential:** Apply theories, models, concepts, and research findings in programs of education, teaching practices, or administration, based upon a critical analysis of their relevance to and probable effect on education.
3. **Assessment Driven:** Use the research process to develop education's body of knowledge, extend its sphere of influence, and identify and propose resolutions to educational concerns, based on an analysis of the trends and needs within the profession.
4. **Collaborative:** Exercise leadership in education through activities that provide stability and facilitate needed change and progress toward meeting collaboratively-established goals for education.
5. **Holistic:** Contribute to the development and implementation of educational knowledge and effectiveness through various forms of communication to numerous publics, including the teaching profession, the educational system, and society in general.

The goals were developed around a theoretical framework 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) hMSEL 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); and 5) learning is a developmental process (Bruner, 1961; Piaget, 1970; Kohlberg, 1976; & Erickson, 1959).

Incorporating program goals

Program goals are published on the School of Education website. They are also included in the Graduate Student Handbook which is available in a digitized format on the website and in the online orientation. Faculty are encouraged to review the goals during the delivery of coursework. The program goals are reviewed as changes are required by the Michigan Department of Education or through the accreditation. These processes are employed via retreats, faculty committees, or departmental/program level meetings. The graduate program goals have not changed in the last 5 years.

Strategic Plan

School of Education Graduate Program Long Term Strategic Goals

Leadership in the School of Education has gone through many transitions during the past five years. As a result, the strategic plans for the unit (SOE) as well as individual programs have been

placed on hold; with national accreditation being a top priority. Current leadership, under the direction of Dr. Usman Adamu, has brought the goals and strategic plans for the overall unit and programs back to the table.

During a faculty initiated meeting, the following goals were developed to help guide the graduate programs during the next five years.

Long Term Goals

Goal 1:

Increase faculty capacity for program delivery.

Objectives:

- Recruit and retain quality faculty for open positions.
- Support ongoing professional development and research for faculty.

Goal 2:

Strengthen and expand curriculum.

Objectives:

- Cultivate graduate course development.
- Explore effective course delivery options.

Goal 3:

Recruit and market the graduate programs to diverse populations and locations.

- Create literature for marketing.
- Provide a presence at conferences, graduate recruitment fairs, and in local and greater communities.

School of Education Graduate Program Short Term Strategic Plan

Goal 1:

Increase uses of evidence based practice in courses and include opportunities for student research.

Objectives

- Add bibliographies to syllabi.
- Collaborate with FLITE to improve journal holdings.
- Facilitate opportunities for student research and presentations.

Goal 2:

Strengthen relationship with Advisory Board.

Objectives

- Identify professionals with vested interest in SOE programs. Usman
- Hold substantive meetings twice per year for continuous improvement.

Goal 3:

Strengthen partnerships with Charter School Office.

Objectives

- Meet and Greet with faculty and staff. March 31, 2016 Usman
- Develop curriculum camp for Hope Academy. June 2016 Amy
- Identify appropriate placements for teacher candidates in FSU Charter Schools. Faculty

Goal 4:

Recruitment, retention, and recognition.

- Create graduate student social. Liza and Amy

- Teacher Celebration. March 23, 2016. Vanessa, Ginny
- Online Orientation. Fall 2015. Amy
- Survey current students about modes of delivery. Mike

Goal Attainment

Long term goal attainment

The SOE has made good progress toward Long Term Goal 1, as three new faculty have been hired to begin the 2016-2017 academic year. One new hired will be assigned primarily to the Educational Leadership Program. Goal 2 is being addressed as the faculty work toward CAEP accreditation with each member serving on a committee that addresses a specific accreditation standard. More importantly, this goal in relation to the MSEL is being addressed within the frameworks provided by the MDE and the national standards for leadership programs. Via retreats and targeted discussions, faculty are reviewing and revising goals, strategic plans, and curriculum to meet the expectations put forth by accrediting agencies, industry needs and standards, and our students' specific needs.

The department is working on Goal 3 as a marketing brochure has been created and will be available before the start of fall semester. Creating a presence and a brand will be addressed at the August 2016 faculty retreat.

Short Term Goal attainment

Goal 1, Increase uses of evidence based practice in courses and include opportunities for student research, will require a concerted effort on the part of the faculty and administration to assure that there is consistency in the practice of including these important factors in course content and delivery. Current leadership has required that all syllabi use the same format,

address the same items (delivery, course outcomes, etc.) and be placed on file in the departmental archives. These syllabi will be used to assure consistency across the curriculum as well as across campuses. As stated in the goal, one element will need to be included in graduate syllabi, and that is a bibliography. That responsibility could be addressed by collaborative groups of individuals within the specific curriculum.

An Advisory Board for the entire unit is being assembled under the direction of the new SE Director. This will be in place during the fall semester. Faculty input and community outreach have identified individuals who have stake in the program and will be invited to participate.

A meeting between the SOE faculty and the Charter Schools Office took place in early spring of 2016. A line of communication has been established and some projects have taken root as a result. The relationship has great potential to provide numerous opportunities for both the SOE and Ferris' charter schools.

Recruitment has been and continues to be a struggle for the graduate programs in the SOE. As a result of regulatory and legislated action within state government, graduate study no longer is perceived as necessary for professional practice in the state. Unfortunately, this has had a major impact upon enrollment. However, with the MDE now requiring certification for the principalship, the program should experience increased growth.

Curriculum

Curriculum

The Master of Science in Educational Leadership consists of thirty -one credit hours for completion. The successful completion of the core classes may lead to recommendation for

MDE certification. The totality of the courses in the program are designed to facilitate the development of school leaders in terms of community relationships; management of curricula, teaching, and learning; policy and school law; and financial matters at the building level position. Please see Appendix B for the MSEL course syllabi and Appendix C for the program check sheet. Given this program is at the master's degree level there are no general education requirements; however, there are core classes that all students must take. These requirements are designed to meet the Michigan Department of Education and National standards established for Educational Leadership programs leading to certification.

Communicating program curriculum and requirements typically is done at the time of admittance to the program through check sheets and advising sessions. There is also an online orientation for students which provides information about registering for classes, financial aid information, applications required for internships and capstone courses, and advising. Each student is assigned an academic advisor who is a member of the tenured and tenure-track faculty upon admittance.

Curricular changes that have been made over the last five years include revisions to meet MDE requirements and a change to the research course, EDUC 663, typically taken at the end of the program. The course content now incorporates qualitative, quantitative, and mixed methods to facilitate students' interpretation of data and understanding of research applicable in their respective fields. As a result, their increased understanding of multiple modes of methodology aids in their development of knowledge bases, skills of inquiry, and demonstrate greater efficacy and in their capstone inquiry.

A second change that is pending faculty movement is a Comprehensive Exam option to the capstone requirement. This change is being added to provide more choice for students to facilitate their needs, goals, and learning styles. Proposed by faculty, a comprehensive exam option might alleviate some of the time constraints and aversion that students face when trying to complete a research related capstone. The comprehensive exam option has not been made available at this time as questions are still being developed. It is anticipated that the option will be available in the fall semester of 2016. Students will be informed in the research class of all options available as well as an updated check sheet. This option will be grandfathered to students currently enrolled in graduate programs.

At this time there are no additional curricular changes currently under consideration for the MSEL program.

Assessment of Student Learning

Program level student learning outcomes

Students graduating from the Master of Science in Educational Leadership are expected to demonstrate the skills and knowledge bases of building level administrators required by the State of Michigan. Additionally, students must complete their studies at an acceptable level in order to receive recommendation for a building level certification by the MDE. These knowledge bases and skills are demonstrated through portfolio assessment.

Additionally, students graduating from the Master of Science in Educational Leadership must complete an internship requirement. During this internship, students apply theoretical concepts and build administrative skills; they also are expected to develop and complete a

comprehensive project that will benefit their sponsor district. This cooperative effort of local districts is intended to MSEL alleviate the shortage of prospective administrators, especially in rural schools. Students enrolled in the Master of Science Educational Leadership program also must complete a capstone experience: this project must demonstrate knowledge gained and skills needed in the arena of school leadership. Currently there are three ways in which a student may complete the capstone. These options are a thesis, project or portfolio. At present the portfolio and project appear to be the most popular options. Student who choose to do a portfolio are required to reflect upon their course work and demonstrate alignment with the TEACH framework. Students incorporate self-selected artifacts and provide a narrative reflection to link coursework to theory to practice. More often, students select the option of creating a project; typically designed to enhance the culture, curriculum, or efficacy of a school building. Students choosing the project are required to identify the need of the project, complete a literature review, discuss methodology for completing project (completing an IRB if necessary), discuss their anticipated or real project results and then develop a conclusion and recommendation section.

Students who choose to complete a thesis engage in research that will inform their practice either through action research or other methods. The design and development of the thesis document follow the traditional avenues. Students who chose the thesis project select a chair and two additional members of their thesis committee. The chair acts predominately as the guide for the student, while other members of the committee act as valuable resources in relationship to content, writing, and methodology. If appropriate, students are required to engage in the Institutional Review Board process.

At this time there is no formal process of establishing, monitoring and updating program-level student learning outcomes. However, the SOE will be seeking accreditation through a national board in the 2019 school year. The accrediting body, Council for the Accreditation of Educator Preparation (CAEP) requires that the SOE use student performance data in its report. As a result, the SOE will be looking at our graduate student performance in P-12 classrooms and schools as rated by the MDE. These ratings include highly effective, effective, minimally effective or ineffective.

If course specific requirements are changed, all stakeholders, specifically students, are informed. Depending on the change students may have the option to complete the program that they entered the University under or switch to the new changes. These changes are communicated through advisors, course instructors, MyFSU, public postings, and email blasts.

At this time TracDat data has not been collected on any graduate programs. It was not until this past academic year that faculty were given access to the system. Training has not been given to faculty on its use.

Program Profile

Applications, Admits, and Enrolled

Applications

At present the graduate program applicants are not disaggregated by the graduate coordinator. A breakdown of applicants by year and MSEL status has been requested of the graduate coordinator.

Admitted Applicants

At present the graduate program applicants are not disaggregated by the graduate coordinator. A breakdown of admitted applicants by year and MSEL status has been requested of the graduate coordinator.

Every application is reviewed by faculty to ensure admitted students meet minimum requirements of the university graduate school and the admittance requirements of the School of Education graduate programs. In the event that an application file is not complete, the unit staff are asked to contact the student and provide gentle reminders to complete the application process. The admission of that student may be delayed until the file is complete.

Enrolled

The Master of Science in Educational Leadership program has been transitioning since its curricular revision in the 2011-12 academic year, an subsequent revision in 2015. With the retirement of the one designated faculty member to program, the revised standards by the MDE, and the flux in departmental leadership; one would suspect that enrollment trends would reflect a flattening or decrease. Fortunately, that is not the case.

Enrollment Headcounts

The Master of Science Educational Leadership (MSEL) program has seen an increase of enrollment since 2012-2013 year per data provided by the Office of Research and Testing. Program specific data demonstrates a growth in the MSEL enrollment while generally, departmental programs overall enrollments have shown a decline. The table below provides comparison of the MSEL program's on-campus, off-campus, on-line, and total enrollment for the academic years of 2011-2016.

MS EL Program	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
On-campus	0	1	3	8	11
Off-campus	0	0	0	1	4
On-line	0	0	0	0	0
Total	0	1	3	9	15

The program numbers are reflective of the data reported by the Office of Institutional Research and Testing (OIRT) in the publications labeled "Fact Books". It should be noted that the program as now defined did not exist during the 2011-2012 academic year, thus there is no data available. There is no totally on-line version of the program, so there is no head count of on-line students. The numbers appear small at this time, but a under close examination it is apparent that there is substantial growth. Given the need for building level administrators is increasing in the state, expectations are for continual growth. This program provides a viable pathway to those principal positions, providing a MDE approved program that prepares individuals for building level administrative duties and certification recommendation.

The ideal number of students in this program would be twenty-five at this time. Currently there are adequate number of available faculty to teach in the program, and current rotation of courses is predominately on the Big Rapids campus.

This program has opportunity to grow. The addition of a faculty member whose primary assignment will be to the Educational Leadership Program will provide a foundation on which to promote the degree.

One limitation is the availability of the program at off-campus locations. The faculty of the SOE currently are either at the maximum number of credit hour load, or above. The department has a heavy reliance upon adjunct faculty to deliver programs, and as such creates greater limitations in maintaining program integrity and consistency. We have no faculty members whose only responsibility is to teach graduate level courses, therefore there are limits to the number of faculty available semester by semester. It is difficult to find qualified adjunct faculty to teach these courses as well.

The trends reveal a mixed result with growth associated with revision of curriculum and declines in response to curricula flux. It should be noted that the program has gone through revisions in response to MDE mandated standards and certification requirements. As of March 2015 the program is in full compliance with those standards. Hopefully, with this finalization of the framework, the program will see a continued growth in SCH, FTEF and SCH/FTEF totals.

The university overall SCH/FTEF average is 460.26. The most current calculations of SCH/FTEF for the EDLE prefix demonstrates growth, yet continues to fall short of the university average. In defense, the MSLE program is relatively new, class sizes are small at present, and given opportunity and visibility, should increase in SCH, thus increasing productivity.

Enrollment - residency

The OIRT reports in 2015 headcount included students from 43 countries with a total of 536 international students in attendance. The largest groups of students come from the Kingdom of Saudi Arabia (205), India (121), and China (57). The MSEL program attracts students from a global pool with the majority of international students originating from the Kingdom of Saudi Arabia and China. The table below provides information regarding residency,

<u>Term</u>	<u>Residency</u>				<u>Age</u>	<u>FSU GPA</u>		
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>
201208	0	0	0	1	29	3.60	3.6	3.8
201308	0	1	0	2	29	3.75	3.75	3.75
201408	0	7	0	2	30	3.75	3.65	3.9
201508	0	9	0	6	32	3.66	3.55	4

Enrollment – Gender and Ethnicity; Full-time/Part-time status

(Please note the guide book does not provide data for this program in the categories of gender and ethnicity prior to the 2011-2012 academic year.)

Over the past four years, there have been a total of twenty-eight students enrolled in the MSEL program. Of these students, eleven were male, 17 female. There has been one student of Native American heritage enrolled during that time, 14 white students, two African-Americans, and eleven international national students. During the four-year period, eleven of the students have been enrolled as full-time, with the remaining seventeen having part-time status.

Retention

This information is not offered for graduate programs in the document referenced in the guidebook.

Program Graduates and Graduate GPAs

The guidebook provides data only for the graduates from the most recent revised program, the Masters of Science in Educational Leadership. The data is from 2013-2015. On campus graduation has totaled ten in all over a two-year period, with four students graduating during the 2013-2014 academic year, and six graduating during the 2014-2015 academic year. There have been no off campus graduates to date.

The average Grade Point Average (GPA) of these graduates overall is 3.79, with the average being slightly lower during the 2013-2014 year (3.75) than the graduates of 2014-2015 (3.83). The minimum GPA of graduates reported in the OIRT guide book is 3.66 and the highest was 3.96. Both these values occurred during the academic year 2014-2015.

Six Year Graduation Rate

This information is not offered for graduate programs in the document referenced in the guidebook.

Program Value beyond Productivity and Enrollment Numbers

The Master of Science in Educational Leadership is a valuable asset to the Ferris learning community, the greater community, and the global community. The program allows for participants to gain an understanding of the roles of leaders in education, create innovative ideas to sustain our public school system, engage in shaping school policy and restore trust and credibility in the system. The graduates from the program go on to become leaders formally and informally in their school districts, providing information, voice and guidance to the stakeholders of one of this country's greatest treasures: public education.

The take away from this program is that the educational system is highly complex, that strong leadership and collaboration are essential to strong learning communities, and that knowledge is powerful when taking the reins to guide our public school system and its varied stakeholders into the future.

Program Flexibility and Access

At present the Master of Science Educational Leadership program is offered predominately on the main campus in Big Rapids. Three of the courses required for completion which do not have a EDLE designated prefix (EDUC 663, 630, and 681) are offered in off-campus locations such as Traverse City, Flint, and Grand Rapids. Courses are offered in hybrid format, face-to-face, and often on a weekend or evening option. There are no classes completely online.

Summer offerings are numerous and enrollment increases as students seek opportunities to further their education and professional knowledge base.

Students may enter the program at any point, enrolling in classes offered any given semester. While not the ideal, the practice does allow flexibility and access to individuals wanting to gain certification in educational leadership.

Visibility and Distinctiveness

A search of institutions that offer Educational Leadership Programs within a 215-mile radius (3.5 hours driving time) of Ferris State University yielded five comparable programs. The choice of these institutions is grounded in a) program is MDE approved, b) leads to a recommendation for certification, and c) proximity to the audience that Ferris serves. These programs are housed at Central Michigan University, Western Michigan State University, Grand Valley State University, Marygrove College, and Saginaw Valley State University. Each of the comparable programs is accredited by the Michigan Department of Education and leads to a recommendation for building level administrator certification, and an earned master's level degree. The programs range in credit hours for completion from 30 credit hours to 36 credit hours. Each program has a required internship (also required by MDE). All but two institutions are accredited by a national accrediting body of teacher education programs; Teacher Education Accreditation Council (TEAC) and the National Council for the Accreditation of Teacher Education (NCATE). (It should be noted that these two bodies have merged and are currently referred to as the Council for the Accreditation of Educator Preparation (CAEP)). The two programs that are not accredited by a national accreditation body are Marygrove College and Ferris State University.

The table presented below presented provides a brief glimpse of the similarities and differences that these institutions hold.

A table of Michigan Department of Education approved Educational Leadership Programs

Institution	Degree Earned	MDE approved	National Accredited	Internship	# hours to complete	Delivery format	Praxis Exam
CMU	MA	Yes	Yes TEAC	Yes	30		Yes
WMU	MA	Yes	Yes NCATE	Yes	30	On-line; hybrid	No
GVSU	M.Ed.	Yes	Yes NCATE	Yes	30		No
Marygrove	MA	Yes	No	Yes	36; 21 to cert	On-line; F2F	No
Ferris	MS	Yes	No	Yes	3 :24 to cert	o-line, hybrid, f2f	No
SVSU	M.Ed.	Yes	Yes, NCATE	Yes	33	Hybrid	No

There are several considerations that the SOE should undertake to increase the visibility and distinctiveness of the MSEL program. They are as follows:

- 1) Seek national accreditation. The SOE has plans to include the MSEL in the next round of accreditation scheduled for 2019. However, at present there are not plans in place to acquire the necessary data to demonstrate a continuous improvement model (CIM) is implemented. With new faculty, perhaps this is a task that can be assigned.
- 2) Increase visibility via marketing. The program is desperately in need of promotion in the State of Michigan. There should be a concerted effort to identify, enhance, and establish its unique qualities and that brand as a platform for marketing. The faculty retreat planned for August of 2016 will be addressing the overall strategic plan of the department and identifying the SOE's niche. Hopefully these activities will guide the development of more effective marketing of the MSEL Program.
- 3) There should be a collaborative effort to assist and mentor graduates after they have taken positions as administrators. According to the BLS, there is limited or no

training that takes place after entering an administrator position. A formalized collaboration between graduates and the program would not only fill a void in the industry, but also benefit the department in terms of establishing partnerships, placements, and access to the changing landscape of the industry.

The five preeminent programs in the United States for Educational Leadership are Vanderbilt University, University of Wisconsin-Madison, University of Texas-Austin, Harvard University, and Stanford University. The Educational Leadership and Supervision Program housed at Peabody College of Education at Vanderbilt is considered the number one program according to US News and World Report. Its program is primarily focused on the development of scholars of educational policy. The number two program in the nation, Educational Leadership and Policy Master of Science at University of Wisconsin at Madison is more comparable. That program does lead to build level licensure. UW-Madison has a well-established history as a bastion of research, study, and praxis of all things educational. As a Research I (RI) institution, UW-Madison students have access to many of the most prestigious research faculty in the nation. The program is similar to Ferris's program in that it leads to licensure or certification (in Wisconsin only). The program at UW-Madison requires 33 credit hours to completion and requires similar entrance requirements in terms of undergraduate GPAs, letters of reference, and an essay.

The differences are in the thematic approaches, delivery format, and support resources. The program is arranged to address five specific themes in education; Focus on Learning, Monitoring Teaching and Learning, Building Nested Communities, Acquiring and

Allocating Resources and Maintaining a Safe and Effective Learning Environment. These five semester cluster of classes are taught in a cohort format; students complete the segments in a communal manner, thus building a powerful learning community. Additionally, the UW program has a focus on research and practice within the social contexts of schools. The coursework addresses student diversity, achievement gaps, equity and excellence.

It appears from the UW-Madison website that after graduation from the program the university continues to provide support through a technology program to facilitate graduates' success. The Comprehensive Assessment of Leadership for Learning (CALL) provides new administrators with access to data specific to the school they are leading to promote data-driven decision-making.

The program offerings include the following:

Focus on Learning

- **MSELA 702 Introduction Educational Leadership**
Integration of research, theory, and standards of practice for effective leadership in contemporary educational organizations.
- **MSELA 735 Leadership for Equity and Diversity**
Coordinating and effective utilization of school-based special services in the context of student diversity with attention to values, theory, and research underlying curriculum, instruction and policy, in terms of social class, gender, sexual orientation, disability, and race.

Monitoring Teaching and Learning

- **MSELA 726 Data-Based Decision Making**
Prepares educational leaders to engage in data-driven decision making from a system-wide perspective. A second objective is to provide students with basic data analysis skills they can use in their graduate studies.
- **MSELA 703 Evaluating and Supporting Quality Classroom Teaching**
Enables school leaders to evaluate teaching practice and to recognize and support quality classroom teaching in K-12 classrooms. Students will apply established evaluation frameworks to video cases of classroom practice. Topics will include a review of supervision and evaluation theories, basics of video production, and the link between evaluation practices and professional development.

Building Nested Learning Communities

- **MSELA 726 Data-Based Decision Making**
Prepares educational leaders to engage in data-driven decision making from a system-wide

perspective. A second objective is to provide students with basic data analysis skills they can use in their graduate studies.

- **MSELA 703 Evaluating and Supporting Quality Classroom Teaching**
Enables school leaders to evaluate teaching practice and to recognize and support quality classroom teaching in K-12 classrooms. Students will apply established evaluation frameworks to video cases of classroom practice. Topics will include a review of supervision and evaluation theories, basics of video production, and the link between evaluation practices and professional development.

Acquiring and Allocating Resources

- **MSELA 830 School Finance and Resource Allocation**
Contemporary bases for collecting and distributing local, state, and federal funds for elementary and secondary education; problems and issues in financial support of education; current, alternative and more effective uses of educational resources.
- **MSELA 844 Technology and School Leadership**
Investigates how school leaders develop and use technological tools and systems to improve student learning and effect change in schools.

Maintaining a Safe and Effective Learning Environment

- **MSELA 845 School-Level Leadership**
Dimensions of school-level leadership includes a focus on dimensions of the principal's leadership role, leadership tasks needed to advance equity and excellence in student learning, and distributed leadership.
- **MSELA 700 Field Experience in Educational Leadership**
Supervised field experience: elementary, secondary, and/or special education at local, state, or national level.

(<http://MSELa.education.wisc.edu/MSELa/academics/MSDegreeRequirements/masters-k12-leadership-cohort-program>)

The following are activities extracted from the preeminent institutions that could be duplicated at FSU to develop both programs:

1. Develop a niche that attracts students and focuses learning. This could be accomplished by identifying our audience and their respective needs. (i.e. Educational Leadership in rural communities). Followed by a focused marketing strategy that would attract clientele. Learning then could be focused on the unique issues related to rural education and poverty.

2. Use a cohort approach. The literature cites learning communities as powerful motivation for student achievement and retention. The development of cohort groups on the main campus as well as in strategic off-campus locations.
3. Develop a means to provide post graduate support. Either by a digital professional portal which filters questions and problem solving strategies, through research and presentation opportunities, and cohort seminars or support groups. Given the availability of distance technology at Ferris, these sponsored meetings would provide continued support for alumni, but also provide a lens for the faculty of contemporary issues in the field of educational leadership.
4. Recruit and retain respected leaders in the field as faculty. This type of recruitment would require that the department, college, and university provide adequate incentives for this quality of industry leaders to consider employment at Ferris.

Recruitment & Marketing:

It appears that the MSEL program at Ferris State University is so similar to the other programs in the state that it has a cookie-cutter image. While the MDE framework creates minimal standards and expectations, it is apparent that the FSU program has not gone beyond that mold. There is no prominent quality that makes the MSEL program unique, therefore limiting marketing strategies. It is also evident that Ferris State University is not keeping up with the marketing and social media tools being employed by other institutions to market the university and its programs. If a person uses the Internet to search for graduate programs in any specific field you will quickly find that many of the commercial, for profit schools such as: the

University of Phoenix, Concordia, and others have done an excellent job of promoting their programs by purchasing Internet ads and search result placements that allow their institutions to migrate to the topic of the search results.

Another unique internet-based tool is the listing service that offers institutions an opportunity to be listed on their site that contains lists that are designed to come to the top of the search result. These listing services use beefed-up search engine strategies for paying institutions to have their information on the list. These lists imply and promote the institutions on the list as the top 10 or 100 in the United States. The institutions pay to be on the list; for small businesses the cost is approximately \$1000.00 per month. This marketing technique is used by many public and private institutions. The commercial sources such as Google and other search engines put their sites on the top of any search that results from specific search terms. For example, many of the top listing companies produce results that do not list Ferris State University as offering any specific education programs at either the undergraduate or graduate level because Ferris does not pay for these types of services.

Creating a unique niche and brand, then employing that niche and brand in marketing is essential to facilitate future growth of the program. Both of these

Financial Support for Students:

Ferris needs to take advantage of the Great Lakes Scholarship when recruiting out-of-state students that are normally required to pay out-of-state tuition. The Great Lakes Scholarship was designed to off-set the out-of-state tuition paid by out-of-state students. Students living in Illinois, Indiana, Minnesota, New York, Ohio, and Pennsylvania, Wisconsin or

Ontario area are eligible. Program marketing materials should also include other applicable funding sources as students focus more on the costs of attending colleges and universities.

Additionally, there are no graduate assistant positions within the department. The use of graduate students to provide research and teaching assistance not only aides the department faculty, but provides an invaluable learning experience for the graduate students. Learning the process of research, engaging in supervision of preservice teachers, and assisting in administrative duties in exchange for tuition and a small stipend would greatly assist several of students academically and fiscally in their pursuit of their degrees.

Research and Related Activities:

Faculty should be encouraged to pursue research and other related activities. This shift would require that the institution foster an environment more conducive to the pursuit of new knowledge and partnerships in the greater community. At present, overloaded faculty assignments limit the ability for most faculty to engage in research or develop strong partnerships in the greater community. Both are necessary to promote visibility and sustainability of programs. Perhaps a task force could look at different models for faculty engagement.

Community Engagement:

There are numerous private and federal sources for grants that promote community partnerships and consortiums. Often grants that include university partners have more weight when funding sources evaluate the grant application. There are typically opportunities for universities to participate if they can locate an interested faculty member. This option could be better facilitated if the university promoted the list of faculty experts already in place for outside

agencies. Additionally, to promote participation in grantsmanship and partnerships, incentives or load could be assigned.

Additionally, the mentoring partnerships that could be created to support graduates in administrative roles would provide a vehicle for better community engagement and tainable partnerships.

Develop Fully Online Program Options:

The most immediate need is to develop a 100% online option for students to complete the degree to stay competitive. The MSEL could easily be converted to offer fully online courses. At present there is a barrier to this undertaking; international student access. According to the Graduate Program Coordinator, Dr. Lza Ing, students using scholarships from the Kingdom of Saudi Arabia (KSA) are not allowed to have more than one fourth of their educational program online. The majority of the students coming from KSA enter into the MSEL program, constituting nearly one third of MSEL enrollment. Altering the program to a fully online format would marginalize these students thus reducing program enrollment and forfeiting a large sum of revenue.

Demand

Most of the students indicated that they selected Ferris State University based on its location, reputation and recommendations by friends and colleagues. Approximately 90% of the students indicated they would enroll in the programs again, and approximately 90% of the students indicated they would recommend the programs to others. The students indicated a low market demand for the program in which they were enrolled but reported having a job in the field directly related to their program. However, the demand for qualified principals in the state

of Michigan is great. One hundred percent of the alumni agreed or strongly agreed that if they had to do it over again they would enroll in the program and recommend others to do so also. Sixty percent of the alumni agreed or strongly agreed that there is a strong demand for program graduates. Ninety percent of the respondents were employed in a field that represented their field by the degree. Ninety percent of the faculty agree or strongly agree there is a continued demand for program graduates.

The Rand Group and the Michigan Department of Education state that the principalship in Michigan is in danger. Despite the availability of positions in the state, many individuals with certification are not applying for these administrative posts. Additionally, district superintendents, as noted in *A Study of Michigan's School Principal Shortage* (Cusick, 2002), state those applying for the position of building level principal are unqualified. In studies by the National Association of Elementary School Principals (NAESP) and National Association of Elementary School Principals (NAESP) revealed that the educational levels, experience, and salaries of individuals entering the principalship. In 2012, the typical principal candidate had 4-10 years of experience in the field prior to entering the position. The typical candidate has an earned Master's level degree in the field of Educational Leadership, Educational Policy or a similar field. The salary range is \$69,000 - \$108,000 per year. According to the Bureau of Labor and Statistics, (<http://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm>), the median salary for a principal nationwide is \$90,410.00. At present (2014) there are 240,000 principal positions in the U.S. with a projected 6% growth.

Student Achievement

Students in this graduate program are typically employed as full time teachers and work as students, part time. They are not members of RSOs, Student Government, or the Honors Program. The SOE does honor a student annually with the graduate student award at the spring banquet. Students are encouraged to join professional organizations related to their field such as ASCD, PDK, ILA, or others.

Students complete a capstone thesis, project or portfolio at the end of their program of study. These are all research-based and encourages students to reflect on their teaching practice to make positive change. These capstones are presented to a committee of three including two faculty members, and a member from the student's field, such as an administrator. Many students are encouraged to present their projects at a professional organization's conference. The School of Education could further their support of these candidates by encouraging collaborative research and presentations among students and faculty.

Employability of Graduates

Employment Post-Graduation

Of the graduates surveyed in February 2016, 12 responded, 5 graduated in 2015. 100% of respondents are in the field of education. 100% are working full time and have been employed from 1 to 25 years at their place of employment. 90.1 % were employed in the field within one year of graduation. Upon reflection on program trends related to "employment post-

graduation”, graduates of educational leadership programs may have the education to engage in administrative roles, however, many do not have the desire. Current educational trends, legislative mandates, and the accountability movement have left many who are very capable to serve reluctant to move into those positions. Perhaps the MSEL program faculty could create some innovative and unique means to entice graduates in being the change agents in their community schools.

Additionally, to continue to address employment trends the SOE needs to collect data on graduates annually.

Stakeholder Perceptions of the Employability of Graduates

Alumni perceptions of the program are impressive with 53.85% reporting they strongly agree they would recommend the program to others, and 46.15% agree with the statement. However, 5 students did not feel there is a strong demand for the degree. 92.31% of respondents did not use Career Services.

There is currently not an active advisory board in the SOE. Dr. Adamu has created a list, with faculty and staff input, of members to invite. They represent district leaders and teachers who will provide input to the program. The advisory board, once active, will provide the perspective of employer perceptions of the program. At this time, employers have not been surveyed. In the future part of the CAEP accreditation process will require the SOE to collect data on graduate performance in the field as reflected by PK-12 student test scores.

Faculty perceptions of the program’s ability to prepare graduates for a career in their field of study is very strong for the Special Education option. It is also strong for the Subject Area option, however, increasing the graduate courses available. There is stated support among

faculty for the MSEL program, but it appears that program faculty need to make more information available to all members of the faculty.

Career assistance could be advertised and provided to graduate students. The resources available to them for updating resumes, revising cover letters, and preparing for interviews could prove helpful, especially for students seeking to change career paths. The Graduate Program Coordinators could contact Career Services for presentations.

Faculty Composition and Engagement

Organization

There are four tenure track or tenured faculty teaching within the MSEL. The faculty teach the majority of their load on the main campus. One faculty member teaches the majority of load off campus. No faculty teach the majority of their load in a fully online format, most courses are in a hybrid format. There are no full time temporary faculty teaching within the program, but there are two adjunct instructors. The adjunct instructors teach classes on the main campus.

Curriculum Vitae

Name & Degree	Type of Position	Average Semester Load
F. Mike Ennis Ph.D.	Professor	12
Brady Flachs M.A.	Assistant Professor	15
Virginia Hines Ed.D.	Professor	12
Katherine Manley Ed.D.	Professor	12
Tim Buckingham M.A.	Adjunct Instructor	3
Michelle Newman M.Ed.	Adjunct Instructor	3

Service

This table highlights the contributions of the faculty to the program, department, college, and university over the last three years. All faculty contribute to curriculum changes within the program as well as serve on capstone committees. The adjunct faculty for the program have not provided service to the program, department, college, or university.

Faculty	Program	Department	College	University
Dr. Ennis	-Created Comprehensive Exam -Created Graduate Handbook	-Secondary Education APR Chair -Faculty Search Committee -Field Experience Review Committee	-Sabbatical Committee -Diversity Committee	-IRB Board Member -DCCL Task Force -University Graduate & Professional Council Representative FerrisConnect/LTAB Board
Prof. Flachs	-EDLE Internship Coordinator -Faculty Search Committee	-Director Search Committee -Curriculum Committee -Revised EDLE curriculum		
Dr. Hines	-Faculty Search Committee -APR Chair	-Founding Advisor SMEA -Curriculum Committee Chair	-Assessment Committee	-Executive Board FFA -MACTE Strategic Planning Committee -Diversity Committee Chair

Dr. Manley	Capstone Committee Member	-Perkins IV Advisory Group -HLC Team Member
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Research

This table highlights faculty presentations at conferences and publications over the last three years.

Faculty	Presentations & Publications
Dr. Ennis	<ul style="list-style-type: none"> -MI Career Education Conference: Tech. Tools Update, Promoted a Route to CTE Certification -Great Lakes Conference on Teaching & Learning: Choosing Online Tools to Enhance Instruction -Lilly Conference: Tech to Support Instruction -NCPN Conference: Tech Resources to Create an Impact in CTE
Prof. Flachs	<ul style="list-style-type: none"> -Michigan School of Optometry: Special Education Referral Process -MOISD Professional Development Presenter: Special Education -Doctoral Dissertation (in process): Graduation rates of high school students who receive special education services and participation in school sponsored clubs and activities
Dr. Hines	<ul style="list-style-type: none"> -Throw Away Kids: Teacher Expectations, FASDs and the School to Prison Pipeline (manuscript in process) -The Perfect Storm: The intersection of Fetal Alcohol Spectrum Disorders, teacher expectations and the School to Prison Pipeline. Presented at the 2015 annual conference of the Eastern Educational Research Association, Sarasota, FL. -The Perfect Storm: Alcohol Related Neurodevelopmental Disorders and the campus community. Presentation made to the clinical staff at the Counseling Center, Grand Valley State University, Allendale, MI

- Dr. Manley
- How AMTEC is Using Data to Improve Instructional Delivery and Performance at National Career Pathways Network Conference (NCPN)*
 - AMTEC: Developing a State of the Art Curriculum & Establishing a Skilled Workforce, ACTE Best Practices Conference*
 - Symposium 2014—Future Insight: Competency Based Education Keynote*
 - A New Perspective on the Traditional Curriculum and Assessment Development Process, ACTE Career Visions Conference*
 - Teaching Problem Solving: flipping the Technical Education Classroom, Kentucky Association for CTE*
 - Plumbing & HVACR Instructor Bootcamp Webinar Series*
 - HiTec Conference AMTECs Collaborative Method to Develop Curriculum*
 - Global Leadership Workshop: Business Partnership & Curriculum Development*
 - AMTEC Academy: A Systems Approach to Curriculum & Assessments*
 - AMTEC Certification: Developing the Future of the Manufacturing Workforce*
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Continuing Education

This table highlights the professional development, training, or coursework completed by faculty over the last three years. The continuing education of the two adjunct instructors was unclear as it was not listed in their vitae.

Name	Continuing Education Experience
Dr. Ennis	<ul style="list-style-type: none"> -Oakland University Optimizing the Protection of Human Participants in Research -OSU Test Development Workshop

Professor Flachs	<ul style="list-style-type: none"> -Completion of Educational Leadership Doctoral Coursework CMU -CAEP Accreditation
Dr. Hines	<ul style="list-style-type: none"> -Sabbatical Leave 2014: Teacher Expectations, FASD and School to Prison Pipeline -Pursuing AA in Legal Studies
Dr. Manley	<ul style="list-style-type: none"> -National Career Pathway Network (NCPN) Conference (2015, 2014, 2013) -Advanced Technological Education (ATE) Principal Investigator Conference (American Association of Community Colleges) (2015, 2014, 2013) -Conference for Adult and Experiential Learning (CAEL), Competency-Based Education and Assessment -ACTE Best Practices Conference, Discovering Best Practices and Innovations in CTE -High Impact Technology Exchange Conference (HiTEC, Educating America's Technical Workforce (2015, 2014, 2013) -ACTE Career Visions Pre-Conference, <i>How to Significantly Increase Enrollment, Retention and Performance.</i> -National Council for Workforce Education (NCWE)

Stakeholder Perceptions of the Quality and Composition of Faculty

SAI and IDEA reveal that in general, the SOE courses are highly rated. The table indicates student responses from Spring 2013 through Spring 2016. Carrie Adams, Secretary III, secured this data from the system. Although the SAI and IDEA are different, the following items were selected for comparison: Course expectations were communicated clearly or Explained course material clearly, depending on whether SAI or IDEA was used, Course was well organized, I rate this as an excellent course, and I rate this instructor as an excellent teacher. Please see the

appendix for full SAI and IDEA forms. Spring 2014 and Fall 2014 documents did not contain the item Course was well organized, hence the NA. Spring 2015 results were gathered for only one course. In general, faculty use SAI and IDEA data by semester to revise and update their courses. Until writing this report, it was not clear that overall SOE student SAI and IDEA data was available. Specifically, the program faculty will be able to review and reflect on this data at the faculty retreat each August. The graduate program coordinators can share this data with faculty.

SAI/IDEA Items	Sp. 13	Su. 13	F 13	Sp. 14	F 14	Sp. 15	F 15
Course material/expectations explained clearly	4.53	4.23	4.21	4.47	4.76	2.1	4.25
Well organized	4.33	4.14	4.21	NA	NA	2.1	4.18
Excellent Course	4.38	4.05	4.12	4.49	4.76	3.5	4.12
Excellent Teacher	4.47	4.24	4.35	4.69	5	3.6	4.34

A survey of the Graduate Studies Alumni was conducted in February 2016 with 13 respondents. There were two alumni who graduated from each 2011, 2012, 2013, and 2014, five alumni graduated in 2015. Four of the alumni were graduates of the Special Education option, eight were graduates of the Subject Area option, and one was a graduate of the Educational Leadership option. Approximately fifty-four percent (53.85) strongly agree that the Quality & Composition of the Graduate Faculty is Strong, and 46.15% agree with the same statement. In general faculty consider alumni evaluation trends during each Academic Program Review.

Specifically, the faculty need to gather this evaluation data annually and include for discussion in meetings.

Unfortunately, the graduate programs do not have an active Advisory Board. Faculty do glean information from students, employers, colleagues in the field, as well as following current trends in educational leadership to provide guidance to program improvement.

Program Policies and Procedures

Faculty attend conferences related to accreditation financed by the department or the college. They may also attend conferences using funds earned through the Faculty Center for Teaching and Learning and grants earned from other departments across the university. Faculty encourage each other, the interim dean and the program director have asked faculty to attend opportunities to stay current in education in Michigan.

Faculty advisors (tenured and tenure track faculty) assist with selecting courses, requesting registration, planning course rotation through graduation, accessing applications for special courses including workshops, internships, and the capstone. They also serve as capstone chairpersons and/or committee members to guide students through the final course thesis, project, or portfolio.

The minimum qualifications for tenure line faculty is a doctorate in a relevant field and teaching experience. Ferris State University has primarily been a teaching institution and the SOE supports that with the employment qualifications emphasis on classroom experience. The minimum qualifications for adjunct faculty within the program is a college degree in the field that is greater than the students in the course, and teaching experience in the related field. The Program Director and/or the Graduate Program Coordinator determines if qualifications are met

through an online application process. This has worked well as the adjunct faculty are also observed by the Program Director or a graduate faculty member each semester.

Hiring and Retention

Two graduate faculty members retired since the last APR, and one moved to another department. The SOE has successfully hired three faculty members in the last two years; fall 2014, a faculty member in Special Education and Educational Leadership, and spring 2016, Reading & Special Education, and Leadership respectively. These new faculty bring with them extensive experience from P-12 education which will assist the program remain current and grow. Both were hired using a faculty committee who collaborated effectively to interview qualified candidates and agree on a best fit for the SOE and Ferris State University. The program's ability to attract high quality candidates was demonstrated as strong during this process. The seven faculty who teach in the graduate program have been members of the Ferris State University faculty for a minimum of three years and a maximum of almost thirty years.

Program Administration and Support

Administrative Positions

The COEHS organizational chart is found in the 2015-2016 Factbook at

<http://www.ferris.edu/HTMLS/admission/testing/factbook/FactBook15-16-2.pdf>

Name	Degree	Administrative Experience
Steven Reifert*	Ph.D.	Interim Dean, former Program Director Criminal Justice Department
Usman Adamu	Ph.D.	SOE Program Director
Liza Ing	Ed.D.	Former Program Director, Graduate Program Co-coordinator since 2009

Amy Kavanaugh	Ed.D.	Graduate Program Co-coordinator since January 2015
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*It should be noted that interim dean, Dr. Steven Reifert was replaced by the hiring of Dr. Aarick Jackson as the Dean of the College of Education and Human Services with a starting date of July 1, 2016.

Since the last APR report the SOE has been in a state of flux, as we have had one director who left after less than three years, and then interim Co-Directors. In January 2016, the SOE hired Dr. Usman Adamu to serve as Director, his name should replace Dr. Leonard Johnson's on the organizational chart. Administrative positions that have program oversight include:

The efficiency and effectiveness of the administration serves the purpose for the number of students we have at this time. If the program experiences significant growth, this structure would need to be evaluated. The SOE is considering an evaluation process to measure effectiveness. This is an item that could added to the survey administered to students. The positive aspects include that students are admitted and graduated in the five year expected timeline.

Support Staff

There are currently five staff who provide support for the graduate programs in the SOE. In addition to these staff, two faculty share the graduate program coordinator role which includes admitting, orienting, advising, and clearing students for graduation. The staff and their titles are listed:

Name	Title
Carrie Adams	Secretary III

Okai Strickland

Secretary I

Michelle Kelenske

Advisor/Vocational Authorization Officer/
Certification Officer

The support staff efficiency is improving as procedures are identified for student file maintenance and graduation clearances for example. The program relies on the support provided by the secretaries to answer inquiries from prospective and current students, both secretaries were hired within the last year. If they are unable to assist the students, they are referred to the program co-coordinators or available faculty who can assist in answering general questions. Opportunities to improve the structure include clarifying what additional support is needed and identifying if support staff have recommendations for efficiency. The Director of Student Academic Affairs has played a role in marketing the graduate programs, but this work could be extended by collaborating with Media Services, University Advancement, and off campus locations. Web support is critical in order to become more contemporary and share accomplishments and needs with our stakeholders.

Support Services

FLITE is utilized by the MSEL program in a variety of ways. Kristy Motz, Education Librarian, works with faculty to provide presentations on effective use of databases for research. She also created a helpful page for graduate education students to use to begin their research. This targeted assistance guides students as they prepare for their capstone projects. Helen Sobers arranges for course e-reserves that faculty can then include in their Blackboard course sites.

Faculty Center for Teaching and Learning serves the program needs by offering one-on-one support for faculty in Blackboard. This is useful for adjusting the gradebook, creating assessments and rubrics, and inserting new content. Additional support is provided to faculty via

conference attendance, focused studies of teaching and learning, and individual training in specific teaching technologies.

The Tutoring Center is used by these programs on an as needed basis. Faculty may include the Writing Center Online Tutoring option in their syllabi or with students individually (<http://www.ferris.edu/htmls/colleges/artsands/languages-and-literature/writing-center/On-Line-Tutoring.htm>). It is a hMSELful service to have available in an online format as students can send their papers to writcen@ferris.edu, faculty then receive notification that a particular student used their services. Given the number of foreign nationals enrolled in the MSEL program, these services provide a wealth of support for students who are seeking feedback as they write in their second and third languages.

The Technology Assistance Center (TAC) is available to students enrolled in and faculty teaching in the MSEL program. They have been prompt in addressing teaching technologies in the classrooms and assisting students with the plethora of technology issues related to on-line learning.

Birkham Health Center provides medical attention for students and faculty. There are a variety of services that can be used to improve physical and mental health including weight control, depression, allergy clinic, flu and other vaccinations. For faculty and students to do their best work, they need to be in good health. Faculty make students aware of these services and refer students to appropriate services.

Media Productions has been used to record sample lessons, caption media for disability purposes, and digitizing media for online and in class use. The graduate program has also used Gabe Harkins for marketing materials.

Institutional Research Board (IRB) is an important first component to some capstone projects for students seeking research opportunities in sensitive microcosms. Upon enrolling in EDUC 681 (the research class) students can choose to complete a project or thesis which may require the IRB application depending on the data collected. Faculty also use the IRB process for their work and have completed the CITI Training as required by IRB.

The Center for Leadership, Activities and Career Services (CLACS) is utilized by the programs for recruitment through the Graduate Student Fair held at the UCC. Student awareness of services available to them and referral is predominately made by faculty. Some faculty may also include presentations by Mickey Albright in courses. The program could extend CLACS use by offering a seminar for students to update their resumes and cover letters near the end of each semester. However, it should be noted that CLACS is geared more toward the undergraduate student needs.

Institutional Research and Testing is used by the graduate programs to reach out to graduates for their feedback on the program. Faculty use the Fact Book as a resource to monitor changes in student population and enrollment. These tools are invaluable as faculty and administrators seek data to inform decision making regarding recruitment and retention in the program.

Overall, the graduate programs in the SOE have not successfully used University Advancement and Marketing. When SOE representatives previously met with the department for marketing support representatives were left to create the marketing materials. Perhaps the marketing communications services listed at the website are now available to departments, as

this would hMSEL with marketing the programs.

<http://www.ferris.edu/HTMLS/administration/advance/communications/index.htm>

Diversity and Inclusion Office or Multicultural Student Services have not been in implementing program curricula or student recruitment. However, a member of the faculty did chair the Academic Senate Diversity Committee during the 2013-2014 school year. She did request assistance in promoting a more inclusive and inviting environment for the recruitment and retention of minority faculty across campus, and specifically in the COEHS. The response included a presentation to the committee, and a list of publications that should include position postings for faculty lines. As a result in increased focus on minority recruitment for faculty, the SOE is proud to report that the new director of the SOE and a new faculty member for the 2016-2017 year identify with underrepresented groups in academic faculty.

Additionally, the Diversity and Inclusion Office could be an excellent resource for identifying and recruiting minority students for the program. It could also offer support services to current students.

Educational Counseling and Disabilities Services is used by students who have documented disabilities that must be accommodated in the university (ECDS) classroom. Once students contact ECDS, faculty receive notification of the disability. All faculty syllabi include a statement for students to visit ECDS if they have or believe they have a disability which needs accommodation.

Grounds and Maintenance have not been used specifically by the MSEL program. However, during the 2015-2016 academic year, the maintenance team and the university's health and safety team did engage in a study of the air quality in the COEHS building. Initiated

due to air quality complaints by faculty and students, the college Ferris Faculty Association representative, Dr. Virginia Hines, followed procedure to request and obtain an environmental health study be conducted. The results were nebulous, and the report has been forwarded to an independent consultant for interpretation. These issues persist and despite continued attempts to address the symptoms, a remedy has not been identified to resolve the permeating smell of mold in the building.

Facilities and Equipment

The MSEL program is predominately offered on the Big Rapids campus. However, the program does include required courses without the prefix EDEL, and therefore courses are available in Traverse City, Big Rapids, Grand Rapids, and Flint. Students take courses as they come available at the different locations.

Location	Classroom Space	Computer Labs	Office/Meeting Space	Storage Space Used
Big Rapids	3	0	6/2	Student files in cabinets 421 Bishop Hall
Flint	33	1	1/1	N/A
Traverse City	22	3	Available with reservation	N/A
Grand Rapids	20	4	0/1	N/A

Space

Bishop Hall is the SOE building in Big Rapids, the program has three classrooms that accommodate 25 students each, none of which are computer labs. At the Mott Memorial Building in Flint there are 33 spaces available to hold classes, one is an auditorium that holds 320 people, one is a computer lab, and the remainder of classrooms accommodate between 14 and

40 students. The University Center in Traverse City has approximately 25 classrooms, of which 3 are computer labs, with 8, 16, and 24 computers. These classrooms are shared with 6 other universities, however, according to Debra Curtis, Director of Northern Region, since we are the largest partner, the rooms are scheduled to make sure Ferris program needs are met. The Applied Technology Center in Grand Rapids houses Ferris State University Programs. According to Laura Porritt, Secretary to the Assistant Dean, there are 20 classrooms that hold from 15-35 students at this location.

Office and meeting space is available at varying levels at each location. On the main campus each faculty member has an office space, adjunct faculty do not. There are two conference rooms available for meetings and presentations. In Flint, there is an office for Dr. Ennis and one Ferris State University conference room, others are available to reserve.

Graduate student files are held and maintained in 421 Bishop Hall in Big Rapids. There is no designated storage for graduate student materials and records at the other campus locations.

There is adequate space available at these locations for graduate programs including the MSEL program to be offered. There are some barriers to access at the Grand Rapids campus due to the need for the university has to rent space and security for weekend use from Grand Rapids Community College (GRCC). Traditional graduate classes typically meet in a combination of Friday evening, all day Saturday, and Sunday which is when GRCC is closed. Some classes have been cancelled due to this expense. Positive changes that could be made would be following the rotation of graduate course offerings by locations so students could plan their programs in advance. As it currently is, the rotation is followed at some locations and not others.

An additional issue related to rotation schedule is related to student enrollment. An example is when a course is offered at an off-campus site, little regard is given to the geographical location of the students' residences. Hypothetically, a class may be offered in Traverse City, with no enrollees from the greater Traverse City area. An examination of the relationship to where a course is offered and the respective locales of the students may create an opportunity to meet student needs better, to save costs associated with location, and savings associated with travel and lodging on the part of the faculty member.

Computers

Although there are no computer labs dedicated to the SOE in Bishop Hall, there is a lab that can be reserved that has 18 computer stations. Faculty may also reserve labs at FLITE. There is a computer lab at the Flint location with 36 computer stations. The Traverse City campus has 3 labs with 8, 16, and 24 respective computer stations available. In Grand Rapids there are 4 FSU computer labs that accommodate 23 students each. Additionally, the department has laptop computers on a smart cart and iPads available for student use during instruction. There is an adequate number of computers available for all graduate program and no recommendations for change at this time.

Equipment

The classrooms and computer labs at each location are considered Smart. This means they include a computer station with internet access and a projector for instruction. Some classrooms in Grand Rapids do not have a document camera, but one is available for reservation. Ideally, each classroom is equipped with a document camera to support visual learning.

Perceptions of Overall Quality

The mission of the graduate program in the School of Education parallels the mission College of Education and Human Services as students and graduates are challenged to work flexibly with diverse populations and guide them to become contributing citizens in their communities (<http://www.ferris.edu/htmls/colleges/educatio/coehs-links/mission-vision-assess.htm>). The School of Education also supports the expectation of integrity and life-long learning as students work to move from provisional to professional teacher certification.

The faculty met for a roundtable session on February 10, 2016 to discuss perceptions of quality of the graduate programs. The leadership program has good support among the faculty, but is in need of better representation among the other graduate offerings. While there is evidence of growth, there appears to be opportunities to further the brand in the various regions where the program is offered. This program has also attracted a sizable International Student population. Due to constraints related to delivery options, the program offerings are more prone to be face-to-face formats opposed to hybrid or online modes of delivery. Potentially, these constraints could hinder growth of enrollment opportunities.

Currently, the orientation is offered through Blackboard so students can complete it without traveling to campus. Given the large number of international students enrolling in the program, there is a need to address specific cultural difference for these students. One faculty has submitted a proposal to address academic cultural differences (plagiarism, academic writing, use of office hours, etc.) has been proposed for the academic year 2016-2017.

For continuous improvement to occur, faculty need to continue to use student IDEA data to revise courses and update course requirements based on industry standards and input from area school leaders. The program can cultivate additional admissions by attendance at

graduate fairs, increased marketing materials, and by providing informational social events that would introduce faculty and potential students.

Implementation of Findings

The graduate programs are now invested in the CAEP process for accreditation so the APR process will become redundant. They are similar in the following ways:

CAEP Standards	APR Sections
Content and Pedagogical Knowledge	Curriculum; Assessment of Student Learning
Clinical Partnerships and Practice	Perceptions of Overall Quality
Candidate Quality, Recruitment, and Selectivity	Student Achievement
Program Impact	Program Value
Provider Quality Assurance and Continuous Improvement	Faculty Engagement, Facilities and Equipment

The program review results will be shared with stakeholders in two ways; posted on our Facebook Page and will be linked at the SOE website. The SOE currently has the Michigan Department Education rating posted at the website.

To address opportunities for improvement, faculty will dedicate time at the program retreat to review APR results. This APR process led to a greater understanding among faculty about the need to be more thoughtful about program offerings, rotations, and targeted audiences. The director has created a SOE Strategic Plan Committee to address the unit programs overall. This

committee work will provide a frame for further assessment of and enhancement of the program presentation and curriculum.

Program plans to promote SOE strengths include highlighting program statistics, new faculty, and graduate accomplishments on the SOE website.

APPENDIX A



Office of Professional Preparation Services

Application for School Administrator Preparation Programs

This is for **program providers** seeking approval to offer school administrator designations or specialty/enhanced endorsements

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Administrative Certification Rules Reference

Traditional Programs (includes colleges and universities)

R 380.107 Administrator's certificate basic endorsement; traditional program requirements.

Rule 7. (1) An elementary, secondary, or central office certificate basic endorsement designation may be issued to an applicant who presents evidence of satisfying the following requirements:

(a) Possession of a master's degree or higher from an accredited college or university whose accrediting body is recognized by the United States department of education or state board approval.

(b) Completion of an approved program in school administration at least at the master's degree level is required for the elementary or secondary basic certificate endorsement designation. The program shall include, but is not be limited to, a minimum of 18 semester hours of graduate credit, in K-12 school administration.

(2) A central office certificate basic endorsement designation may only be issued to an applicant who presents evidence of satisfying both of the following requirements:

(a) Possession of a masters or higher degree.

(b) Completion of at least 21 semester hours of credit at the post-master's degree level. The program shall include advanced studies in K-12 school administration.

(3) Credit completed in an approved administrator preparation program for one level of administrator certification basic endorsement designation shall apply towards certification at another level if the credit meets the approved program requirements.

College or University Core Concept

If an individual already holds a master's degree, can they do minimally 18 hours of an approved program to obtain the principal K-12 designation?

No program is approved at 18 credit hours. Each institution is approved at a certain number of credits unique to the program submitted. Specifically, the minimum of 18 hours means a minimum of the approved core. The core is what each university applied for and is approved to offer. Therefore, no institution should be offering an 18 hour program if they are not utilizing credits earned that can account for the other courses not included in the core when offering an 18 hour program. If an institution is approved to offer an educational leadership program at 36 credit hours, but they possess an 18 hour certificate program; this is clearly out of compliance with the administrative rule. If an institution is evaluating a candidate with an earned master's degree and can recommend the candidate for certification at less than 36 credits from the approved core based on previous course work, this is acceptable. In order to have an 18 hour certificate program, the institution must have an approved core at 18. If during a review the Michigan Department of Education (MDE) finds misrepresentation of the core, the program can be suspended pending removal.

Alternate Routes (only offered by professional associations)

R 380.107a Administrator's certificate basic endorsement; alternate route requirements.

Rule 7a. (1) The department shall recognize alternative pathways for administrator certification pursuant to section 1536 of 1976 PA 451, MCL 380.1536.

(2) A state approved administrator alternate route program shall be offered by an established state recognized professional organization. An approved administrator alternate route program shall meet state board approved standards for principal or central office preparation in the areas of knowledge, dispositions and performances. The approved standards-based alternate route program may include modules, coursework or other professional learning activities.

(3) A candidate may be admitted to an administrator alternate route program to obtain an administrator's certificate basic endorsement designation based on the assessment of a standards-based portfolio under 1 of the following categories:

(a) Category 1: A candidate shall possess a masters or higher degree from a college or university accredited by one of the regional accrediting bodies recognized by the United States department of education.

(b) Category 2: A candidate shall possess a baccalaureate degree from a college or university accredited by one of the regional accredited bodies recognized by the United States department of education and have a minimum of 3 years of experience that meets at least 1 of the following:

- (i) Successful experience as a prekindergarten to grade 12 school administrator.
- (ii) Successful central office experience.
- (iii) Management or leadership experience in fields other than prekindergarten to grade 12 school or district administration.

(4) A candidate who is admitted under subrule (3)(a) or (3)(b)(iii) to an administrator alternate route program is required to complete a supervised internship as determined by the alternate provider's approved program.

(5) A candidate who possesses successful and valid experience may be recommended for the administrator certificate if the alternate route provider determines that all state board approved administrator standards (principal preparation or central office preparation) are met either by program completion or passage of an administrator examination as approved by the superintendent of public instruction, and completion of a supervised internship if required by subrule (4).

(6) A candidate who does not meet all state board approved standards upon review of experience shall complete additional preparation based on the alternate route provider's assessment of the standards-based portfolio and an individualized professional development plan.

(7) All program participants shall be supported by an assigned mentor or coach with expertise and school administrator experience.

(8) An alternate route provider shall annually evaluate mentor or coach effectiveness.

Specialty and Enhanced Endorsements (only offered by associations)

R 380.111a Established state professional organization; specialty endorsement.

Rule 11a. (1) The state board shall approve standards and procedures for reviewing established state professional organizations' programs to prepare and recommend candidates for specialty endorsements. The superintendent of public instruction shall make recommendations to the state board for the initial state approval of established state professional organizations, based on state-board approved standards and procedures.

(2) A state-board approved school administrator specialty endorsement program shall be offered by an established state professional organization. Approval is granted for a 5-year period.

(3) The superintendent of public instruction shall continue approval of the established state professional organizations' specialty endorsement programs based on a 5-year review.

(4) Upon request of the superintendent of public instruction, an established state professional organization shall present a report of its specialty endorsement preparation program descriptors and performance measures.

(5) The successful completion of a specialty program shall result in an endorsement issued on an administrator's basic certificate.

Rule 380.111b Established state professional organization; enhanced endorsement.

Rule 11b. (1) The state board shall approve standards and procedures for reviewing established state professional organizations' programs to prepare and recommend candidates for administrator advanced performance and impact based enhanced endorsements. The superintendent of public instruction shall make recommendations to the state board for the initial state approval of established state professional organizations, based on state-board approved standards and procedures.

(2) A state-board approved school administrator enhanced endorsement program shall be offered by an established state professional organization. Approval is granted for a 5-year period. The successful completion of an enhanced program shall result in an endorsement issued on an administrator's basic certificate.

(3) An administrator certificate with an enhanced endorsement shall be valid for 5 years based on the issue date of the certificate.

(4) The superintendent of public instruction shall continue approval of the established state professional organizations' enhanced endorsement programs based on a 5-year review.

(5) Upon request of the superintendent of public instruction, an established state professional organization shall present a report of its enhanced endorsement preparation program descriptors and performance measures.

Review Process

The review process is designed to reflect procedures similar to national accreditation of educator preparation institutions (EPIs). The process assists providers in identifying program outcomes and collecting evidence related to program effectiveness. Additionally, this process allows providers the flexibility to articulate, reflect upon, and revise a school administrator preparation program.

The review process will begin when the program fee invoice is paid. Lack of timely payment will delay the review.

This review process includes the initial application process with data collection over five years.

Year 1	Initial Application	The following is required: <ul style="list-style-type: none"> • Cover Page • Program Overview • Program Requirements • Program Summary • Program Matrix
Year 2	Initial Data	The following is required: <ul style="list-style-type: none"> • Cover Page • Annual Program Report
Year 3	Evidence and Explanation	The following is required: <ul style="list-style-type: none"> • Cover Page • Annual Program Report
Year 4	Data	The following is required: <ul style="list-style-type: none"> • Cover Page • Annual Program Report
Year 5	Evidence and Explanation	The following is required: <ul style="list-style-type: none"> • Cover Page • Annual Program Report



Office of Professional Preparation Services
School Administrator Application

COVER PAGE

Instructions:

- Complete a separate application for each new or amended program.
- Send application and all required documentation electronically to:
educatorprograms@michigan.gov

I. Institution and Program Information	
Institution/Association Name	Ferris State University
If association, date established	
Application Date	March 13, 2015
Program Type	<input checked="" type="checkbox"/> Principal <input type="checkbox"/> Central Office <input type="checkbox"/> Specialty <input type="checkbox"/> Enhanced

II. Type of Approval Request	
<input checked="" type="checkbox"/>	New program
<input type="checkbox"/>	Amending an existing program
<input type="checkbox"/>	Complying with revised State Board Standards
<input type="checkbox"/>	Annual Report Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3 <input type="checkbox"/> Year 4

I. Contact Information for Questions Related to this Application	
Name and Title:	Dr. James H. Powell, Director, School of Education
Phone Number:	231.591.3511
E-Mail:	powelj20@ferris.edu

I. Authorization by Education Department Dean/ Director (Signature required)	
Name and Title:	Dr. James H. Powell, Director, School of Education
Signature:	
Date	

Program Information	
Collaborators (if applicable)	A Memorandum of Understanding from an administrator of a Local School Agency, Intermediate School District, or Public School Academy to confirm collaboration or support for the proposed program collaboration by district or school Board of Education as evidenced by the minutes.

Program Summary
Describe the philosophy, rationale, goals and objectives of the program and explain how the program is consistent with standards.

The Ferris educational leadership program is designed to develop candidates capable of becoming educational leaders in schools throughout the world. By focusing attention on Leadership, Management, and Futuring, for the schools of today and tomorrow. The program is built around Ferris State core values of collaboration, diversity, ethical community, and opportunity. To that end each course is designed to be transformative, experiential, assessment driven, and collaborative. The program serves both local educators as well as international students from Saudi Arabia, Nigeria, and China, and has as its mission the preparation of quality educators whose contributions will enrich lives through dedication to leadership, life-long learning, reflection, and collaboration in the classroom, school, and greater community.

The Ferris program has been accredited by the state and is aligned with the ELCC Standards for Educational Leadership. Performance assessments have been developed to measure the performance of our candidates and will be modified based on the data collected through the rubrics for courses as stored in our BlackBoard tracking system as well as our course surveys.

Describe other performance assessments used, not including course assignments (third party assessments).

We are currently using only those assessments developed internally to measure student performance.

Describe the sequence of courses/modules and/or experiences, which improve the skills of the candidates and add to the competencies acquired with administrator certification.

Twenty-four credit hours of courses are required to be recommended for an initial administrative certificate. The courses address all ELCC and Michigan Standards for the Preparation of School Principals. The sequence includes courses on school community relationships, curricular leadership, school improvement, finance and public education, human resources, the role of a Principal and the legal, ethical and

professional issues they must face. The capstone experience is a three credit hour administrative internship.

Describe experience with course/module performance assessments, and how those experiences will be consistent with program standards.

The Ferris Educational Leadership Program designed its initial performance assessments in 2006. We began by asking students to have a LiveText® account but have recently moved to a Blackboard® based data collection system. Key assignments in required EDLE courses are graded using rubrics that are housed and stored in the Blackboard® data system. The students also use this system to collect and maintain their papers and other artifacts developed in response to the performance assessments. They are then able to use all the material to prepare their capstone portfolio. Faculty assess student work using rubrics aligned with ELCC and the Michigan Standards for the Preparation of School Principals. All data are aggregated and reviewed by faculty at both program meetings each semester. Based on the data as well as feedback from students electronic surveys following each course the assessments are revised to ensure that we are focused on helping the students more accurately prepare for a career as successful school leaders.

Describe the tracking system used to monitor candidate enrollment, progress, completion, and success data.

When students apply to graduate studies at Ferris State their applications are forwarded to the department. Each application is reviewed by the graduate advisor who makes a recommendation regarding admission. Once admitted each student is assigned a faculty adviser who meets with the student to prepare their initial Program of Study. The student meets regularly with the adviser (either face-to-face or online) to review the program and progress toward completion. As a culminating experience the student enrolls in the administrative internship. At that time he/she schedules a time to meet with their adviser and conduct an exit review and review of a portfolio of the student's work. That exit interview provides an opportunity to gather information directly from students about how to strengthen and refine our program. Students reflect on their growth and development as a leader and discuss plans for their continued professional development at this time.

Describe the method of how the program will promote and exercise continual improvement to keep current with the educational climate.

The EDLD program will conduct two faculty meetings each semester. Involved in the meeting will be all tenured and tenure-track faculty who teach in the program, as well as any adjuncts who are teaching in the program that year. Each meeting will look at program level and course level management and curricular issues. A review of the data gathered at both the course and program level will also be reviewed at that time. To ensure that we continue to meet both the current standards of ELCC and the Michigan Department of Education. We also use these meetings to discuss current educational

trends and how we can refine and strengthen our preparation of school leaders.

Describe ways to maintain contact with a minimum of 10% of program completers.

Every student exiting our program meets with a Program adviser for an exit interview. At this point we collect current contact information and emphasize the need to stay in touch. We let them know that we will be following up with them every three years with an electronic survey about how well the program prepared them for their current position as a school leader. We are also creating an advisory group that will meet annually to review program level data and help faculty improve the program.

Program Faculty

Provide the number of faculty in the program (full-time, part-time/adjunct).
Provide the criteria used to select and hire faculty.

6 part-time tenure-line/tenured faculty
3 adjunct professors

The Ferris educational leadership program has four part-time faculty and three part-time adjuncts. The part-time tenure-line/tenured faculty who teach in the program also teach other courses in the School of Education. An earned doctorate in educational leadership/ administration or a closely related field from an accredited institution and prior experience in P-12 administration are desired. Preference is given to individuals who have current experience in school leadership positions, as well as those who have attended and/or presented at professional leadership conferences, participate frequently in regional or state leadership association activity, have graduate-level teaching experience, and an interest and/or experience in working with students who aspire to P-12 school leadership.

Explain how the clinical supervisors and mentors are chosen. Describe their responsibilities for support and assessment of candidates in field placements.

For EDLE 691, students work with the Educational Leadership Program Director to identify an appropriate internship placement with a K-12 administrator who is willing to mentor them and guide them through the internship. This is often the principal for whom they work. With this mentor the student sets learning outcomes aligned to the Michigan Standards for the Preparation of School Principals, and designs activities and projects pertinent to that school, that student, and the selected standards.

All mentors must have a minimum of three years of experience in school leadership, a Master's degree with Michigan Principal Certification. Prior to the internship, the mentor must be approved by District to take on the mentoring responsibilities.

The Program Director establishes and maintains contact with the mentors throughout the experience and schedules a training session with all mentors prior to the start of the experience to go over Ferris' expectations of both the mentor and the candidate and to review the evaluation forms being used.

Identify and describe professional development provided to supervisors and mentors, including assuring their knowledge and use of standards and consistency in evaluating candidates' progress and success.

Currently, professional development to supervisors and mentors is accomplished through the personal meetings with faculty supervisors and during the training session where FSU expectations, evaluation rubrics, handbook, and ELCC and Michigan standards are reviewed. The university supervisor approves all activities developed collaboratively with intern and their supervisor, and monitors the progress of the candidate. At the conclusion of the internship, the university supervisor meets with each mentor to assess the effectiveness of the internship program.

Internship

Describe the internship experience for candidates that will enhance their abilities to advance student achievement and leadership of teachers. Describe experiences within the program, including the duration and instructional aspects of the experience.

The Internship—EDLE 691—is designed as a cumulative synthesis and application of skills learned throughout the program. As such the faculty believe it must be a collaborative experience in which the university, the mentor, and the student all work to demonstrate the interplay of theory and practice within the dynamics of the school. The Field Experience must provide an opportunity for the student to synthesize and apply the content knowledge he/she has gained within the program. It has to involve the candidate in authentic, school based leadership experiences which will provide opportunities for the development of the professional skills necessary to be an effective school leader.

Upon satisfactory completion of all their course work, students apply for an administrative internship. They must meet with the Program Director who will help identify an appropriate setting and place the candidate. Most FSU candidates are working professionals, typically teachers, so the Program Director will work closely with candidates to determine an appropriate placement. Often, candidates are placed in the district in which they teach. In these instances the Program Director will work closely with the district to clarify the internship requirements, seek approval from the district, and determine a qualified administrator to serve as the mentor.

Interns are placed within an appropriate school or educational institution under the direct supervision of an experienced educational leader and with the support from a university supervisor. All students will commit to six months (two consecutive semesters) of EDLE 691 for a minimum of 12 hours per week. Each credit hour equals 66 clock hours of participation for a total of 198 hours of participation.

Explain how candidates are assessed during these experiences including descriptions of how experiences align to program goals and outcomes.

Candidates must collaborate with their mentor and university supervisor to construct an internship plan which is aligned with the ELCC standards. The internship plan has a required component that all interns will have to complete; and an individualized component designed to meet specific goals and professional development needs of the candidate. Throughout the internship regularly scheduled meetings are held between the university supervisor, the mentor, and the intern. While email and telephone communication are the primary tool used to remain connected to the internship mentor, regularly scheduled visits to meet with the candidate, the mentor, and the school/district leadership will also be a part of the internship.

Required Activities

Each intern submits a detailed report of his/her experience, original goals, and completed projects. This written report details how the candidate:

- applied leadership skills and theories to eliminate enduring legacies of discrimination and promote equity and promote reflective practice, vision casting and implementation, systems theory and continuous improvement, roles of leadership/followership,
- actively engaged the community at large, relating to the culture/values of the diverse community, foster open communication,
- developed risk analysis skills related to school administration,
- used technology as a tool in all aspects of the school leadership process , to maintain records and data, to analyze data,
- applied personnel supervision skills, including practices related to human resource management and working with diverse cultures,
- applied curricular supervision skills to instructional processes and procedures

Individualized Activities

Activity: Conduct a technology audit for a school which must include: hardware, software, technology support, staff development, instructional and administrative use of technology, and connectivity, including internal and external networking and filtering. Write a report to the Superintendent detailing recommendations for improvement. These improvement must be within projected budgets and be aligned with the school's priorities and goals.

Activity: Review and report on policies related to providing school staff, students, and visitors with a safe and secure building environment. Develop a report, grounded in the MDE Emergency Planning Toolkit which addresses: Prevention, Preparedness, Response, and Recovery. Include recommendations for improvement and any resources required to implement this plan.

Activity: Research and report on the process used to develop the school's master schedule, and assist in the development of the schedule if possible. Identify how the schedule maximizes instructional time and student learning.

Activity: Shadowing and Observations

Working with your mentor identify and schedule opportunities to observe a variety of leaders in multiple situations within the school or institution. These observations should include interactions with diverse populations, parents, school and civic organizations, external educational partners. Candidates are expected to note multiple perspectives and

formulate critical questions as he/she reflects on the observed leadership behavior in their reflective journal.

Activity: Leadership Activities

Using the ELCC standards as a guide, the candidate, mentor, and university supervisor should collaboratively develop an internship activity for each standard. These activities should be designed to include coordinated interaction between leadership coursework and the internship experience with a focus on the interaction of theory and practice. These activities should have the intern engaged in a specific project/activity or series of projects/activities related to the specific standard. The intern does not need to necessarily be in a leadership role, but should be a significant participant in the development, implementation, and assessment of the activity. For at least one of the standards the intern should assume full or nearly full responsibility for the activity. The activity developed should be an intensive, comprehensive, and long-term experience. He/she should discuss and analyze the leadership strategies utilized in each experience in his/her reflective journal.

Mentoring (associations only)

Describe how the program collaborators will ensure that the employing school district or school welcomes potential school leaders, provides a relevant mentoring environment, and has an established community of learners.

Describe how the program will evaluate candidates periodically provide communication, and/or intervention if necessary in a timely manner.

Describe the mentor training and candidate support.

Describe process used to evaluate the success of mentors using clearly defined protocols.

PROGRAM EVALUATION

SUMMARY OF COURSE REQUIREMENTS FOR THE
SCHOOL ADMINISTRATOR PROGRAM**Institution:** Ferris State University**Date:** March 13, 2015**Instructions:** On the matrix below, please list the required courses for the graduate education program and include the course number and number of semester hours.

Core Course (indicate with X)	Course Number	Course Title	Prerequisite (if applicable)	Semester Hours *
X	EDLE 500	Theories of Leadership	n/a	3
X	EDLE 520	Instructional Supervision	n/a	3
X	EDLE 525	Personnel Administration & Evaluation	n/a	3
X	EDLE 530	School Business Management	n/a	3
X	EDLE 540	School & Community Relationships	n/a	3
X	EDLE 545	Administrative Practices	n/a	3
X	EDLE 691	Administrative Internship	All other core courses successfully completed	3
X	EDUC 630	School Law		3
Total number of SEMESTER HOURS required for this program: *If a different type of hours are used, please convert to semester hours.				24

STANDARDS MATRIX

Provider: _____ **Date:** _____

Instructions: This section will help explain how the institution plans to evaluate the program's efficacy. Within the table below explain how the program outcomes align:

- with key assessments used
- provider-collected evidence to demonstrate the program is effective in preparing school administrators.

Course	Standards Addressed	Instructor/ Education (M.A./Ph.D.)	Outcomes/ Objectives	Key Program Assessments	Rubrics and Scoring Guides/Elements
EDLE 500 Theories of Leadership	Standards 1.1 3.4 5.1-5.3	Brady Flachs, M.A./abd Fredrick Ennis, Ph.D.	Create a personal philosophy of leadership statement Identify various leadership philosophies	Three assessments are built into this course. Leadership Philosophy which focuses on candidates' beliefs about	A rubric for each assessment (Attachment A, B, and C) was developed. The rubrics align with both the ELCC and the Michigan Standards for the

		Katherine Manley, Ph.D.	<p>and the history of their development</p> <p>Identify the leadership roles within a district, including issues of power & authority, followership, servant leadership, vision casting, continuous improvement, change process, culture, organizational theories and models</p> <p>Identify and apply ethical leadership practices, including confidentiality, responsiveness, visibility, trust, accountability, time management, conflict resolution, and the elimination of enduring legacies of prejudice and discrimination</p> <p>Use technology as a tool in the instructional supervision process to communicate, to maintain records and data, to analyze data, and to facilitate organizational development</p> <p>Identify technology requirements and use</p>	<p>collaborative processes, stakeholders, and school vision</p> <p>Dissecting a School Organization which focuses on candidates' ability to identify: leadership capabilities, good models of distributed leadership, and effective involvement of school staff in decision making process.</p> <p>Diary of Organization Theory which focuses on candidate's ability to identify: importance of integrity and fairness, effective school-level leadership, and recognizing and respecting democratic values, equity, and diversity.</p>	Preparation of School Principals.
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			<p>in schools and reinforce ethical and legal use of technology</p> <p>Develop problem solving skills of all stakeholders</p> <p>Identify sources of reliable data for decision making</p> <p>Observe and reflect on school leaders in action</p> <p>Examine best practices of leaders of highly effective schools including, operational procedures, safety procedures, programs development and evaluation, involving stakeholders, building learning communities.</p>	<p>Three assessments are built into this course</p> <p>School Improvement Plan – Data Analysis which focuses on candidates' ability to use data to establish, implement, and evaluate school goals.</p> <p>School Improvement Plan – Stakeholders and Sustainability which</p>	<p>A rubric for each assessment (Attachment D, E, and F) was developed. The rubrics align with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>
<p>EDLE 520 Instructional Supervision</p>	<p>Standards 1.2-1.4 2.2-2.4</p>	<p>James Powell, Ph.D. Amy Kavanaugh, Ph.D.</p>	<p>Articulate a definition of curriculum and a personal view of how curriculum is adopted and implemented at the building level</p> <p>Identify curricular issues influencing schools today in the areas of power & authority, servant leadership, vision casting, continuous</p>		

			<p>improvement, change process, culture, organizational theories and models</p> <p>Identify and apply educational change models</p> <p>Use technology as a tool in the curricular supervision process to communicate, to maintain records and data, to analyze data, and to facilitate organizational development.</p> <p>Identify sources of reliable data for curricular decision making</p> <p>Examine current curricular and accreditation practices of highly effective schools.</p>	<p>focuses on candidates' ability to evaluate stakeholder buy-in and the sustainability of school improvement goals based on stakeholder support.</p> <p>Content Test Data Analysis which focuses on candidates' ability to use data to establish, implement, and evaluate program improvement goals for school content areas.</p>	
<p>EDLE 525 Personnel Administration and Evaluation</p>	<p>Standards 3.1 3.5</p>	<p>Brady Fiachs, M.A./abd Virginia Hines, Ph.D. Tim Buckingham, M.A. – Current School Principal</p>	<p>Explore legal issues related to personnel management including diversity, effective instruction, information and data collection, professional development, and processes that affect students.</p>	<p>Two assessments are built into this course</p> <p>Needs Analysis which focuses on candidates' ability to identify necessary resources for the effective management of school organization and operation.</p>	<p>A rubric for each assessment (Attachment G and H) was developed. The rubrics align with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>

			<p>Use systems theory to identify the personnel management roles within a school district, including issues of change processes, stakeholders' inclusion, organizational theories, strategic planning.</p> <p>Identify and apply ethical personnel management practices including policy development, record keeping, operational procedures, conflict resolution, team-building/collaboration.</p> <p>Identify strategies for working with bargaining units and unions including conflict resolution skills, consensus building, collaboration, communication, conflict resolution.</p> <p>Identify risk management issues related to personnel management functions.</p> <p>Develop strategies for hiring, nurturing and termination of school staff.</p>	<p>Managing effective instructional delivery which focuses on candidates' ability to evaluate and modify master schedules for maximum high quality instruction and supervision of instruction.</p>	
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<p>EDLE 530 School Business Management</p>	<p>Standards 3.2 6.3</p>	<p>Brady Flachs, M.A./abbd Tim Buckingham, M.A. – Current School Principal Tim Haist, M.A., Current District Superintendent</p>	<p>Explore legal issues related to school management, including collective bargaining, conflict resolution/team building, and effective media relations. Identify risk management issues related to identified legal issues, including use of school facilities, safe and supportive learning environment. Identify the management roles and responsibilities within a school district, including alignment of pupil/personnel programs, inclusion of stakeholders in decision making and marketing strategies, identifying barriers to students' learning, professional development, establishing positive school culture. Identify and apply ethical management practices. Use technology as a tool in the school management process.</p>	<p>Three assessments are built into this course Budget which focuses on candidates' ability to read, interpret, and adjust as necessary school budgets. Aligning resources which focuses on candidates' ability to find alternate means to continue effective instructional delivery within a limited budget, with a special emphasis on technological and management systems. Statutes Paper which focuses on candidates' ability to identify, assess, and develop a leadership strategy for emerging trends and initiatives in education.</p>	<p>A rubric for each assessment (Attachment I, J, and K) was developed. The rubrics align with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>
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			<p>Identify technology and other equipment needs in a school district, develop strategic plans for technology purchase, use and support, emerging trends in technology to advance students' learning.</p> <p>Examine best practices in school business management, including leadership concepts of ethics, visibility/transparency, and interaction with community leaders.</p> <p>Explore the school funding and financing processes of our State and interpret a school funding report.</p> <p>Develop skills in strategic planning including the purchase of equipment, facilities, and supplies.</p>	<p>Two assessments are built into this course</p> <p>Action Plan which focuses on candidates' ability to plan and implement a campaign to deal with a school financial issue.</p>	<p>A rubric for each assessment (Alt and M) was developed. The rubrics align with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>
<p>EDLE 540 School & Community Relationships</p>	<p>Standards 4.1-4.5</p>	<p>Virginia Hines, Ph.D. Leonard Johnson, Ph.D. Amy Kavanaugh, Ph.D.</p>	<p>Identify stakeholders with interest in education of local youth.</p> <p>Identify successful practices in developing and sustaining partnerships.</p>		

<p>EDLE 545 Administrative Practices</p>	<p>Standards 2.1 3.3 6.1</p>	<p>Brady Flachs, M.A./abd Tim Buckingham, M.A. – Current</p>	<p>Articulate how leadership impacts the development and sustaining of partnerships. Articulate management processes involved in development and sustaining of partnerships. Identify risks inherent in partnerships. Develop a research-based action plan for developing supportive school-community relationships. Develop communication and conflict resolution skills appropriate to facilitation of school-community partnerships (including consensus building). Determine criteria for determining success/excellence of school-community relations initiatives.</p>	<p>School Reform which focuses on candidates' ability to identify, develop a vision for, and articulate a reform effort that will improve the school learning environment.</p>	<p>One assessment is built into this course Systems Analysis and Management which</p>	<p>A rubric (Attachment N) was developed. The rubric aligns with both the ELCC and the Michigan Standards for the Preparation of</p>
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		<p>School Principal Tim Haist, M.A., Current District Superintendent</p>	<p>influence on the development, role and function of schools in the United States.</p> <p>Identify best administrative practices related to decision making process, supporting the vision and mission of the school, communicating a high standard of learning, providing multiple opportunities to learn, addressing barriers to students' learning, sustaining continuous improvement, establishing a positive school culture to effective use of media to communicate school's progress toward vision and mission.</p> <p>Identify and analyze issues of school reform and the impacts of these issues on the school environment, including the roles of political, social and economic influence on education.</p> <p>Discuss the roles of cultural diversity and</p>	<p>focuses on candidates' ability to use evaluate school effectiveness from an administration, student, and faculty/staff perspective.</p>	<p>School Principals.</p>
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			<p>community relations in the administration processes, including elimination of legacies of prejudice and discrimination and providing a safe, secure school environment, interfacing with and building relationships with community leaders.</p> <p>Use systems theory to identify organizational structures of school districts.</p> <p>Develop an understanding of program delivery issues, including channels and methods of communication.</p> <p>Develop a working understanding of meeting educational needs of all students through effective pupil personnel services.</p> <p>Apply human resource management issues, current school laws, and resource allocation and management, including strategic planning processes to achieve vision and mission,</p> <p>faculty/student/admininist</p>		
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			<p>rator use of technology, and checks and balances in resource allocation.</p> <p>Identify sources and means of collecting reliable data.</p> <p>Conduct research and review current literature on selected issues in education including enhancing motivation, supporting risk-taking, supervision & evaluation models, conflict resolution, evaluating teachers and lessons.</p>		
EDUC 630 School Law	Standards 5.4-5.5 6.2	Katherine Manley, Ph.D. Ken Plas, L.I.D.	<p>Become familiar and be able to articulate the legal framework and issues relating to public schools.</p> <p>Become aware of current laws and regulations relating to students of public schools, including those with disabilities.</p> <p>Become cognizant of laws and regulations relating to school personnel and school district liability.</p> <p>Develop a working knowledge of laws</p>	<p>Two assessments are built into this course</p> <p>Legal Analysis of School Issues which focuses on candidates' ability to research and formulate legal positions of ten key issues in education.</p> <p>Case Study which focuses on candidates' ability to identify and articulate their role at the local, district, state, and national level.</p>	<p>A rubric for each assessment (Attachment O and P) was developed. The rubrics align with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>

			<p>pertaining to employment within a school district.</p> <p>Effectively locate current precedents through multiple research avenues.</p> <p>Critically analyze policy guidelines to determine their adherence to current laws and regulations.</p> <p>Recognize and properly define basic terminology relating to school law.</p>		
<p>EDLE 691 Administrative Internship</p>	<p>Standards 7.1-7.3</p>	<p>Brady Flachs, M.A./abd</p>	<p>Apply strategies for working in organizations.</p> <p>Apply leadership skills and theories to eliminate enduring legacies of discrimination and promote equity and reflective practice, vision casting and implementation, systems theory and continuous improvement, roles of leadership/followership.</p> <p>Apply school business management strategies.</p>	<p>One assessment is built into this course</p> <p>Portfolio and Internship Evaluation which focuses on candidates' ability to reflectively assess their progress through the program and demonstrate proficiency to meet each of the Learning Standards of the Preparation of School Principals.</p>	<p>A single rubric (Attachment Q) was developed and aligns with both the ELCC and the Michigan Standards for the Preparation of School Principals.</p>

			<p>Actively engage the community at large, relating to the culture/values of the diverse community, foster open communication.</p> <p>Develop risk analysis skills related to school administration.</p> <p>Use technology as a tool in all aspects of the school leadership process to maintain records and data and to analyze data.</p> <p>Apply research and best practices in schools leadership.</p> <p>Apply personnel supervision skills including practices related to human resource management, working with diverse cultures.</p> <p>Apply curricular supervision skills to instructional process and procedures.</p> <p>Apply professional oral and written communication skills.</p>		
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SCHOOL ADMINISTRATOR CERTIFICATION PROGRAM ANNUAL REPORT

Reflecting on the content and delivery of school administrator preparation is an ongoing part of normal activity for academic staff within approved programs. Annual review provides a formal opportunity for staff to reflect on the most recent delivery of the program. As an approved provider, the OPPS requires submission of annual reports which demonstrate the collection of data for continued program improvement.

For initial application, indicate in a specific narrative the current practice for data collection.

Minimally, the assessment of the following:

What do participants learn?

Student learning outcomes

What evidence is used to assess learning?

Evidence

Assessment tools/methods

Assessment process

Participant's data

How well are participants learning?

Achieving standards (measurement)

Discussion of results for program improvements based on data

Now What (Plan to Improve Your Course/Program Based on Data)?

Proposed changes

Rationale for proposed change

The current practice will be used to determine growth in the program in the submission of annual reports during approval of program.

Assurances (associations only)

The following assurances are required under the provisions of P.A. 335 of 2006.

The Association assures and certifies, in respect to this application:

_____ It has legal authority to apply for this approval and to finance and carry out the proposed professional development activities; that a resolution, motion or similar action has been duly adopted or passed as an official act of the association's governing body authorizing the filing of the application, including all understandings, assurances, and disclosures contained herein, and directing and authorizing the person identified as the official representative of the application to act in connection with the application and to provide such additional information as may be requested.

_____ It will comply with all applicable Federal and State laws, regulations, policies, guidelines, and requirements as they relate to the application.

_____ It will execute the program in accordance with the approved program narrative contained in the program application or with approved modifications.

_____ It will assure that additional staff will meet the qualifications and hiring criteria.

_____ It will create a process for tracking the progress and performance assessments of candidates seeking certification.

_____ It shall make available for review all records of candidates' progress and accomplishment of performance assessments.

_____ It will furnish the MDE with such periodic reports as required pertaining to the program and review of its outcomes.

_____ The terms and conditions of the program approval shall remain in full force and effect during the life of the approval period.

_____ These assurances must be compiled within the administration and provision of the administrator alternate route program activities described in the application.

APPENDIX B

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

EDLE 500 Educational Leadership

Course description:

This course explores various leadership philosophies including transactional, transformational, servant, balanced and values, great-man, and moral. Students will also study the history of leadership, and ethical leadership practices. They will identify and define the various leadership roles within school districts, and apply these concepts to the development of a personal philosophy of leadership. This course is heavily research oriented, and will be examined across the domains of leadership, management, risk management, and futuring.

Recommended Textbooks:

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Marion, R. (2005). *Leadership in education: Organizational theory for the practitioner*. Long Grove, IL: Waveland.

Course Outcomes:

- Write a personal philosophy of leadership
- Research various leadership philosophies and the history of their development.
- Identify the leadership roles within a district, including issues of power & authority, followership, servant leadership, vision casting, continuous improvement, change process, culture, organizational theories and models
- Identify and apply ethical leadership practices, including confidentiality, responsiveness, visibility, trust, accountability, time management, conflict resolution, and the elimination of enduring legacies of prejudice and discrimination.
- Use technology as a tool in the instructional supervision process to communicate, to maintain records and data, to analyze data, and to facilitate organizational development.
- Identifying technology requirements and use in schools
- Reinforce ethical and legal use of technology
- Develop problem solving skills of all stakeholders.
- Identify sources of reliable data for decision making
- Observe school leaders in action
- Examine best practices of leaders of highly effective schools including, operational procedures, safety procedures, programs development and evaluation, involving stakeholders, building learning communities.

Hallmark Assignment:

Leadership Philosophy (100 points). You will develop a comprehensive leadership philosophy that succinctly articulates your leadership style, ethics, values and beliefs, and your awareness of how organizational and cultural phenomena affect a school. As a planning tool for this project, you will include the components identified in Figure 1.1 of the Fullan book (these will become section headings for your paper).

This assignment is comprised of:

A paper that defines your leadership philosophy and provides documented sources (a minimum of five—not including your textbooks or readings completed for class) that support your philosophy.

- a. The length of your paper is: complete, concise
- b. The paper will be written according to APA guidelines

EDLE 500 Leadership Philosophy Rubric

APA format	10 Style applied accurately	8 There are 2-3 misapplications of style	7 More than 3 misapplications of style
Grammar/Conventions	10 Excellent control—errors so few and so minor that reader can easily overlook them	8 Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing	7 Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas
Idea Development #1	25 Paper is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest.	20 A solid beginning in defining key issues, making a point, creating an impression.	17 Writing is sketchy or loosely focused, reader must make inferences in order to grasp the point or piece together the story.
Idea Development #2	30 Correctly identifies leadership concepts (understanding change, relation building, knowledge creation and sharing, coherence building, moral purpose, commitment). Uses leadership terminology appropriately.	24 Makes attempt to identify some of the leadership concepts and use terminology	21 Weak or no use of leadership concepts/ terminology
Sources	25 Minimum ten additional sources	15 7-9 additional sources	5 6 or fewer additional sources

Group Project: Your task is to demonstrate how leadership and organizational dynamics should look in either: (a) an elementary school, (b) a middle school, (c) a high school, or (d) a college/university. I will divide the class into groups, together you will decide how you will depict this; your group will make a presentation to the class.

Your project will answer the following questions:

- How are Fullan's components evidenced in your school?
- Who are the constituencies involved in your school?
 - Who are the tops, middles, bottoms
 - What issues/challenges do they face?
- What leadership styles/techniques will be best used with each of the constituencies?
 - How does leadership impact management and vice versa?
- What are the inherent risks for your school—the foreseeable and the unforeseen?
- What can you see in the future that will impact your school? How will you prepare for this?
- What other concepts from the course have you applied in your school design?

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

EDLE 520 Curricular Supervision

Course description:

This course explores practices related to instructional leadership, including issues of school reform, accreditation, state and national standards, individual education plans, education development plans, assessing staff skills and knowledge of technology and its use as a teaching tool, and curricular processes. Students will apply these practices across the domains of leadership, management, risk management and futuring.

Recommended Textbook:

Glatthorn, A. A., Boschee, F. (2006). *Curriculum Leadership: Development and Implementation*. Thousand Oaks, CA:Sage.

Course Outcomes:

- Investigate current curricular issues including diversity, valid sources of data for decision making, comprehensive growth plans, knowledge of teaching and learning to inform decisions.
- Implement a philosophy of the educability of all students, high expectations for all, and use systems theory to identify equity gaps among diverse populations and cultures represented in their district.
- Identify and analyze with a systems perspective issues of school reform
- Study accreditation standards and processes.
- Apply state and national standards to local curricula
- Analyze assessment data (including identifying equity gaps), measurement techniques to develop solid evaluation and assessment strategies.
- Make research-based recommendations based on that data (including equitable access to technology for staff and students)
- Work with teams to develop individual education plans and professional development plans—including human growth and development theories, applied learning theories for youth and adults, and effective instructional practices.
- Articulate the roles and responsibilities of curricular supervisors to understand, procure and manage technologies and adaptive devices, schedule and annual calendar, use of facilities.
- Implement best practices into the curricular process of the local district including design practices, identifying barriers to learning, integrating co- and extra-curricular experiences, ethical, effective communication, leadership roles and responsibilities, codes of ethics
- Use technology as a tool in the instructional supervision process to communicate, to maintain records and data, to analyze data
- Examine best practices in Special education, general education, Gifted & Talented Education, Career & Technical Education, and cross-curricular/ interdisciplinary education, establishing positive school culture
- Identify legal issues pertaining to instructional supervision including legal contractual obligation, handling of information
- Evaluate the district's plan for technology and one's own technology skills, to support student learning and performance
- Develop district plan for Standardized testing

Hallmark Assignment: Develop a school policy on the use of results from intelligence tests. Address what types of testing should be done, who should have access to results, how will scores be used to support student learning. You will support your paper with current research. Finally, you will analyze your plan for ramifications in leadership, management, risk management, and future planning.

Group Project: Your task is to create a curriculum map for your school (developed in EDLE 500). Rather than focusing on specific courses and outcomes, you will develop strategies that will augment the following:

- focused conversation.
- transparent partnerships.
- processes for all curriculum initiatives.
- central processes for making curricular decisions.
- strategies to ensure the students won't get lost.
- transformation for the district/school if implemented properly.

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

EDLE 525 Personnel Administration

Course Description:

This course explores the personnel management functions of school administration including legal issues, policy practices, communication practices, discipline of staff and students, evaluation of personnel, working with bargaining units and unions, hiring/"rightsizing"/firing practices, professional development needs, technology, and nurturing staff and students. These topics will be explored through the domains of leadership, management, risk management, and futuring. Students are expected to complete field-based activities.

Recommended Textbook:

Seyfarth, J. (2008). *Human Resource Leadership for Effective Schools* (5th ed.). Boston: Pearson. (ISBN: 0-205-49929-5).

Course Outcomes:

- Explore legal issues related to personnel management and discuss outcomes, including diversity, effective instruction, information and data collection, professional development and processes that affect students.
- Explore discipline issues related to classified/certified staff and students
- Hone skills of classroom/staff observation and evaluation
- Use systems theory to identify the personnel management roles within a school district, including issues of change processes, stakeholders' inclusion, organizational theories, strategic planning
- Identify and apply ethical personnel management practices including policy development, record keeping, operational procedures, conflict resolution, team building/collaboration
- Use technology as a tool in school management processes to communicate, , to maintain records and data, to analyze data
- Examine best practices of personnel management including fiscal management, support systems, identifying sources of information/data (including demographic information)
- Identify strategies for working with bargaining units and unions including conflict resolution skills, consensus building, collaboration, communication, confidentiality practices.
- Identify risk management issues related to personnel management functions
- Develop strategies for hiring, nurturing and termination of school staff
- Practice strategic planning to project personnel needs in future

- Utilize professional oral and written communication skills, including developing relationships with local media outlets.

Hallmark Assignment: Developing a Plan for a Position. Students will develop a plan for one position. The plan will include (a) a rationale for the position, (b) description of duties, (c) tentative salary, (d) job pointing, (e) characteristics of ideal applicant, (e) plan for interviewing, screening, and selecting applicant, and (f) letter of job offer.

Grammar/Conventions	<p style="text-align: center;">10</p> <p>Excellent control—errors so few and so minor that reader can easily overlook them</p>	<p style="text-align: center;">8</p> <p>Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing</p>	<p style="text-align: center;">7</p> <p>Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas</p>
Idea Development	<p style="text-align: center;">40</p> <p>Plan is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest. All of the following components are included in detail: (a) a rationale for the position, (b) description of duties, (c) tentative salary, (d) job pointing, (e) characteristics of ideal applicant, (e) plan for interviewing, screening, and selecting applicant, and (f) letter of acceptance.</p>	<p style="text-align: center;">30</p> <p>A solid beginning in defining key issues, making a point, creating an impression, however, some of the components are missing or are incompletely developed.</p>	<p style="text-align: center;">20</p> <p>Plan is sketchy or loosely focused, reader must make inferences in order to grasp the point or piece together the story.</p>

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

EDLE 530 School Business Management

Course description:

This course explores the management functions of school administration including legal issues, strategic planning, facilities management, terminology, technology needs and requirements, funding and finance. These topics will be explored through the domains of leadership, management, risk management and futuring. Students are expected to complete field-based activities.

Recommended Textbook: Guthrie, J.W., Hack, C., Hart W. G., and Candoll, I. C. (2008). *Modern School Business Administration: A Planning Approach* (1st Ed.). Allyn & Bacon

Course outcomes:

- Explore legal issues related to school management, including collective bargaining, conflict resolution/team building, effective media relations,
- Identify risk management issues related to identified legal issues, including use of school facilities, safe and supportive learning environment,
- Identify the management roles and responsibilities within a school district, including alignment of pupil/personnel programs, inclusion of stakeholders in decision making and marketing strategies, identifying barriers to students' learning, professional development, establishing positive school culture
- Identify and apply ethical management practices
- Use technology as a tool in the school management process
- Identify technology and other equipment needs in a school district, develop strategic plans for technology purchase, use and support, emerging trends in technology to advance students' learning
- Identify and examine best practices in school business management, including leadership concepts of ethics, visibility/transparency, interaction with community leaders
- Explain the school funding and financing processes of our State and interpret a school funding report
- Develop skills in strategic planning including the purchase of equipment, facilities, supplies

Hallmark Assignment: Statutes Paper. This research paper that should follow APA format, it must be a minimum of 8 pages (not including title and reference pages). You are to research and discuss the Headlee Amendment and Proposal A of 1993, IDEA and the No Child Left Behind Act. Discuss how these pieces of legislation impact school district funding and financing. What are the pros and cons of these pieces of legislation? What impact do these have on students, teachers and community? You should also include information on millage and bond requests.

Statutes Rubric

	10	5	1
Total paper presentation	The paper is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest.	The writer has made a solid beginning in defining a key issue, making a point, creating an impression, or sketching out a story line. More focus and detail will breathe life into this writing.	The writing is sketchy or loosely focused. The reader must make inferences in order to grasp the point or piece together the story. The writing reflects more than one of these problems.
Introduction	States issue, gives reader direction	States issue, reader is not guided	Loose beginning
How these pieces of legislation impact school district funding and financing.	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Pros and cons of these pieces of legislation	States issue, gives reader direction	States one issue, reader is not guided	Loosely connected
Impact on students, teachers and community	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Bonus: Information on millage and bond requests	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Graduate writing level	The order, presentation, or internal structure of the piece is compelling and moves the reader purposefully through the text.	The organizational structure guides the reader through the text without too much confusion	Ideas, details, or events seem loosely strung together. The reader struggles to discover a clear direction or purpose.

APA	Style applied accurately	There are 2-3 misapplications of style	Style has not been applied at a graduate level
Grammar/Conventions	Excellent control—errors so few and so minor that reader can easily overlook them	Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing	Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas
Title Page and References, minimum 8 pages	Present		Not included
Total Points Earned			

Group Project: Based on the demographics you have assigned to your school, you will use information from www.michigan.gov to develop a hypothetical Balance Sheet Report, Revenue Report, and Expenditure Report. Then, you will prepare a presentation to your community explaining the current financial situation of your school.

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

EDLE 540 School-Community Relations

Course Description:

This course examines the dynamics of the interface between the public schools and the community and developing partnerships among the business community, citizens, schools-within-schools, post-secondary institutions, governmental and social agencies. Special attention is given to the findings of research in relation to school-community power, types, and organizational influences. These topics will be explored through the domains of leadership, management, risk management, and futuring. Outcomes include research paper which outlines a plan for developing supportive school-community relations.

Recommended Text: Bagin, D., Gallagher, D. R., and Moore, E. H. (2008). *The School and Community Relations* (9th ed.). Allyn & Bacon.

Course Outcomes:

- Identify stakeholders with interest in education of youth
- Identify current trends and laws including effective use of media, the role of technology in school-community relations, living in a pluralistic society/diversity
- Review literature regarding power, types and organizational influences, leadership tasks and responsibilities such as vision, mission, communication, and values, assessment and evaluation, change processes, political/social/economic systems that impact schools
- Identify successful practices in developing and sustaining partnerships, including effective use of media, effective communication, processes of building consensus, facilitating change.
- Articulate management processes involved in the development and sustaining of partnerships
- Articulate how leadership impacts development and sustaining of partnerships
- Develop a research based action plan for developing supportive school-community relations, a safe, supportive learning environment which embraces diverse families and community members.
- Develop communication and conflict resolution skills appropriate for facilitation of school-community partnerships, working within pluralistic society and diverse values.
- Determine criteria for determining success/excellence of school-community including effective use of media.
- Identify leadership requirements for building/sustaining positive school-community relations including collaboration, implementing vision and mission, leader's role in change process and systems, assessment responsibilities, and other operational procedures.
- Identify risk management issues of school-community relations
- Develop a philosophy of education for all, recognizing barriers to students' learning and monitoring for students' growth and development.
- Develop a strategic plan to enhance the role of technology in student learning, leadership responsibilities, and school-community relations.

Hallmark Assignment:

Students will prepare an action plan designed to communicate school finance issues. Included in the plan will be:

Planning the Campaign
Determining the Proposal
Establishing a Proposal
Timing of the Campaign
Including the Citizen's Advisory Committee
Identifying Other Campaign Participants
Identifying and Articulating the Community's Thinking
Adopting a Theme or Slogan
Planning how to work with the Media
Planning to secure Endorsements
Planning Small-Group Meetings
Campaign Timetable

Group Project:

You will now describe the demographics of your school's community. You will decide whether it is rural, suburban, or urban, and then assign typical demographics that are appropriate for your setting. To do this you will use databases available through

www.michigan.gov and www.ed.gov to determine the following factors:

<ul style="list-style-type: none"> • Population and growth patterns • Family structure • Age groups • Housing types • Education levels • Economic indicators • Culture/ethnicity of population • Crime rates/safety issues 	<ul style="list-style-type: none"> • Number of students • Number of FTE teachers • Enrollment • Sources of funding • Special populations served • Eligibility for Free/Reduced Lunch •
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EDLE 540 Hallmark Assignment Rubric

ITEM	Point Value	Point Value	Point Value
Use of APA	15 STYLE APPLIED ACCURATELY	8 THERE ARE 2-3 MISAPPLICATIONS OF STYLE	5 STYLE HAS NOT BEEN APPLIED
Grammar/Conventions	5 Excellent control—errors so few and so minor that reader can easily overlook them	3 Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing	1 Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas
Idea Development	50 Paper is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest	35 A solid beginning in defining key issues, making a point, creating an impression	20 Writing is sketchy or loosely focused, reader must make inferences in order to grasp the point or piece together the story
Idea Development #2 Planning the Campaign Determining the Proposal Establishing a Proposal Timing of the Campaign Including the Citizen's Advisory Committee Identifying Other Campaign Participants Identifying and Articulating the Community's Thinking Adopting a Theme/Slogan Planning how to work with the Media Planning to secure Endorsements Planning Small –Group Meetings Campaign Timetable	20 All required components are present and fully developed	14 10-12 of the required components are present, or all are present but not fully developed	8 Proposal is missing more than four of the components
Sources	10 Minimum five additional sources	7 3-4 additional sources	4 1-2 additional sources

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

EDLE 545 Administrative Practices

Course Description: The focus of this course will be on current theories, principles and practices relevant to the organization, administration and operation of educational programs, including adult and community education. It is expected that the student spend time interviewing and observing building administrators.

Recommended Textbook:

Lunenburg, F. C., & Ornstein, A. C. (2007). *Educational Administration: Concepts and Practices* (5th ed). Carnegie Learning

Course Outcomes:

1. Study administrative theory, systems theory and leadership responsibility and critically analyze their influence on the development, role and function of schools in the United States.
2. Identify best administrative practices related to decision making process, supporting the vision and mission of the school, communicating a high standard of learning, providing multiple opportunities to learn, addressing barriers to students' learning, sustaining continuous improvement, establishing a positive school culture, effective use of media to communicate school's progress toward vision and mission
3. Develop a personal context and perspective for educational administration, including modeling core values and high level ethics, examining one's own assumptions for bias.
4. Identify and analyze issues of school reform and the impacts of these issues on the school environment, including the roles of political, social and economic influence on education.
5. Discuss the roles of cultural diversity and community relations in the administration process, including elimination of legacies of prejudice and discrimination and providing a safe, secure school environment, interfacing with and building relationships with community leaders.
6. Use systems theory to identify organizational structures of school districts.
7. Develop an understanding of program delivery issues, including channels and methods of communication.
8. Develop a working understanding of meeting educational needs of all students through effective pupil personnel services.
9. Study human resource management issues, current school laws, and resource allocation and management, including strategic planning processes to achieve vision and mission, faculty/student/administrative use of technology, checks and balances in resource allocation
10. Identify sources and means of collecting reliable data
11. Conduct research and review current literature on selected issues in education including enhancing motivation, supporting risk-taking, supervision & evaluation models, conflict resolution, evaluating teachers and lessons
12. Complete a problem-based learning project.
13. Demonstrate the ability to speak and write about education with precision.
14. Demonstrate the ability to work as a member of a team.

Hallmark Assignment:

1. Students will research a minimum of five administrative practices of highly effective school principals on which they will expound in a complete, concise research paper having a minimum of 25 references.

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

EDLE 691 Leadership Internship

Course description:

This course serves to apply the strategies and skills developed in the theoretical course work within a school organization. Students are expected to complete two 3-credit hour sessions, a year-long program, working with the administrators of a school district which has agreed to sponsor their internship; thus this course requires support and commitment of a local school district. During the internship, students will plan and complete a substantive project which will benefit the district for which they are working.

Course outcomes:

- Apply strategies for working in organizations
- Apply leadership skills and theories to eliminate enduring legacies of discrimination and promote equity and promote reflective practice, vision casting and implementation, systems theory and continuous improvement, roles of leadership/followership.
- Apply school business management strategies
- Actively engage the community at large, relating to the culture/values of the diverse community, foster open communication
- Develop risk analysis skills related to school administration
- Apply problem-solving skills
- Use technology as a tool in all aspects of the school leadership process , to maintain records and data, to analyze data
- Apply research and best practices in school leadership
- Apply personnel supervision skills including practices related to human resource management, working with diverse cultures,
- Apply curricular supervision skills to instructional processes and procedures
- Apply professional oral and written communication skills

Hallmark/Project: At this point, the project you've been working on with others becomes personal. As you complete your internship you will search for and document ways in which the school you developed varies from your actual internship school. You'll write a compare-contrast paper outlining these differences and, using current literature, either support or reject each difference.

Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

FERRIS STATE UNIVERSITY
School of Education

Course Title: EDUC 630 NTA, School Law

Credits: 3 Semester Credits

Prerequisites: Graduate Status

Textbook: LaMorte, M. W. (2005). *School law: Cases and concepts*, 8th ed. Boston: Allyn & Bacon. ISBN: 0-205-41913-5. *plus supplementary research materials:*
(2009). *Publication manual of the American Psychological Association* 6th ed. Washington, DC: American Psychological Association. (ISBN 1-55798-791-2)

Access to local district policy book (highly recommended).

COURSE DESCRIPTION

The course will use fundamental principles found in federal and state law, the constitutions of the United States and Michigan, case law and regulations to inform and prepare the student to apply the law to school administration.

Course Outcomes:

- Research the legal framework that affects public schools.
- Articulate the fundamental legal principles relating public schools, use of technology for teaching, learning and management tasks, addressing the needs of diverse populations..
- Locate current precedents through multiple research avenues.
- Research current school law on a topic of their choice.
- Develop, from research, policy guidelines and administrative practices.
- Take a risk-management perspective to critically analyze policy guidelines to determine their adherence to current laws and regulations, to rectify enduring legacies of discrimination and to identify possible areas of liability for the district/school.
- Recognize, properly define, and use basic terminology relating to school law.
- Analyze legal situations and administrative actions taken to determine course of action, ramifications of actions, and/or applicability to administrative practices, including change processes which might engender district liability.

Hallmark Assignment:

Case Study Paper and Presentation. Students will complete a research project and make a 15-20 minute oral presentation on their topic to the class. This project will include current journal (minimum of ten) articles for background information, research of current case law that pertains to the topic beyond information found in the textbook, a one-page handout to be given as handout to classmates.

Topics:

Governance of Public Schools
Schools & State
Students and the Law
Teachers and the Law
School Desegregation
Individuals with Disabilities and the Law
School Finance and School Choice Issues
Educator and School District Liability

Paper			
APA Format	STYLE APPLIED ACCURATELY	THERE ARE 2-3 MISAPPLICATIONS OF STYLE	STYLE HAS NOT BEEN APPLIED
Eight Pages Minimum	8 (10 points)	7 (8 points)	6 (6 points)
Five Journal Articles	5 (25 points)	4 (20 points)	3 (10 points)
Current Case Law	Present (25 points)		Not Present (0 points)
Info Beyond Textbook	Present (30 points)		Not Present (0 points)

Presentation			
Body Language	Movements seemed fluid and helped the audience visualize. (2 points)	Made movements or gestures that enhanced articulation. (1 point)	Very little movement or descriptive gestures. (0 points)
Eye Contact	Holds attention of entire audience with the use of direct eye contact. (2 points)	Consistent use of direct eye contact with audience. (1 point)	Displayed minimal eye contact with audience (0 points)
Introduction & Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood. (4 points)	Student displays clear introductory or closing remarks. (3 points)	Student clearly uses either an introductory or closing remark, but not both. (2 points)
Poise	Student displays relaxed, self-confident nature about self, with no mistakes. (2 points)	Makes minor mistakes, but quickly recovers from them; displays little or no tension. (1 point)	Displays mild tension; has trouble recovering from mistakes. (0 points)

FERRIS STATE UNIVERSITY
School of Education

Course Title: EDUC 680 Capstone Portfolio

Credits: 3 Semester Credits

Prerequisites: Graduate Status
Completion of all program coursework and application.

Course Description: This course is a capstone course for students in some options within the School of Education Master Degrees. The project, which will be designed with the assistance of the classroom instructor and the students faculty committee, will be used to demonstrate and synthesize knowledge acquired in all courses within the Master's degree program focused upon the students career endeavors. Students will be required to present their project to a faculty committee established by the student.

Course Outcomes:

- Student will reflect on course work completed throughout their degree program.
- Students will put together a portfolio which demonstrates reflection, challenges, progression of learning, future development, publications, curriculum materials, professional development activities, and current/future career endeavors aligned to the School of Education's conceptual framework: TEACH (Transformative, Experiential, Assessment-driven, Collaborative, Holistic) conceptual framework.
- Students will present this information in a digital format, which will be kept on file in the School of Education.
- Students will do an oral presentation, using technology, of the information to a team of faculty members chosen by the student.

The majority of this course work is completed by the student on their own. Students are encouraged to share their progress with their committee as well as their fellow students. The student is responsible for setting up the oral presentation with their committee.

EDUC 665 PRINCIPLES OF DATA DRIVEN DECISION MAKING FOR EDUCATORS

Course Description:

This course will provide students with a comprehensive overview of the information and processes used to make data driven decisions in an educational environment. This will include a survey of standard research approaches, data acquisition methods, interpretation of data and application of results. This course is the prerequisite to the Capstone course in all Masters of Education programs.

Course Outcomes:

Upon completion of EDUC 665 students will:

1. Critically evaluate prior models of Capstone Projects.
2. Demonstrate a superficial understanding of traditional research methods including qualitative, quantitative and action research methods. This includes demonstrating an understanding of the concepts of
 - a. Validity
 - b. Reliability
 - c. Generalizability
 - d. Trustworthiness
 - e. Repeatability
3. Correctly review published research, government reports, and white papers for validity and reliability of data and data analysis process used in the research.
4. Demonstrate a solid understanding of survey methods including:
 - a. Why sample
 - b. How should we sample
 - c. Methods of sampling
 - d. Sample size
 - e. Confidence intervals
 - f. Questionnaire design
 - g. Comparison of means
 - h. Return rates
5. Understand and implement a data driven decision process including:
 - a. Identify relevant data sources
 - b. Distinguish relevant data from distractors
 - c. Design effective and efficient data collection mechanisms
 - d. Aggregating and disaggregating data
 - e. Quantifying and qualifying results
 - f. Interpreting results
 - g. Developing action plans based on the data
6. Determine which type of Capstone project they are going to do:
 - a. Thesis
 - b. Project
 - c. Portfolio
7. Write the first three components of the Capstone
 - a. Capstone question
 - b. Literature review
 - c. Research/Project/Portfolio process
8. Select and confirm a three person Capstone committee including selecting a chair
9. Submit the application for Human Subjects Review if appropriate
10. Complete application for enrollment in EDUC 680/699 - Capstone

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

EDLE 520 Curricular Supervision

Course description:

This course explores practices related to instructional leadership, including issues of school reform, accreditation, state and national standards, individual education plans, education development plans, assessing staff skills and knowledge of technology and its use as a teaching tool, and curricular processes. Students will apply these practices across the domains of leadership, management, risk management and futuring.

Recommended Textbook:

Glatthorn, A. A., Boschee, F. (2006). *Curriculum Leadership: Development and Implementation*. Thousand Oaks, CA: Sage.

Course Outcomes:

- Be able to describe how a district's demographics affect curricular supervision.
- Identify best practices of curricular delivery/supervision.
- Develop a curricular implementation plan for their school/district.

Course Objectives:

- Investigate current curricular issues including diversity, valid sources of data for decision making, comprehensive growth plans, knowledge of teaching and learning to inform decisions.
- Implement a philosophy of the educability of all students, high expectations for all, and use systems theory to identify equity gaps among diverse populations and cultures represented in their district.
- Identify and analyze with a systems perspective issues of school reform
- Study accreditation standards and processes.
- Apply state and national standards to local curricula
- Analyze assessment data (including identifying equity gaps), measurement techniques to develop solid evaluation and assessment strategies.
- Make research-based recommendations based on that data (including equitable access to technology for staff and students)
- Work with teams to develop individual education plans and professional development plans— including human growth and development theories, applied learning theories for youth and adults, and effective instructional practices.
- Articulate the roles and responsibilities of curricular supervisors to understand, procure and manage technologies and adaptive devices, schedule and annual calendar, use of facilities.
- Implement best practices into the curricular process of the local district including design practices, identifying barriers to learning, integrating co- and extra-curricular experiences, ethical, effective communication, leadership roles and responsibilities, codes of ethics
- Use technology as a tool in the instructional supervision process to communicate, to maintain records and data, to analyze data
- Examine best practices in Special education, general education, Gifted & Talented Education, Career & Technical Education, and cross-curricular/ interdisciplinary education, establishing positive school culture
- Identify legal issues pertaining to instructional supervision including legal contractual obligation, handling of information

- Evaluate the district's plan for technology and one's own technology skills, to support student learning and performance
- Develop district plan for Standardized testing

Hallmark Assignment: Develop a school policy on the use of results from intelligence tests. Address what types of testing should be done, who should have access to results, how will scores be used to support student learning. You will support your paper with current research. Finally, you will analyze your plan for ramifications in leadership, management, risk management, and future planning.

Group Project: Your task is to create a curriculum map for your school (developed in EDLE 500). Rather than focusing on specific courses and outcomes, you will develop strategies that will augment the following:

- focused conversation.
- transparent partnerships.
- processes for all curriculum initiatives.
- central processes for making curricular decisions.
- strategies to ensure the students won't get lost.
- transformation for the district/school if implemented properly.

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

EDLE 525 Personnel Administration

Course Description:

This course explores the personnel management functions of school administration including legal issues, policy practices, communication practices, discipline of staff and students, evaluation of personnel, working with bargaining units and unions, hiring/"rightsizing"/firing practices, professional development needs, technology, and nurturing staff and students. These topics will be explored through the domains of leadership, management, risk management, and futuring. Students are expected to complete field-based activities.

Recommended Textbook:

Seyfarth, J. (2008). *Human Resource Leadership for Effective Schools* (5th ed.). Boston: Pearson. (ISBN: 0-205-49929-5).

Course Outcomes: Students will:

- Explore legal issues related to personnel management
- Identify ethical personnel management practices
- Practice strategic planning strategies related to personnel management

Course Objectives:

- Explore legal issues related to personnel management and discuss outcomes, including diversity, effective instruction, information and data collection, professional development and processes that affect students.
- Explore discipline issues related to classified/certified staff and students
- Hone skills of classroom/staff observation and evaluation
- Use systems theory to identify the personnel management roles within a school district, including issues of change processes, stakeholders' inclusion, organizational theories, strategic planning
- Identify and apply ethical personnel management practices including policy development, record keeping, operational procedures, conflict resolution, team building/collaboration
- Use technology as a tool in school management processes to communicate, , to maintain records and data, to analyze data
- Examine best practices of personnel management including fiscal management, support systems, identifying sources of information/data (including demographic information)
- Identify strategies for working with bargaining units and unions including conflict resolution skills, consensus building, collaboration, communication, confidentiality practices.
- Identify risk management issues related to personnel management functions
- Develop strategies for hiring, nurturing and termination of school staff
- Practice strategic planning to project personnel needs in future
- Utilize professional oral and written communication skills, including developing relationships with local media outlets.

Hallmark Assignment: Developing a Plan for a Position. Students will develop a plan for one position. The plan will include (a) a rationale for the position, (b) description of duties, (c) tentative salary, (d) job pointing, (e) characteristics of ideal applicant, (e) plan for interviewing, screening, and selecting applicant, and (f) letter of job offer.

Grammar/Conventions	10 Excellent control—errors so few and so minor that reader can easily overlook them	8 Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing	7 Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas
Idea Development	40 Plan is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest. All of the following components are included in detail: (a) a rationale for the position, (b) description of duties, (c) tentative salary, (d) job pointing, (e) characteristics of ideal applicant, (e) plan for interviewing, screening, and selecting applicant, and (f) letter of acceptance.	30 A solid beginning in defining key issues, making a point, creating an impression, however, some of the components are missing or are incompletely developed.	20 Plan is sketchy or loosely focused, reader must make inferences in order to grasp the point or piece together the story.

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

EDLE 530 School Business Management

Course description:

This course explores the management functions of school administration including legal issues, strategic planning, facilities management, terminology, technology needs and requirements, funding and finance. These topics will be explored through the domains of leadership, management, risk management and futuring. Students are expected to complete field-based activities.

Recommended Textbook: Guthrie, J.W., Hack, C., Hart W. G., and Candoli, I. C. (2008). *Modern School Business Administration: A Planning Approach (1st Ed.)*. Allyn & Bacon

Course outcomes: Students will:

- Identify school business management roles and responsibilities
- Explain funding process of Michigan's schools
- Identify best practices in school business management

Course objectives: Students will:

- Explore legal issues related to school management, including collective bargaining, conflict resolution/team building, effective media relations,
- Identify risk management issues related to identified legal issues, including use of school facilities, safe and supportive learning environment,
- Identify the management roles and responsibilities within a school district, including alignment of pupil/personnel programs, inclusion of stakeholders in decision making and marketing strategies, identifying barriers to students' learning, professional development, establishing positive school culture
- Identify and apply ethical management practices
- Use technology as a tool in the school management process
- Identify technology and other equipment needs in a school district, develop strategic plans for technology purchase, use and support, emerging trends in technology to advance students' learning
- Identify and examine best practices in school business management, including leadership concepts of ethics, visibility/transparency, interaction with community leaders
- Explain the school funding and financing processes of our State and interpret a school funding report
- Develop skills in strategic planning including the purchase of equipment, facilities, supplies

Hallmark Assignment: Statutes Paper. This research paper that should follow APA format, it must be a minimum of 8 pages (not including title and reference pages). You are to research and discuss the Headlee Amendment and Proposal A of 1993, IDEA and the No Child Left Behind Act. Discuss how these pieces of legislation impact school district funding and financing. What are the pros and cons of these pieces of legislation? What impact do these have on students, teachers and community? You should also include information on millage and bond requests.

Statutes Rubric

	10	5	1
Total paper presentation	The paper is clear, focused, purposeful, and enhanced by significant detail that captures a reader's interest.	The writer has made a solid beginning in defining a key issue, making a point, creating an impression, or sketching out a story line. More focus and detail will breathe life into this writing.	The writing is sketchy or loosely focused. The reader must make inferences in order to grasp the point or piece together the story. The writing reflects more than one of these problems.
Introduction	States issue, gives reader direction	States issue, reader is not guided	Loose beginning
How these pieces of legislation impact school district funding and financing.	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Pros and cons of these pieces of legislation	States issue, gives reader direction	States one issue, reader is not guided	Loosely connected
Impact on students, teachers and community	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Bonus: information on millage and bond requests	States issue, gives reader direction	States issue, reader is not guided	Loosely connected
Graduate writing level	The order, presentation, or internal structure of the piece is compelling and moves the reader purposefully through the text.	The organizational structure guides the reader through the text without too much confusion	Ideas, details, or events seem loosely strung together. The reader struggles to discover a clear direction or purpose.
APA	Style applied accurately	There are 2-3 misapplications of style	Style has not been applied at a graduate level
Grammar/Conventions	Excellent control—errors so few and so minor that reader can easily overlook them	Reasonable control—enough errors to distract an attentive reader, writing clearly needs editorial polishing	Limited control—errors are sufficiently frequent and/or serious to be distracting, difficult for reader to focus on ideas
Title Page and References, minimum 8 pages	Present		Not included
Total Points Earned			

Group Project: Based on the demographics you have assigned to your school, you will use information from www.michigan.gov to develop a hypothetical Balance Sheet Report, Revenue Report, and Expenditure Report. Then, you will prepare a presentation to your community explaining the current financial situation of your school.

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

EDLE 540 School-Community Relations

Course Description:

This course examines the dynamics of the interface between the public schools and the community and developing partnerships among the business community, citizens, schools-within-schools, post-secondary institutions, governmental and social agencies. Special attention is given to the findings of research in relation to school-community power, types, and organizational influences. These topics will be explored through the domains of leadership, management, risk management, and futuring. Outcomes include research paper which outlines a plan for developing supportive school-community relations.

Recommended Text: Bagin, D., Gallagher, D. R., and Moore, E. H. (2008). *The School and Community Relations* (9th ed.). Allyn & Bacon.

Course Outcomes: Students will:

- Examine the interface between schools and the community in which they live/work.
- Develop a research based action plan for developing supportive school-community relations, a safe, supportive learning environment which embraces diverse families and community members.

Course Objectives: Students will:

- Identify stakeholders with interest in education of youth
- Identify current trends and laws including effective use of media, the role of technology in school-community relations, living in a pluralistic society/diversity
- Review literature regarding power, types and organizational influences, leadership tasks and responsibilities such as vision, mission, communication, and values, assessment and evaluation, change processes, political/social/economic systems that impact schools
- Identify successful practices in developing and sustaining partnerships, including effective use of media, effective communication, processes of building consensus, facilitating change.
- Articulate management processes involved in the development and sustaining of partnerships
- Articulate how leadership impacts development and sustaining of partnerships
- Develop a research based action plan for developing supportive school-community relations, a safe, supportive learning environment which embraces diverse families and community members.
- Develop communication and conflict resolution skills appropriate for facilitation of school-community partnerships, working within pluralistic society and diverse values.
- Determine criteria for determining success/excellence of school-community including effective use of media.
- Identify leadership requirements for building/sustaining positive school-community relations including collaboration, implementing vision and mission, leader's role in change process and systems, assessment responsibilities, and other operational procedures.
- Identify risk management issues of school-community relations
- Develop a philosophy of education for all, recognizing barriers to students' learning and monitoring for students' growth and development.
- Develop a strategic plan to enhance the role of technology in student learning, leadership responsibilities, and school-community relations.

Hallmark Assignment:

Students will prepare an action plan designed to communicate school finance issues. Included in the plan will be:

Planning the Campaign
 Determining the Proposal
 Establishing a Proposal
 Timing of the Campaign
 Including the Citizen's Advisory Committee
 Identifying Other Campaign Participants
 Identifying and Articulating the Community's Thinking
 Adopting a Theme or Slogan
 Planning how to work with the Media
 Planning to secure Endorsements
 Planning Small-Group Meetings
 Campaign Timetable

Rubric:

Plan's goal includes	Strengthening family-school connections	Engaging parents in children's learning	Improving student academic and social learning
Research assesses current strengths and challenges	Good data collection—the information is accurate; sources are legitimate; appropriate 'reading' of the situations observed or information collected	Information is mostly accurate; 'reading' of one situation may be questionable; sources good but not varied enough	Information is unreliable and/or inaccurate; situations observed don't provide valid data
Quality	Good data collection—the information is accurate; sources are legitimate; appropriate 'reading' of the situations observed or information collected	Information is mostly accurate; 'reading' of one situation may be questionable; sources good but not varied enough	Information is unreliable and/or inaccurate; situations observed don't provide valid data
Broad spectrum of information gathered	Includes six dimensions: context, audience, analogous situations, technologies, materials, other systems/competitive landscape	Includes five dimensions	Includes four or less dimensions
Report/presentation of the research	1) Report/ presentation of the research process summarizes needs and opportunity areas; 2) highlights key findings; and 3) many insightful implications are drawn from the data	Good report but few insightful implications or vice-versa	Poor report and few implications
Connection to research	Deep and logical connection between research and concept directions developed	Some connections to research conducted, but other important findings are not addressed	Little or no connection to the research conducted
Rigorous design explorations	1) Alternatives explore different facets of use; 2) form evokes appropriate meanings; and 3) scenarios cover several dimensions of use	2 of 3 components are addressed such as: Alternatives explore different facets of use and form evokes appropriate meanings but scenarios are weak	1 of 3 components are addressed such as: Alternatives explore different facets of use but form evokes inappropriate meanings and scenarios don't seem to connect to realistic use
Effective communication of form and content	Sketches and/or prototypes and scenarios of use bring opportunity	Uneven sketches and/or prototypes so that it takes lots of explanation	Sketches and/or prototypes don't get ideas across;

directions	areas to life	to communicate and it is more difficult to imagine actual use	
Product/project brief and quality of the reflection on a design solution	Documents process, explains ideas well, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points	Document is coherent for the most part, but missing 1 or 2 important elements	Document lacks coherence and is missing 3 or more important
Poster	Is an effective summary of the team's efforts and works visually	Is an effective summary of the team's efforts and doesn't work visually or vice versa	Is not an effective summary and does not work visually
Presentation content	Effective slides with coherent and logical progression, covers all key points, slides clearly aid the speaker in telling a coherent story	For the most part slides are helpful in telling the story with only a few glaring problems	Slides interfere with the story
Presentation delivery	Presentation is polished, speakers use sentences, enunciates well, maintains an effective pace and eye contact, doesn't run over allotted time	Presentation is polished, for the most part, but missing 1 or 2 important elements	Presentation is not polished
Quality	Goals, accomplishments and time are covered; completed each week	Goals, accomplishments and time are covered; but are not completed each week or vice versa	Goals, accomplishments and time are not covered; not completed each week
Analysis of group process and individual role within it	Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others	Discusses only two of the three; discusses group without discussing self; discusses self without discussing group	Does not articulate any of the three – what worked well and why, what didn't work well and why, how to improve

Group Project:

You will now describe the demographics of your school's community. You will decide whether it is rural, suburban, or urban, and then assign typical demographics that are appropriate for your setting. To do this you will use databases available through www.michigan.gov and www.ed.gov to determine the following factors:

<ul style="list-style-type: none"> • Population and growth patterns • Family structure • Age groups • Housing types • Education levels • Economic indicators • Culture/ethnicity of population • Crime rates/safety issues 	<ul style="list-style-type: none"> • Number of students • Number of FTE teachers • Enrollment • Sources of funding • Special populations served • Eligibility for Free/Reduced Lunch •
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Ferris State University
College of Education and Human Services
School of Education

EDLE 545 Administrative Practices

Course Description: The focus of this course will be on current theories, principles and practices relevant to the organization, administration and operation of educational programs, including adult and community education. It is expected that the student spend time interviewing and observing building administrators.

Recommended Textbook:

Lunenburg, F. C., & Ornstein, A. C. (2007). *Educational Administration: Concepts and Practices* (5th ed). Carnegie Learning

Course Outcomes: Students will:

- Develop a repertoire of effective administrative practices based on best practice and current theories.

Course Objectives: Students will:

1. Study administrative theory, systems theory and leadership responsibility and critically analyze their influence on the development, role and function of schools in the United States.
2. Identify best administrative practices related to decision making process, supporting the vision and mission of the school, communicating a high standard of learning, providing multiple opportunities to learn, addressing barriers to students' learning, sustaining continuous improvement, establishing a positive school culture, effective use of media to communicate school's progress toward vision and mission
3. Develop a personal context and perspective for educational administration, including modeling core values and high level ethics, examining one's own assumptions for bias.
4. Identify and analyze issues of school reform and the impacts of these issues on the school environment, including the roles of political, social and economic influence on education.
5. Discuss the roles of cultural diversity and community relations in the administration process, including elimination of legacies of prejudice and discrimination and providing a safe, secure school environment, interfacing with and building relationships with community leaders.
6. Use systems theory to identify organizational structures of school districts.
7. Develop an understanding of program delivery issues, including channels and methods of communication.
8. Develop a working understanding of meeting educational needs of all students through effective pupil personnel services.
9. Study human resource management issues, current school laws, and resource allocation and management, including strategic planning processes to achieve vision and mission, faculty/student/administrative use of technology, checks and balances in resource allocation
10. Identify sources and means of collecting reliable data
11. Conduct research and review current literature on selected issues in education including enhancing motivation, supporting risk-taking, supervision & evaluation models, conflict resolution, evaluating teachers and lessons
12. Complete a problem-based learning project.
13. Demonstrate the ability to speak and write about education with precision.
14. Demonstrate the ability to work as a member of a team.

Hallmark Assignment:

1. Students will research a minimum of five administrative practices of highly effective school principals on which they will expound in a complete, concise research paper having a minimum of 25 references.

CRITERIA	PERFORMANCE LEVELS (ANCHORS)			
	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
RELEVANCE Practice components address directly the learning objective.	Practice components are not necessarily related to the learning objective.	Practice components are somehow linked to the learning objective.	Practice components are directly linked to the learning objective.	The Practice reflects exemplary high relevance to the learning objective
SCOPE All aspects of the learning objective and recommended readings are covered within the Practice.	The Practice partially reflects the various components of the learning objective.	Most elements of the learning objective and recommended readings are covered within the Practice.	All aspects of the learning objective and all recommended readings have been dealt with within the Practice.	The Practice incorporates treatment of elements beyond the scope of the class and recommended references.
ACCURACY Current concepts, terms, principles, and conventions are used correctly and with clarity throughout the Practice.	Learned concepts, terms, principles, and conventions are more or less used correctly throughout the Practice.	The Practice shows precision in the use of current concepts, terms and principles but relevant conventions not always followed.	The Practice reflects correct and clear use of terms, concepts, principles, and conventions.	The Practice demonstrates clear, correct, precise, and concise use of terms, concepts, principles and conventions.
COHERENCE Elements within and across the Practice are logically and structurally linked together. Ideas are interconnected and are presented in a consistent fashion throughout the Practice.	Elements and ideas are presented in a disconnected, rather piecemeal fashion.	Elements are somehow linked together but reflect some inconsistency across the Practice.	Evidence of structural and internal consistency within and to some extent, across the Practice.	The Practice is highly and tightly organized. Ideas, concepts and principles are presented in a consistent fashion across the Practice.
DEPTH The Practice reflects a personal position supported by a rich analysis of relevant and high quality references.	The Practice presents a position highly dependent on a superficial analysis of references.	The Practice presents a position supported by some analysis of relevant references.	The Practice reflects a personal position based on a deep and thorough analysis of relevant references.	The Practice presents a personal position based on an integration of relevant and high quality references

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

EDLE 691 Leadership Internship

Course description:

This course serves to apply the strategies and skills developed in the theoretical course work within a school organization. Students are expected to complete two 3-credit hour sessions, a year-long program, working with the administrators of a school district which has agreed to sponsor their internship; thus this course requires support and commitment of a local school district. During the internship, students will plan and complete a substantive project which will benefit the district for which they are working.

Course outcomes: Students will:

- Practice administrative strategies and skills in a school setting.
- Evaluate administrative practices (their own and others) based on current best practices.

Course objectives: Students will:

- Apply strategies for working in organizations
- Apply leadership skills and theories to eliminate enduring legacies of discrimination and promote equity and promote reflective practice, vision casting and implementation, systems theory and continuous improvement, roles of leadership/followership.
- Apply school business management strategies
- Actively engage the community at large, relating to the culture/values of the diverse community, foster open communication
- Develop risk analysis skills related to school administration
- Apply problem-solving skills
- Use technology as a tool in all aspects of the school leadership process , to maintain records and data, to analyze data
- Apply research and best practices in school leadership
- Apply personnel supervision skills including practices related to human resource management, working with diverse cultures,
- Apply curricular supervision skills to instructional processes and procedures
- Apply professional oral and written communication skills

Hallmark/Project: At this point, the project you've been working on with others becomes personal. As you complete your internship you will search for and document ways in which the school you developed varies from your actual internship school. You'll write a compare-contrast paper outlining these differences and, using current literature, either support or reject each difference.

Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Ferris State University
EDUC 630
School Law

Instructor: Virginia E. Hines, Ed.D.

Phone: 231-591-3054 or text 231-580-1119

Email: VirginiaHines@Ferris.edu

Office: 413 Bishop Hall

Office Hours: By appointment

Course description:

The course will use fundamental principles found in federal and state law, the constitutions of the United States and Michigan, case law, agency regulations, and institutional policy to inform and prepare the student to apply the law to school administration.

Course Objectives:

Upon completion of this course the student will:

- Become familiar with the legal framework that affects public schools.
- Articulate the legal issues relating to religion and public schools.
- Become aware of current laws and regulations relating to students of public schools, including those with disabilities.
- Become cognizant of laws and regulations relating to school personnel and school district liability.
- Develop a working knowledge of laws pertaining to employment within a school district.
- Effectively locate current precedents through multiple research avenues.
- Thoroughly research current school law on a topic of their choice.
- Develop, from research on school legal issues, policy guidelines.
- Critically analyze policy guidelines to determine their adherence to current laws and regulations.
- Recognize and properly define basic terminology relating to school law.

Text Required:

Essex, N. L. (2015). *School Law and the Public Schools* (6th ed). Boston: Allyn & Bacon. ISBN-13: 978-0133905427

Course Policies:

Academic Integrity

Your commitment to being a student at Ferris State University begins with a fundamental understanding of and appreciation for the core values of the institution. Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by integrity, fairness, honesty, and trust. A component vital to the university community is academic integrity, which acknowledges the inherent worth of individual learning (Bulldog values).

Integrity of scholarship requires that all academic work be completed by the student to whom it is assigned, for the course in which it is assigned, without unauthorized aid of any kind.

Students are expected to be ethical in their scholarship and practice academic integrity. This includes properly crediting others for their ideas they may find useful. It is the students' responsibility, as a member of the Ferris State University's learning community, to access and abide by the university's policies regarding academic conduct (See FSU student handbook).

These policies and procedures will not supersede Board of Trustees policy on student conduct and university disciplinary procedures.

All course requirements must be completed at the C grade level or above. Incomplete grades are only given if 70 percent of the work has been completed. If an "I" grade is assigned, you will have one semester to complete work missed; a final grade will be assigned at the end of that semester. An "I" grade does not allow you to register for any additional 400-level education course.

Grading: The grading scale in this course is based on a percentage system.

94-100 A 90-93 A- 87-89 B+ 84-86 B 80-83 B-

77-89 C+ 74-76 C 70-73 C- 67-69 D+ 64-66 D

Attendance and Participation

- Simply stated, attendance, participation, and timeliness in this course are a requirement.
- The use of cell phone or other non-essential devices is not permitted during face to face sessions unless the instructor permits it for academic purposes. Should a student use one of these devices in class, the instructor has the right to confiscate the device for the remainder of the class period.
- Students missing more than 33% of classes will fail; three tardies of five minutes or more will result in a grade reduction. An absence is an absence except for extenuating circumstances which require documentation for excused status.
- You are expected to come to class prepared, having read the assigned texts and literature and completed any assignments. You must be ready to engage in class discussions, projects, and activities. Lack of participation denotes a lack of preparedness and interest in the education profession, resulting in the potential of grade reduction.
- Demeanor in class is expected to exemplify the professional educator. You are to respect others and their opinions, provide constructive criticism, and engage as a responsible member of a democratic learning community. Please see the document entitled **Professional Behaviors Policy** for clarification of expected behaviors.
- Non-enrolled persons, animals, or other potential distractions are not permitted in class.
- All work submitted must be word processed unless otherwise stated. The work must adhere to APA publication style, follow the writing rubric for the course, and follow any specific protocol (i.e. lesson plans, critiques, etc.). ***There is no opportunity to resubmit work, therefore you need to be proactive in making sure you proofread, that you obtain assistance from the writing center if needed, or consult with the professor at least 5 days prior to the due date..*** Work that is submitted late will be not be graded and result in a 0 being entered into the grade book. Due dates are explicitly posted in the due date document in BlackBoard
- ***Concerns with this class, as all other courses at Ferris State University, are to be initially directed to the professor of record. Due process is part of the culture of a university and other educational institutions. The administration and the Ferris Faculty Association uphold the principles of due process. See Ferris State University Handbook for details.***
Changes may be made to this syllabus at the discretion of the instructor
- Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039

Social Justice is the equitable treatment of all persons regardless of race, creed, color, religious beliefs and practices, gender, gender identity, sexual orientation, age, and physical, academic, or emotional challenges. It is the conviction of this instructors to practice social justice to the best of her ability inside and outside the walls of academe.

ASSIGNMENTS:

1. Legal Analysis of School Issues (30 each/300 points total)

For this assignment the candidate will find and review one article that correlates with the associated case on each of the issues listed below. Write a concise brief of the distinct points of the case, an abstract about the article, and a short conclusion making connections to the issue. Please see the sample in BlackBoard. A rubric will be handed out in class.

The ten issues to be covered are:

- Religion and the Public Schools
- Students, the Law and Public Schools
- Individuals with Disabilities

- School Personnel and School District Leadership
- Liability and Student Records
- Discrimination in Employment
- Recruitment, Tenure, Dismissal, and Due Process
- The Instructional Program
- School Desegregation
- LGBT Issues

2. Written Case Study (500 points)

For this assignment the candidate will be assigned a fact pattern that addresses a legal issue facing a fictional district/school and then develop and write a case study detailing what your leadership role will be in influencing local, district, state, and perhaps even national decisions affecting student learning in a school environment. The case study should be concise and be based on your research for this class and work in your other Educational Leadership classes. Be sure to address background and context of the situation and the moral or legal scenario faced by administration. Identify stakeholders who are responsible for the policy/law at each level and your relationship with those policy makers.

This assignment addresses ELCC Standard Element 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Candidates must have no unmet categories and have a total of at least 5 points on the following rubric (80% of the final grade on the assignment) to successfully complete this assignment. 20% of the final grade will be based on writing conventions as detailed in the APA Manual.

Political Influence	Met – 3 pts.	Met with Conditions – 2 pts.	Unmet – 1 pt
Advocacy	The candidate demonstrates the ability to advocate for school policies and programs that promote equitable learning opportunities and student success.	Advocacy for school policies and programs that promote equitable learning opportunities and student success incomplete or ineffective.	Advocacy for school policies and programs that promote equitable learning opportunities and student success not addressed.
Communication	Candidate identifies effective means by which to communicate policies, laws, regulations, and procedures to appropriate school stakeholders.	Communication of policies, laws, regulations, and procedures to appropriate school stakeholders incomplete or ineffective.	Communication of policies, laws, regulations, and procedures to appropriate school stakeholders not addressed.

3. Discussion Board participation (20 wk/200 total) Each week an article, issue, and /or case will be posted with a leading question posed. Respond to the question and to four other posts. Your responses are to be complete paragraphs, be of substance, and respectful. "While everyone is entitled to their own opinion, nobody is entitled to their own facts (anonymous)". Please support your statements with evidence, research, and of course the proper citation in APA format.

Grading: There are 1000 points available.

940-1000 points = A 900-939 = A- 880-899 = B+ 850-879 = B 800-849 = B-
 770-789 = C+ 750-769 = C

Grades below a C require class repeat

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury.

Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

- c. Design effective and efficient data collection mechanisms
- d. Aggregating and disaggregating data
- e. Quantifying and qualifying results
- f. Interpreting results
- g. Developing action plans based on the data
6. Determine which type of Capstone project they are going to do:
 - a. Thesis
 - b. Project
 - c. Portfolio
7. Write the first three components of the Capstone
 - a. Capstone question
 - b. Literature review
 - c. Research/Project/Portfolio process
8. Select and confirm a three person Capstone committee including selecting a chair
9. Submit the application for Human Subjects Review if appropriate
10. Complete application for enrollment in EDUC 681- Capstone Project, Portfolio or Thesis

Required Textbook, Resources, and Materials

American Psychological Association (2010). Publication manual of the American Psychological Association (6th edition). Washington D.C.: Author.

Locke, L.W., Spirduso, W.W., & Silverman, S.J. (2007). Proposals that work: a guide for planning dissertations and grant proposals (5th edition). Thousand Oaks, CA: Sage Publications, Inc.

McMillan, J.H. & Schumacher, S. (2010). Research in education: evidence-based inquiry (7th edition). Upper Saddle River, NJ: Pearson Education Inc.

Note: it is not necessary to have the most up to date versions of the Locke and McMillan texts, however it is VERY IMPORTANT to have the 6th edition of the APA publication manual.

IV. Methods of Instruction: This course will be taught using a variety of methods, including but not limited to: lecture, cooperative learning, peer review, and student presentations. I will present the background information to successfully navigate research, including research methods, qualitative and quantitative data collection and analysis, and provide information needed to be successful with every student's capstone project. The students will be responsible for evaluating previously completed capstone projects, engage in peer review of capstone project drafts, and providing feedback to peers following research presentations.

V. Course Requirements and Expectations: EDUC 663 is the final course before engaging in a Master's level capstone assignment, therefore the work you submit must be of the highest quality. Your peers and instructor will be available to guide you as you develop questions and synthesize arguments, but you should not expect peers to be your editors. Each piece of writing you submit for review will show

thoughtfulness and sincere effort. The major goal for the course is for you to complete the first three chapters of your capstone project – the closer you are to this goal the smoother the process will be for you in the future. You will also be better able to convince a faculty member to become the chair of your project if you show an excellent foundation for your project.

Hallmark Assignments and Course Requirements

1. A final draft of the first three chapters of your research proposal (required whether you are doing a project, thesis or portfolio) is due by the end of the semester. This project will synthesize the work you have done during the course of the semester and will show whether you are ready to complete your research project the following semester. This paper should be approximately 30 pages and include all cover pages needed for the capstone assignment. Please refer to the graduate handbook for more information. **Hallmark Assignment**
2. The required paperwork to enroll in the Capstone project, which includes:
 - a. the names of three faculty members who have agreed to form your committee, including the chair. Written evidence from the faculty members is expected.
 - b. a completed application for Human Subjects Review, or a justification why the application is not needed. The application must be completed with your faculty advisor.
 - c. a completed application to take EDUC 681
Hallmark assignment

Major topics covered in class

1. Introduction to Research Methods in Education
 - Current state of educational research
 - What is research?
 - Introduction to research designs: quantitative, qualitative, and mixed method
 - Four functions of research: basic, applied, evaluation, and action
2. Research designs
 - Quantitative research designs
 - Qualitative research designs
 - Mixed method research designs
3. Types of capstone projects available at Ferris State University
 - Thesis
 - Project
 - Portfolio
4. Writing the proposal
 - Chapter 1: Research problems, questions, and hypotheses
 - Developing testable questions
 - Constructing a theoretical framework
 - Format of chapter one
 - Chapter 2: Literature review
 - Types of sources
 - Steps in reviewing literature

Methods for doing research

Format for chapter two

Chapter 3: Methodology

Quantitative methods

Collecting quantitative data

Measuring student proficiency

Questionnaires and surveys

Interviews

Observations

Basic descriptive statistics

Measures of central tendency

Measures of variability

Measures of relationship

Basic inferential statistics

Probability and confidence intervals

Null and alternative hypotheses

t-test

ANOVA

Nonparametric tests

Effect size

Qualitative methods

Collecting qualitative data

Strategies

Observations

In-depth interviews

Document and artifact collection

Analyzing qualitative data

Inductive analysis

Data preparation

Data coding

Categories

Patterns

Electronic data analysis

Narrative structure and representation

Mixed method designs

Background of mixed methods

Sampling methods

Types of mixed method designs

Format of chapter three

5. HSRC process and human protection

6. Putting it all together: Oral presentation

Preparing the presentation

Preparing the materials

Practice

Managing questions

7. Reading and criticizing research reports and articles

Types of publications including government reports and white papers

Student Name: _____

EDUC 663 Research Proposal Rubric**Description of Scores**

5	4	3	2	1
Exemplary	Proficient	Basic	Progressing	Under-developed
It is a rare candidate who scores at this level. The assignment contains all of the required elements and is of the highest quality.	This is the level expected a graduate student who has completed several courses. The assignment contains all of the elements in a final, well-developed paper.	The basic elements of the assignment are there but the assignment needs development and depth.	The assignment is developing but not yet at a level that could be considered basic.	Multiple parts of the assignment are missing or incomplete.

I. Document Pages**The following is provided:****Section Avg.:**

1. Title Page	5 4 3 2 1
2. Committee signature page	5 4 3 2 1
3. Library approval and release form	5 4 3 2 1
4. Table of Contents	5 4 3 2 1
5. Online release forms	5 4 3 2 1

II. Chapter I- Statement of the Problem**The following is provided:****Section Avg.:**

1. Clear statement of the problem/purpose	5 4 3 2 1
2. Research questions are appropriate	5 4 3 2 1
3. Explanation of problem and rationale	5 4 3 2 1
4. Significance of study/project	5 4 3 2 1
5. Key terms	5 4 3 2 1

III. Chapter II- Literature Review**The following is provided:****Section Avg.:**

1. Synthesis of the research	5 4 3 2 1
2. Analysis of key work in the field	5 4 3 2 1
3. Development of an argument for the project/thesis	5 4 3 2 1
4. Discussion of the theoretical framework	5 4 3 2 1
5. Identification of gaps in the research	5 4 3 2 1

IV. Chapter III- Methodology	
The following is provided:	Section Avg.:

1. Description of subjects	5 4 3 2 1
2. Rationale for inclusion and grouping	5 4 3 2 1
3. Explanation of design of study/project, procedures, instrumentation, location, And data collection/analysis	5 4 3 2 1
4. Alignment to Statement of the Problem	5 4 3 2 1
5. Implementation process or discussion of potential limitations, validity and Reliability	5 4 3 2 1

V. APA	
The following is provided:	Section Avg.:

1. Running head is correct	5 4 3 2 1
2. Title page is appropriate	5 4 3 2 1
3. In text citations are correct	5 4 3 2 1
4. Citations are used appropriately	5 4 3 2 1
5. In text citations and references match	5 4 3 2 1
6. References are peer reviewed	5 4 3 2 1
7. Reference list is written appropriately	5 4 3 2 1
8. Formatting meets APA requirements	5 4 3 2 1
9. There are at least 8 references	5 4 3 2 1
10. References are less than 10 years old unless foundational research	5 4 3 2 1

VI. Conventions	
The following is provided:	Section Avg.:

1. Spelling	5 4 3 2 1
2. Grammar	5 4 3 2 1
3. Punctuation	5 4 3 2 1
4. Author's voice	5 4 3 2 1
5. Sentence structure	5 4 3 2 1
6. Paragraph structure	5 4 3 2 1

Comments:

Overall Average for all six sections:

Course Description:

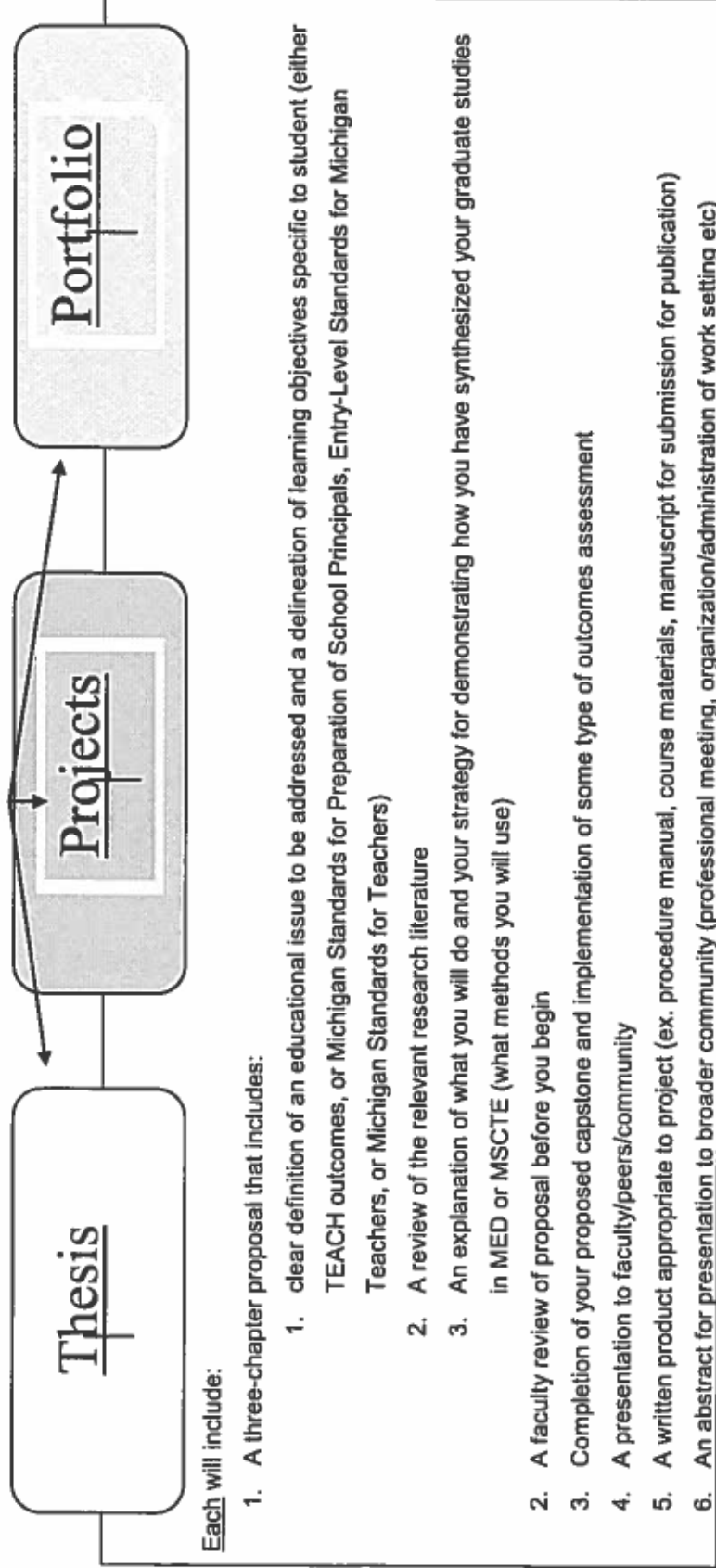
This course explores accreditation standards, national standards, school improvement plans, as well as various national reports and proposals made by educational reformers concerned with school improvement strategies. In addition, implementation strategies for improving schools, based upon effective schools research will be discussed. Topics studied will depend upon educational trends and student interest.

Course Outcomes	Course Objectives	MDE Standards Principals	Hallmark Assignment
1. Identify sources of legal assistance	<p>Students will</p> <ol style="list-style-type: none"> become familiar with the legal framework that affects public schools. articulate the legal issues relating to religion and public schools. become aware of current laws and regulations relating to students of public schools, including those with disabilities. become cognizant of laws and regulations relating to school personnel and school district liability. develop a working knowledge of laws pertaining to employment within a school district. effectively locate current precedents through multiple research avenues. thoroughly research current school law on a topic of their choice. make an oral presentation to classmates— for face-to-face classes only. develop, from research, policy guidelines. critically analyze policy guidelines to determine their adherence to current laws and regulations. recognize and properly define basic terminology relating to school law. present to the class research on a school legal issue. use technology to communicate with professor and classmates, conduct research and to deliver an oral presentation. 	1.2, 1.3, 1.5, 6.3	<p><u>Detailed Study Paper</u> (100 points). Students will complete a research project (8 pages minimum for the body, full APA format) and make a presentation on their topic. This project will include current journal articles (minimum of eight) for background information, research and citation of <u>current</u> case law that pertains to the topic <u>beyond</u> information found in the textbook (minimum of one will be included). You will distribute handouts of your paper citing sources through FerrisConnect for your classmates' reference during final exam.</p>
2. Develop strategies for implementing current school law.		3.1, 3.7-8, 3.23-24	
3. Delineate the role of principal as instructional leader.		5.1, 5.2, 5.4, 5.6-11, 5.14-18, 5.22, 5.27-29, 6.13	

Paper						130
APA Format	STYLE APPLIED ACCURATELY	THERE ARE 2-3 MISAPPLICATIONS OF STYLE	STYLE HAS NOT BEEN APPLIED			
Eight Pages Minimum	8 (10 points)	7 (8 points)	6 (6 points)			
Five Journal Articles	5 (25 points)	4 (20 points)	3 (10 points)			
Current Case Law	Present (25 points)		Not Present (0 points)			
Info Beyond Textbook	Present (30 points)		Not Present (0 points)			

Presentation				
Body Language	Movements seemed fluid and helped the audience visualize. (2 points)	Made movements or gestures that enhanced articulation. (1 point)	Very little movement or descriptive gestures. (0 points)	
Eye Contact	Holds attention of entire audience with the use of direct eye contact. (2 points)	Consistent use of direct eye contact with audience. (1 point)	Displayed minimal eye contact with audience (0 points)	
Introduction & Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood. (4 points)	Student displays clear introductory or closing remarks. (3 points)	Student clearly uses either an introductory or closing remark, but not both. (2 points)	
Poise	Student displays relaxed, self-confident nature about self, with no mistakes. (2 points)	Makes minor mistakes, but quickly recovers from them; displays little or no tension. (1 point)	Displays mild tension; has trouble recovering from mistakes. (0 points)	

EDUC 681—Capstone- Project, Portfolio or Thesis



Policies and Procedures for Capstone Activities

1. Before registering for the capstone project hours, the student must complete an application and have it approved by his or her project advisor and committee members. The application defines a problem for investigation and/or a research question. It also includes a bibliography. The application must be completed and approved no later than the semester before the semester of graduation. The application can be downloaded at www.ferris.edu/education/education.
2. The student should work out a schedule with their advisor and committee members at the outset of the project. Adequate time should be allowed for the committee to recommend changes in the project before the Graduate School deadlines for graduation.

Evaluation Criteria for Capstone Activities

In the capstone project, the student should demonstrate

- Ability to frame a problem and research question relevant to education
- Ability to use methods that answer the type of question they ask in their study

- Knowledge of how their study relates to existing scholarship and studies
- Mature academic writing
 - Using evidence and examples to develop the study
 - Organizing information
 - Interpreting significance
 - Writing good prose
- Synthesis of knowledge aligned to TEACH Framework

Thesis: A thesis can include but is not limited to:

- 1) an experimental design (clinical, school classroom) that looks into one or more variables with data usually based on human subjects and involving random assignments.
- 2) a descriptive design--survey research, observational studies, interviews, natural observations without manipulation of variables, case studies, ethnographies.

This research should be able to be completed in one semester. Your final Thesis document is needed before the end of the semester if you want your grade recorded on time. If your Thesis report is not received in final form in time for your professor to grade, or if it is received and still needs revision, you will be given an "Incomplete" when grades are turned in. You will then have one semester to complete the unfinished work. If it is not completed, the incomplete automatically becomes an "F." To remove an "F," you would need to take and pay for 681 again.

Rubric for Research Capstone: Thesis (EDUC 681)

Research Elements	Proficient (3)	Developing (2)	Emerging (1) Not acceptable performance for final research capstone
Chapter One Introduction -Research question(s) -Explanation of problem and rationale -Clear statement of purpose -Significance of study -Key terms	Demonstrates thorough knowledge of problem, context, and importance. The research question is well-reasoned, and the findings would make an important contribution to knowledge or practice	Demonstrates adequate knowledge of the problem and educational context. Contains clear statement of purpose. Findings may contribute to knowledge or practice.	Demonstrates limited knowledge of the problem and/or its context. Statement of purpose is limited in clarity or reasoning or potential importance.
Chapter Two Literature Review -Synthesis of the research -Analysis of key work in the field -Development of an argument for the project -Discussion of the theoretical framework -Identification of gaps in the literature	Analyzes key research as it directly relates to the research questions. Develops a logical argument for study based on research. Shows how study would fill gaps in research. Scholarly writing and sources are used.	Summarizes works in the field that relate to the research questions with invalid sources (opinion articles, vs. scholarly sources) or unsubstantiated inferences. States how this study would contribute to knowledge or practice.	Cites work in the field, but limited in scope, explanation of connection to the research questions is limited.
Chapter Three Methodology -Description of subjects, rationale for inclusion and grouping -Explanation of design of the study, procedures, instrumentation, location, and data collection/analysis. -Description of sampling procedures -Discussion of potential limitations, validity and reliability -Data collection tools aligned with research questions	Thoroughly addresses (a) description of subjects, rationale for inclusion and grouping, (b) explanation of design of the study, procedures, instrumentation, location, and data collection/analysis, (c) description of sampling procedures, (d) discussion of potential limitations, validity and reliability, (e) data collection tools aligned with research questions, and (f) uses proper terminology	Adequately developed study design, description of participants, location, timeline, and rationale statements.	Inadequate development of study design, participants, location, and timeline.

<p>Chapter Four Data Analysis -Identification of the results and their relationship to the problem -Use of figures and tables where appropriate with supporting narrative</p>	<p>Results are presented clearly and related thoughtfully to the research problem and the literature.</p>	<p>Results are shared but may not directly address the research question.</p>	<p>Results are present but limited in detail, logic, or usefulness.</p>
<p>Chapter Five Conclusions -Reflections on study/data -Draw conclusions about the data and the study -Description of limitations of entire study -Recommendations for further studies -Relationship of study to the research questions</p>	<p>Conclusions are presented clearly and focused on the research problem. The study addresses all research questions, limitations, and recommendations for further research.</p>		<p>Conclusions are present but limited in detail, logic, or usefulness.</p>
<p>Format -Chapters are aligned with APA guidelines -Citations use APA format -Reference list is complete, has at least 25 items, and is aligned with APA format -Title page, table of contents, appendices, and body in correct APA format -Abstract contains adequate description of the project</p>	<p>Presentation adheres to APA guidelines and graduate-level writing expectations. Contains no more than 5 writing errors and no more than 5 errors related to APA format.</p>	<p>Presentation uses APA guidelines and conforms to basic writing expectations. Contains no more than 10 writing errors and no more than 10 errors related to APA format.</p>	<p>Presentation conforms poorly to APA format and writing expectations. Contains up to 15 writing errors and up to 15 errors related to APA format.</p>

Project:**Examples of the type of capstone activities which MED and MSCTE students can pursue:**

- Completing a qualitative study using grounded theory to define an educational concept.
- Completing a qualitative study using grounded theory to understand the components of a successful process.
- Assessing the impact of an educational intervention on student/school achievement risk factors.
- Developing and implementing an education and/or advisement program targeting students/schools that are at risk.
- An extensive action research within the project designer's school, district, and/or community
- Writing a journal article to be submitted for publication
- Completing a Draft of the charter school petition (if applicable)
- Writing a case scenario (template) to be posted on the School of Education website
- Developing a protocol for a process related to education
- Creating a program evaluation process for a particular agency
- Writing a grant application
- Writing a policy memo analyzing a particular program

Whatever project is chosen, it should address a practical, real world challenge using the skills and knowledge students have gained throughout their graduate program.

The Capstone Project culminates in a paper and presentation. The written report should include the outcomes of the student's experience in addressing the challenge identified in the proposal. Along with the Capstone Activity report, students also submit any product that resulted from the project, i.e., a videotape, text, or CD, with a critical evaluation of the student's work from the client and project mentor(s).

Students may anticipate their projects early in the degree program, but the capstone activities represent the culmination of study for the MED and MSCTE and the student's most mature academic work; thus they will be completed at the end of their program.

Evaluation Factor	Exceeded Expectations	Met Expectations	Did Not Meet Expectations
Professionalism Respectful, maintained confidentiality where appropriate, demonstrated knowledge of boundaries between professional and personal life.			

<p>Performance Met the goals and objectives of the capstone project, made sound decisions and demonstrated professional judgment, demonstrated problem solving abilities, responded to feedback productively, efficient in completing tasks.</p>			
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Portfolio:

**EDUC 681
Capstone-Portfolio**

Course Description

A project for students in some options within the SOE Master's Degrees. It will be designed with the assistance of the classroom instructor and the student's Faculty Capstone Committee. The project can be either quantitative or qualitative in design, and will demonstrate the synthesis of knowledge acquired in all courses within the Master's degree program, with focus upon the student's career endeavors. Students will be required to present their project to a Faculty Capstone Committee selected by the student. All projects must be pre-approved and the application filed appropriately.

Transformative - Experiential - Assessment Driven - Collaborative - Holistic**TEACH Framework for the Capstone Portfolio**

The mission of the School of Education (SOE) is to provide high quality instruction in the preparation of quality teachers, administrators, and other educators in a variety of school and non-school settings using the most current research knowledge, technologies, and continuous improvement management philosophies in an innovative and stimulating environment. The conceptual framework for the School of Education is the acronym "TEACH" which serves as the underlying structure that gives conceptual meaning to our operations through an articulated rationale and provides direction for our programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. Therefore, the logic of the Portfolio will allow you to reflect on and enact the SOE's conceptual framework of TEACH.

T- Transformative

Facilitating opportunities for students to become reflective practitioners

E- Experiential

Providing diverse experiences that actively engage Stakeholders

A- Assessment Driven

Grounded in evidence-based research, resulting in data-driven decisions

C- Collaborative

Affirming teaching and learning as a social process

H- Holistic

Emphasizing the importance of the whole and the interdependence of its parts

Assumptions about a Capstone Portfolio

1. Capstone Portfolios are valuable for:

- a. Interviewing for a job or faculty position
- b. Interviewing for a supervisory position, deans, directors, principals and superintendents
- c. Use as a baseline for professional development portfolios required by many districts, colleges, supervisors, team and department leaders and principals.

Therefore, it is recommended that candidates consider the portfolio as a draft document, which can continue to be crafted in the future to support ongoing career growth.

2. A capstone portfolio is a comprehensive representation of individual growth and achievement—it is not just a list or collection of items; it allows the individual to demonstrate her/his achievement through its contents.

3. A capstone portfolio is an opportunity to demonstrate what the candidate does with, and thinks about, the professional and

content knowledge being acquired through course work and related professional experiences.

4. A capstone portfolio is a basis for self-reflection about your graduate programs as well as a basis for important conversation between candidate and advisor; candidate and other professors; candidate and peers; candidate and teachers, staff, and the wider professional community.
5. An effective capstone portfolio is neither massive nor expensive. Rather, it communicates clearly and simply evidence of the candidate's knowledge, growth, and leadership ability.
6. A portfolio has "real life" applications for the candidate in areas such as certification, professional development, and employment.

I. Written Contents of the Capstone Portfolio

The portfolio should be seen as a culminating and reflective activity. Please use a clear, expository writing style, using word processing, correct grammar and composed in APA format. Capstone portfolio projects will vary in length, content, and format; and responsibility for determination quality and acceptability rests with the adviser and the student's committee. The capstone portfolio should be an activity that spans your entire graduate program. Because most of you are engaged in professional practice, you are often called upon to present and defend new ideas, while offering and accepting feedback from others. Capstone portfolio activities therefore emphasize self- and peer-evaluation. In this way, the capstone portfolio provides a means of strengthening the program's links to the knowledge and skills of the professional workplace.

The following are required forms to be included at the defense/presentation

1. Cover Page

CAPSTONE PORTFOLIO

Submitted in partial fulfillment of the
requirements for the degree of

Master of Education in Curriculum and Instruction
Or Master of Science in Career & Technical Education

By

Has been approved

December 03 2009

APPROVED:

Chair

Member

Member

Supervisory Committee

ACCEPTED:

Director School of Education

2. **Demographic Sheet**—that includes the following
- o Name
 - o Student ID number
 - o Home address, city, state, zip and phone number
 - o Employer name and your position (if appropriate)
 - o E-mail address
 - o MSCTE or Med option (Instructor, Training & Development, Administration, Post-secondary Administration)
3. **Reflective Paper on MSCTE OR MED (five pages or less)**
- o Explain your short-term and long-range academic and career goals and how you see the MSCTE OR MED program supporting these goals
 - o Explain your philosophy of education or training. What do *you* believe about teaching and learning?
 - You may share an anecdote, inspirational quote or your metaphor for teaching to complement your philosophy.
 - o Summarize your professional growth since beginning your graduate program with at least three examples of major learnings, practical content, concepts, theoretical content or knowledge you acquired from the MSCTE OR MED program that made you better prepared to make immediate contributions to your employer or society upon graduation
 - o Assess your strengths, areas for improvement and goals for continued growth in your chosen profession or job
4. **TEACH Framework with Rationales** – This section of your portfolio consists of a summary matrix (below) and five sections—one for each letter in the TEACH framework acronym and should describe how the MSCTE OR MED program has contributed to your professional growth related to each letter. The most important aspect of the portfolio, supported by the artifacts you include in it, is the rationale you provide the reader for each letter of the framework. Each section must contain a word-processed and grammatically correct detailed narrative that describes
- (a) your understanding of the concept of the letter (for example, what **T=transformative** means to you),
- (b) a reflective description of how the MSCTE OR MED program has provided you with, and/or improved your professional practice, as it relates to that letter,
- (c) a written description of at least one specific course/activity/assignment from your MSCTE OR MED program that contributed to your implementation of the letter's intent and an example within your own practice that demonstrates your transferring the concept into your own practice, (NOTE: This means a minimum of 10 artifact) and
- (d) a written description with an explanation of each supporting artifact you will provide in the portfolio as convincing evidence that support your understanding or implementation on the intent of the letter. Label your artifacts A, B, etc. You should hyperlink the matrix to the actual artifact.

Create and include this completed summary matrix at the beginning of this section of your portfolio

	MSCTE OR MED Program Example(s) Course/Activity/Assignment/Reflective	Example(s) from Your Professional Practice
<u>T- Transformative</u> Facilitating opportunities for students to become reflective practitioners		
<u>E- Experiential</u> Providing diverse experiences that actively engage stakeholders		
<u>A- Assessment Driven</u> Grounded in evidence-based research, resulting in data-driven decisions		

<p>C- Collaborative Affirming teaching and learning as a social process</p>		
<p>H- Holistic Emphasizing the importance of the whole and the interdependence of its parts</p>		

Note: We are asking that at a **MINIMUM** you should consider providing 10 artifacts—one for your graduate program and one from your professional experience.

Suggestions: In your Portfolio, you should consider hyperlinking this matrix to the actual document.

5. **Signed Statement of Authenticity** – affirming that the content of the portfolio is the candidate's original work.

Statement of Authenticity

The material contained in this portfolio is my work.

Candidate's Name _____
(print name)

Candidate's Signature _____

MSCTE OR MED Options _____

Date _____

II. Presentation of Capstone Portfolio

You will be required to make a **professional presentation** on your portfolio to your 3 person committee on a scheduled date. You may use PowerPoint and any other media deemed appropriate for your content. If you require special media or set-up for your presentation, please notify the instructor in advance so accommodations can be made. Your professional presentation should be no more than 20 minutes and should include a summary of each section of the written portfolio.

Note- At least one week prior to your presentation, you should e-mail each of your committee members your written narrative (this does not need to include the supportive artifacts) or burn a CD and send the committee members a CD with all of your content.

Note—You should provide the instructor with a professional notebook that includes a CD with all of the portfolio sections and artifact documents.

RUBRIC FOR GRADE

	Description of Performance Indicators
Exceeds Expectations Score=A	<ul style="list-style-type: none"> • Information presented in writing and orally was consistently accurate and appropriate • Content presented demonstrates an honest, critical and reflective review of the candidate's graduate program • Literature is consistently cited in an appropriate manner • Ideas are consistently well-organized and expressed in a clear manner • Writing consistently demonstrates appropriate grammar, spelling, punctuation and word choice • Extra number of artifacts, each of which clearly relates to the TEACH framework or appropriate number of artifacts with excellent reflection • Presentation was well organized and complete.
Meets Expectations Score=B	<ul style="list-style-type: none"> • Information presented in writing and orally was mostly accurate and appropriate • Content presented generally demonstrated a critical and reflective review of the candidate's graduate program • Literature is generally cited in an appropriate manner • Ideas are generally well-organized and expressed in a clear manner • Writing generally demonstrates appropriate grammar, spelling, punctuation and word choice • Appropriate number of artifacts, each of which generally relates to a response • Presentation was somewhat organized and complete.
Needs Improvement Score= C	<ul style="list-style-type: none"> • Information presented in writing and orally was sometimes accurate and appropriate • Content presented sometimes demonstrate a lack of critical or reflective evaluation • Literature is sometimes cited in an appropriate manner • Ideas are sometimes well-organized and expressed in a clear manner • Writing sometimes lacks appropriate grammar, spelling, punctuation and word choice • Insufficient number of artifacts and/or minimal relationship between each artifact and a response • Presentation was sometimes organized and somewhat complete.



TRANSFORMATIVE

The School of Education provides a dynamic learning community that focuses on helping students evolve from passive to active learners. Transformative education is an on-going process of lifelong learning that allows students to become professional educators. Students are transformed into thoughtful, thorough, and reflective practitioners. The program provides shared learning experiences that promote discovery and renewal. The faculty in the School of Education at Ferris State University are committed to this statement: "Learning is the process whereby knowledge is created through a transformation of experience" (Dewey, 1938, Kolb 1984).

EXPERIENTIAL

Using a constructivist approach, "experiential" refers to a variety of interactive instructional techniques that engage students and faculty in such higher-order thinking tasks as analysis, synthesis, and evaluation. Students and faculty engage in experiential learning using resources, such as libraries, web sites, observations, interviews and learning groups, to enrich their knowledge bases. The ability to analyze, synthesize, and evaluate is demonstrated through a variety of structured and sequenced activities including, projects, presentations, experiments, simulations, internships, curriculum projects, developmental portfolios, practicum, field placements, independent study projects, peer teaching, role playing, or written assignments. Experiential delivery may include active learning, cooperative or collaborative learning, distance education, distributed learning, online tutorials, guided discussion lists, video streaming, teleconferencing, internet delivery, or self-paced learning.

ASSESSMENT DRIVEN

We prepare professional educators who transmit theory into practice by delivering assessment driven instruction. Assessment is aligned with curriculum standards/outcomes and is authentic occurring before, during and after instruction (formative/summative). Professional educators are reflective practitioners and make valid inquiry-based and data-driven decisions. Students and graduates adhere to professional standards demonstrating integrity and accountability within the school and work setting.

COLLABORATIVE

Professional educators will be collaborative, productive, stakeholders inside and outside the classroom, school, and community. Teaching and learning is primarily a social process, teachers should develop and maintain relationships across all community aspects.

HOLISTIC INTEGRATION

Through the holistic integration of five dimensions, the Teacher Education faculty and staff at Ferris State University prepare students to excel in the teaching profession. Specifically, our Teacher Education Program:

- delivers a curriculum that integrates technology, methodology, course delivery, field experience, curriculum development, research and assessment,
- includes a focus on the intra- and interpersonal integration in cognitive processes, ethical attitudes, social interactions, and professional dispositions of our students,
- nurtures teacher candidates who demonstrate the ability to engage the whole student, interacting with students in a holistic manner in a way that attends to their holistic development in the social emotional, cognitive, affective, and psychomotor domains.
- integrates teaching practices through the use of multiple research based practices, cross curricular planning and delivery, multiple learning styles and intelligences and behavioral interventions.
- produces highly-skilled professional educators who are able to work collaboratively in a variety of educational settings.

Capstone Portfolio Defense Interview/Evaluation

Please circle one:

Fall

Spring

Candidate: _____

Purposes of the capstone portfolio defense is:

1. To evaluate candidates' professional growth and future goals.
2. To determine candidates' ability to reflect upon his/her professional growth as it aligns to the TEACH framework.
3. To collect data for MSCTE program evaluation and improvement.

Possible Interview Questions:

1. Which of the five TEACH acronyms do you feel you have made the most significant progress?
 - T=Transformative
 - E=Experiential
 - A=Assessment Driven
 - C=Collaboration
 - H=Holistic
2. Discuss one specific artifact and explain its relationship to your professional growth
 - Identified and Explained Clearly
 - Identified and Explained Unclearly
3. What professional strengths and/or growth areas are most evident? Why do you think so?
 - Explained Clearly
 - Explained Unclearly
4. Which artifacts are you the most proud of? Why?
 - Explained Clearly
 - Explained Unclearly
5. What have you learned about yourself during the preparation of your portfolio?
 - Explained Clearly
 - Explained Unclearly
6. Do you feel you have been better prepared for your professional goals? Would you please give some specific examples to support your answer?
 - Appropriate examples were provided
 - No appropriate example was provided
7. What future goals do you have in better preparing yourself for your career?
 - Explained Clearly
 - Explained Unclearly
8. What did you find as strengths and/or needs of the MSCTE graduate programs when you compiled your portfolio? What suggestions can you make to improve the program?
 - Explained Clearly
 - Explained Unclearly

<u>Overall Assessment of Capstone Portfolio Defense Interview</u>	
Unacceptable	Acceptable
<input type="checkbox"/> Professional growth was not clearly explained and/or not supported by evidence. <input type="checkbox"/> Specific future goals were not explained clearly. <input type="checkbox"/> The candidates did not demonstrate his/her understanding of the relationship between the TEACH framework and his/her professional growth and/or future goals.	<input type="checkbox"/> Professional growth was clearly explained and was well supported by evidence. <input type="checkbox"/> Specific future goals were explained clearly. <input type="checkbox"/> The candidate demonstrated his/her understanding of the relationship between the TEACH framework and his/her professional growth and future goals.
Comments:	

APPENDIX C

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
Master of Science in Educational Leadership
31 Credits

Name: _____

Student No.: _____

COURSE		REQUIRED CORE- 21 Credits	S.H.	GRADE
EDLE	500	Educational Leadership	3	
EDLE	520	Curricular Supervision	3	
EDLE	525	Personnel Administration	3	
EDLE	530	School Business Management	3	
EDLE	540	School & Community Relationships	3	
EDLE	545	Administrative Practices	3	
EDLE	691	Administrative Internship (all course work except EDUC 681)	3	
		EDUCATION REQUIREMENTS- 10 Credits Required		
EDUC	663	Principles of Data Driven Decision Making for Educators	4	
EDUC	630	School Law	3	
EDUC	681	Capstone- Project, Portfolio or Thesis **	3	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 4/12 li

APPENDIX D

Brady D. Flachs

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Mecosta, Michigan 49332
(231) 598-0765
flachsb@ferris.edu

Brady D. Flachs

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 flachsb@ferris.edu

Education	<p>DOCTORATE OF EDUCATION EDUCATIONAL LEADERSHIP <u>Central Michigan University</u> (Course Work Complete-December 2013, ABD Status-January 2014) Current- Expected Completion Summer 2016</p> <p>STATE APPROVAL SPECIAL EDUCATION SUPERVISOR <u>Saginaw Valley State University</u> May 2012</p> <p>MASTERS DEGREE CURRICULUM AND INSTRUCTION ADMINISTRATION CONCENTRATION DISTINCTION <u>Ferris State University</u> December 2010</p> <p>COGNITIVE IMPAIRMENT ENDORSEMENT (SA) <u>Calvin College</u> May 2007</p> <p>BACHELORS OF SCIENCE DEGREE ELEMENTARY EDUCATION SCIENCE (DX), GEOGRAPHY (CB) MAGNA CUM LAUDE <u>Central Michigan University</u> May 2003</p>	<p>Mt. Pleasant, Michigan</p> <p>University Center, Michigan</p> <p>Big Rapids, Michigan</p> <p>Grand Rapids, Michigan</p> <p>Mt. Pleasant, Michigan</p>
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Brady D. Flachs

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Mecosta, Michigan 49332
(231) 598-0765
flachsb@ferris.edu

Experience	<p>ASSISTANT PROFESSOR School of Education <u>Ferris State University</u> September 2014-Present</p>	Big Rapids, Michigan
	<p>SUPERVISOR OF SPECIAL EDUCATION/ PLANNER-MONITOR/ EARLY-ON SUPERVISOR <u>Mecosta-Osceola ISD</u> July 2012-July 2014</p>	Big Rapids, Michigan
	<p>INTERIM DIRECTOR OF SPECIAL EDUCATION <u>Mecosta-Osceola ISD</u> July 2012-July 2013</p>	Big Rapids, Michigan
	<p>SUPERVISOR OF SPECIAL EDUCATION <u>Mecosta-Osceola ISD US10 Corridor Programs</u> July 2010-July 2012</p>	Big Rapids, Michigan
	<p>ALTERNATIVE HIGH SCHOOL COORDINATOR/ ATHLETIC DIRECTOR <u>New Directions High School/Big Rapids Public Schools</u> August 2008- June 2010</p>	Big Rapids, Michigan
	<p>CLASSROOM TEACHER <u>Big Rapids Public Schools</u> High School Inclusion and Resource Room August 2007- August 2008</p>	Big Rapids, Michigan
	<p>CLASSROOM TEACHER <u>Morley Stanwood Community Schools</u> 5-12th Grade, Science, Special Education (All Subjects) November 2004-July 2007</p>	Morley, Michigan

Brady D. Flachs

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Related Experience	<p>ADJUNCT FACULTY MEMBER <u>Ferris State University</u> 2012-2014</p> <ul style="list-style-type: none"> • Instructor of both undergraduate and graduate level courses in the field of special education, general education, and educational leadership 	Big Rapids, Michigan
	<p>BIG RAPIDS AREA JUNIOR HOCKEY ASSOCIATION Member/Vice President 2015-Present</p>	Big Rapids, Michigan
	<p>BIG RAPIDS HOCKEY BOARD OF DIRECTORS Member/Treasurer 2013-Present</p>	Big Rapids, Michigan
	<p>BIG RAPIDS HIGH SCHOOL Assistant Coach for Football and Hockey 2012-Present</p>	Big Rapids, Michigan
	<p>VOLUNTEER COACH <u>Chippewa Hills Youth Soccer/ Football Program</u> 2012-Present</p>	Remus, Michigan
	<p>VOLUNTEER COACH <u>Big Rapids High School/ Youth Program Hockey</u> 2010-Present</p>	Big Rapids, Michigan
	<p>VOLUNTEER COACH <u>Big Rapids Youth Football Program</u> 2010-Present</p>	Big Rapids, Michigan
	<p>FOOTBALL/ TRACK COACH <u>Big Rapids High School</u> 2007- 2009</p>	Big Rapids, Michigan

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Qualifications

TRAINING/CONFERENCES/PRESENTATIONS:

- Big Rapids High School Hockey Banquet Keynote Speaker 2016- Adversity, Leadership, and Followership
- Council of the Accreditation of Educator Preparation (CAEP) Conference 2016- Participant
- Michigan Career and Technical Education Conference 2016- Presenter
- FSU-Faculty Center for Teaching and Learning Designing Online Courses Training 2016- Participant
- FSU- Students in Peril- The Student Experience of Research 2016- Participant
- Michigan Association of Administrators of Special Education Member (MAASE)
- Michigan Office of Special Education Fall Forum 2013
- Ferris State University- Michigan School of Optometry Presenter 2013
- MOISD Professional Development Planning Team Member and Presenter
 - 2013 IEP Improvement and the Common Core Curriculum
 - 2013 Common Core Curriculum- Writing Measurable IEP Goals
 - 2012 The Exceptional Learner and the General Education Teachers Role
 - 2012 Dealing with Stress and Change in the Workplace-Book Talk
 - 2012 Speed PD Facilitator
 - 2011 The New Teacher IDP Process Creator/Presenter
- Michigan Department of Education CIMS Focused Monitor Training 2013
- Statewide Autism Resources and Training (START)- Training Participant 2013
- Michigan DHS- Foster Parent Conference Presenter 2013
- Compass Learning-Learning Forward- Success through RTI, Extended Day/Year and Summer School Innovation
- MOISD Educational Strategies Training 2013
- Michigan Department of Education Special Education Monitors Training 2012-13
- MASB Superintendent Boot Camp 2011
- State of Michigan Special Populations Conference Presenter 2011
- MAASA-Ready By 21 National Peer Work Group Member
- MTSA Conference Participant

PROFESSIONAL ORGANIZATIONS:

- Michigan Educator Preparation Institutes (EPI) Member
- Michigan Association of Administrators of Special Education Member (MAASE)
- Knights of Columbus Member
- Region 1 Special Education Monitors Member
- Northern Autism Network Member

ADDITIONAL QUALIFICATIONS:

- FSU School of Education- Faculty and Director Search Committee Member 2015- Present
- FSU School of Education- SOE Curriculum Committee Member- 2014- Present
- FSU School of Education- SOE Review Committee Member- 2015- Present
- FSU School of Education- Educational Leadership Internship Coordinator 2015- Present
- FSU School of Education- Outstanding Student Subcommittee Member 2016- Present
- FSU College of Education and Human Services Career Fair Facilitator 2015, 2016
- FSU College of Education and Human Services Dawg Days Facilitator 2015, 2016
- Little Kevin Hockey Hope Fund Board of Directors- 2015- Present
- USA Hockey Coaches Training Level I and II Certified
- Implemented online curriculum program at New Directions H.S. and Ashmun/Pineview Schools. Guided New Directions H.S. to achieving AYP for the first time in school history in 2009 and again in 2010.
- MOISD MEA Negotiation Team Member
- BRPS and MOISD interview committee member
- Featured in Athletic Management Magazine (Oct./Nov. 2009) for corporate sponsorship program organization
- MARSP Foundation Scholarship Award Winner 2011
- Leadership Mecosta Alumni 2010
- MOISD Transition Council Member
- Chippewa Hills Public Schools Athletic Department Fundraising Member
- Big Rapids School Improvement Committee Chairperson 2009
- Extensive computer skills including: Microsoft Office, Web page design, Education 2020, Video editing software, Easy IEP, Apex, Moodle, Blackboard, Edmodo, Dropbox, Blackboard
- Enthusiastic, Motivated, Loyal, Reliable, Organized and Creative

REFERENCES:

Mr. Tim Haist
Superintendent
Big Rapids Public Schools
21175 15 Mile Rd.
Big Rapids, MI 49307
(231) 796-7651

Dr. Curtis Finch
Superintendent
Mecosta-Osceola ISD
15760 170th Ave.
Big Rapids, MI 49307
(231) 796-3543

Mr. Mark Klumpp
Assistant Superintendent
Mecosta-Osceola ISD
15760 170th Ave.
Big Rapids, MI 49307
(231) 796-3543

Mrs. Lynette Suchner
Director of Special Education
NCRESA
4747 W. 48th St.
Fremont, MI 49412
(231) 924-0381

Mrs. Michelle Newman
Principal
Chippewa Hills High School
3226 Arthur Road
Remus, MI 49340
(989) 967-8827

Ms. Lisa Brady
Executive Secretary for
Vice President
Ferris State University
1201 S. State Street
Big Rapids, MI 49307
(231) 591-2000

Vitae

F. Michael Ennis, Ph.D.

EDUCATION

Doctorate of Philosophy. Major: Administration. Dissertation: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management.* 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.

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, 338, 339, 400, 430, ECTE 500, 504, 516, EDGP 320-322, 325-327, 400-401, 439 and ISDL 840 in the Community College Doctorial Leadership program. A total of 28 courses have been taught and revised during this period. 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. Steve Reifert, (231) 591-3648.

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 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 Introduction to Education EDUC 240, Paraprofessional Education 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 - retired, (810) 762-5698 & Mr. James Drummond – retired, (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, Multicultural 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. Jan. 4 to 1996 to present, Dr. Kathleen Woehrle, (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, troubleshooting 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 postsecondary 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: statewide 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.

PROFESSIONAL ACTIVITIES

External Professional Service:

State of Michigan CTE Rules Revision Committee 2014-2015
 Technology Integration and Tools – PD Presenter LISD, Aug. 2014
 CTE Technology PD Presenter, Roscommon ISD, Sept 2013
 Genesee Area Skill Center Advisory Committee Member, FSU Representative, 2009-2013
 Early Childhood Advisory Committee, FSU Member for Mott Community College, 2010-13
 Evaluation Contributor to RFP: The Advanced Nuclear Welding (ANWT) Program: NSF ATE. Mott Community College. Oct. 2008
 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
 Interviewee, Concept Mapping Doctoral Research Study, Bonnie Heckard, Doctoral Candidate Educational Leadership, Central Michigan University July 2, 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
 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

Professional Organization Memberships:

Association for Career and Technical Education Member, 2015
 American Education Research Association, Member, 1999-2012
 Michigan Association of Community College Educator Programs – Past President - 2002-2015
 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

Conferences Attended/ Professional Development (Not presenting)

CETE Ohio State Test Development Workshop, Aug. 2-7, 2013
 Oakland University and Beaumont Health System: Strategies for Optimizing the Protection of Human Participants in Research May 2013
 University of Maryland COAT, 6 week training on Online Learning Certification, 2012
 Michigan Department of Education CEPD Update, Lansing, MI, Nov 2011
 The Enduring Power of Great Teaching, 3rd Annual Student Academic Success Summit – Jeffrey Zaslow, University of Michigan - Flint, Oct 17, 2008
 Day of Dialogue VIII: Changes in Teacher Education: Standards and Technology. Monroe Community College. Michigan Association for Community Colleges. 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
 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,

Conference Presentations

- Michigan Career Education Conference, Tech Tools Update, Feb 3, 2105
- Michigan Career Education Conference, Promoted A Route to CTE Teacher Certification, Feb, 2, 2015
- Michigan Career Education Conference, Technology to Support CTE Instruction, Feb. 2014
- Michigan Career Education Conference, Promoted, Ennis & Besemer, Feb. 2014
- NCPN Conference, San Antonio, TX New Technology Resources to Create an Impact on CTE Instruction Oct, 2013
- Lilly Conference: Technology to Support Instruction, Oct 2013
- Michigan Career Education Conference, Technology to Support CTE Instruction, Feb. 2013
- Michigan Career Education Conference, Reaching Out to Support CTE Instructors Promoted, Ennis & Besemer, Feb. 2012-13
- Great Lakes Conference on Teaching and Learning, Choosing Online Tools to Enhance Instruction, Central Michigan University 2013 F. Ennis & Christine Conley-Sowels
- Michigan Career Education Conference, What's New Online to Support CTE, Ennis & Showerman, Feb. 2012
- Community College Interdisciplinary Research Forum: Research and Innovation for the 21st Century – Community Colleges in the 2010's, University of Michigan: What's the Role of Community Colleges in Preparing Educators? MACCEP Panel Presentation. May, 2011
- Michigan Career Education Conference, Promoted: A Unique Approach to CTE Certification Through Cohort Development. Ennis and Besemer, Feb. 2011
- Michigan Career Education Conference, New Online Support for Academic and CTE Integration, Ennis & Showerman, Feb. 2011
- Michigan Career Education Conference, Academic and CTE Models and Resources, Ennis, Feb. 2010
- Michigan Career Education Conference: Online Academic Support for CTE, Ennis & Showerman, Feb 2009
- Michigan Career Education Conference: Promoted – Alternative Certification for CTE, Ennis & Besemer, Feb, 2009
- 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
- Creating a Statewide Community College Educator Preparation Inventory to Support State-Level Policy, Mott Community College. 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

Conference Presentations .. continued

Internet Based Media to Enhance Instruction: Lilly Conference On College and University Teaching, Co-Presenters: Dr. Kathleen Woehrle 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

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

Ferris State University College of Education and Human Services Committee Membership:

College Diversity Committee, 2013-2015
 APRC Secondary Education Committee, Chair, 2013-14
 APRC Doctorate in Community College Leadership Program Review, Member, 2013-2014
 Comprehensive Interviews and Presentations, Reviewer, 2013
 University Graduate and Professional Council of the Academic Senate Member, 2011-2015
 LTAB Committee Member, 2012-15
 Search Committee Member three faculty and staff searches – (Elementary Methods and DCCL staff) 2013
 Sabbatical Committee, Chair, 2012-13
 Sabbatical Committee, Member, 2011-2012
 COEHS Diversity Committee, Member, 2012
 COEHS Curriculum Committee, Member, 2009-2012
 School of Education Curriculum Committee, Chair, 2009-2010
 Graduate Curriculum Committee Secretary, 2009-2010
 Graduate Curriculum Committee, Member and Secretary, 2005-2012
 Search Committee for Elementary Education Position, Chair 2011
 ProMoted Committee, Member, 2008-Present
 Bachelor of Science, Secondary TCP Academic Program Committee, Member, 2008-2009
 Masters of Education C&I, Academic Program Committee, Member, 2008-2009
 TEAC Committee, Member, 2008
 Masters of Science, Career and Technical Education, Academic Program Review Committee, Member, 2008
 Search Committee Special Education Position, Member, 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, 2005-2011
 International Teacher Assignment, EDUC 400 Face to Face in Winnipeg Manitoba for UCEL Summer
 2006
 Interview Committee, UCEL Program Specialist Position Member, April 2007
 Bachelor of Science, Training in Business and Industry, Chair, Academic Program Review, 2006-2007
 MDE Vocational Certification Meetings, Representative, Lansing. 2007

Ferris State University Wide Committees

Appointed University Institutional Review Board, Member, 2012-14
 Doctorate in Community College Leadership Curriculum (DCCL) Committee, Member, 2012-Present
 Ferris Connect Advisory Board, Member, 2010-2012
 Graduate Education Taskforce, Member, DCCL 2010-Present
 Subcommittee Survey of FSU Graduate Students, author of report, 2011
 University Graduate and Professional Council Representative, DCCL 2010- Present
 Ed.D. (DCCL) Program Advisory and Development Team, 2008-2009
 Membership in Internal Reviewer Group, American Association of Colleges and Universities System of Voluntary Accountability. Roberta Teahen – Chair 2007
 President’s Taskforce on Transfer and Articulation. Member. Oct. 2005

Awards and Recognition

Michigan Association for Community College Educator Programs Service Awards: 2006-2011
 Ferris State University Faculty Center for Teaching and Learning. Professional Development Funds to Awarded 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

Publications / Projects:

Ennis, F. (2011) Survey of Ferris State University Graduate Students,

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 review. 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.

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.

TIM BUCKINGHAM

712 Lilac, Big Rapids, MI | 231-796-6437 | tbucking@brps.org

EDUCATION

Central Michigan University

M. A. in Educational Administration 1985-1987

Thesis: Teachers Perception of Factors Affecting Remedial Students Success

Ferris State College/University

B.A. Community Education/Recreation 1978-1982

Minor: Social Studies

AWARDS

Love and Logic Parent/Teacher Facilitator 1997-present

Served on State of Michigan Ice Hockey Committee 1992-1993

Michigan Representative to A.R.G.U.S. Institute 1988

Michigan Geography Bee Judge 1988 – 1993

EDUCATIONAL EXPERIENCE**Ferris State University Adjunct Instructor** 2014-present

Taught EDLE 525- Personnel Administration

EDUC 492/499 Student Teaching Supervision

Virtual School Mentor/Teacher 2013-present

Responsible for recruitment, scheduling, teaching, and monitoring of 80 on-line students.

Elementary Principal- Big Rapids Public Schools 1998-2013

Direction and supervision of 40 staff members annually

Love and Logic- Parent/Teacher Coordinator/Trainer

Assistant Principal- Big Rapids High School 1996-1998

Responsible for student discipline and attendance

Evaluated teachers as assigned by principal

Physical Education Instructor- Big Rapids High School 1993-1996

Started Aerobics class for BRHS students

Assistant Principal/Athletic Director- Big Rapids High School 1991-1993

Responsible for supervision and budget of BRPS Athletic Program
Evaluated teachers as assigned by Principal

Social Studies Instructor- Big Rapids High School

Helped begin special education inclusion program at BRHS 1985-1991

Athletic Director- Big Rapids High School

1983-1985

Served as game manager for all home athletic contests
Assisted with scheduling of contests and officials

Adult Education Teacher

1983-1984

Taught high school completion courses for adults
Prepared students for G.E.D. testing

RELATED EXPERIENCE

District Social Studies curriculum coordinator

2006

Facilitated meetings
Helped develop district Curriculum on the Wall

District Physical Education curriculum coordinator

1997

Facilitated meetings
Helped develop K-12 P.E. curriculum

INTERESTS

Family- wife Lisa, sons Todd and Tyler

Running- Have ran over 30 marathons and 2 ultra-marathons

231.580.9013 || mmnewman10@gmail.com ||

Michelle M. Newman

EDUCATION

Ferris State University
Big Rapids, MI | 2006

Central Michigan University
Mount Pleasant, MI | 2002

DEGREES

Ferris State University
*M.Ed in Curriculum and
Instruction - Administration*
Summa Cum Laude

Central Michigan University
B.S in Education
Special Education (CI) and
Elementary Endorsement
Magna Cum Laude

SKILLS

Google Apps • YouTube •
iPads • DropBox • Microsoft
Office Edmodo • Prezis •
AP College Board • Wikis •
NWEA • Skyward •
blogging • Skype • Twitter •
Facebook • research skills •
writing • editing • tutoring,
specializing in the Explore,
PLAN, ACT, PSAT and SAT
• CPR/AED/First Aid
Certified through American
Heart Association

WORK EXPERIENCE

Chippewa Hills High School

Principal | August 2008-present

- Teacher/Student Leadership
- Lead Professional Development for Staff
- Evaluate Professional and Support Staff
- Recruit, Select, and Orient New Staff
- Organize and Develop School Improvement Team
- Conduct Student Discipline Investigations
- Plan and Develop Building Budget
- Use Technology to Assist in Teaching and Assessment
- Communicate with Stakeholders, Students and Staff
- Special Education Coordinator
- Title VI Coordinator
- Indian Education Coordinator
- 504 and Personal Curriculum Designee

Chippewa Hills High School

Assistant Principal | August 2006-August 2008

- Maintain Discipline
- Conduct Safety Inspections
- Monitor/Enforce Attendance Policy
- Carry Out Board Policies
- Coordinate the Undergraduate Awards Banquet

Chippewa Hills School District

Resource Room Teacher | December 2002-May 2011

- Prepare Lesson Plans
- Created and developed Individual Education Plans for Students with Disabilities
- Mentor Students and Develop Character and Self-Worth
- Research and Implement Best Practices

ACCOMPLISHMENTS

Beating the Odds School || US News - Silver School || Bridge Report - Top Schools

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Michelle M. Newman

REFERENCES

Shirley Howard
Superintendent, Chippewa Hills School District
Number of Years known: 10 +
Email: showard@chsd.us
Phone: 989.967.2000
Mailing: 1007 Bishop Ln.
Weidman, MI 48893

Dawn Hawley
Assistant Principal, Chippewa Hills High School
Number of Years known: 7 +
Email: dhawley@chsd.us
Phone: 989.967.2100
Mailing: 20115 Cutler Rd.
Morley, MI 49336

Geryl Lobert
Teacher, Colleague
Number of Years known: 14
Email: globert@chsd.us
Phone: 989.967.2100
Mailing: 8752 Cleveland Rd.
Big Rapids, MI 49307

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:

9295 Clubhouse Drive West
 Stanwood, MI 49346
 231.580.1119
 hinesv@Ferris.edu

Education

Doctorate of Education, West Virginia University
 Morgantown, West Virginia
 August 19, 1994
 Curriculum and Instruction, Educational Foundations

Master of Art, Salem-Teikyo University
 Salem, West Virginia
 April 29, 1991
 Curriculum and Instruction, Art Education

**Bachelor of Philosophy, Thomas Jefferson College of
 Grand Valley State University, Allendale, Michigan,**
 June 7, 1976
 Art Education, Psychology, Teacher Certification

Professional Experiences

- August 2003
 To Present **Professor, School of Education, Ferris State University**
 Big Rapids, Michigan
Teaching at the undergraduate and graduate levels in curriculum and instruction, research design and methodology, foundations, and visual literacy.
Tenure granted December 2006, Associate Professor (2003-2008)
- TEAC Accreditation/ LiveText Implementation Coordinator (2006-present)
 Graduate Programs Coordinator (August 2005-August 2006)
- 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
Assistant Professor (1998-2001)
Teaching at the undergraduate and graduate levels in curriculum and instruction, educational research, and educational foundations
Additional work with Committee of Scholars of the MDE to gain initial accreditation (1998-2001)
- August 1994
 To July 1998 **Assistant Professor, Center for Educational Studies and Services, State
 University of New York- Plattsburgh,**
 Plattsburgh, New York
*Teaching at the undergraduate and graduate levels in curriculum
 and instruction, educational media and technology, and educational foundations*
- August 1991
 To May 1994 **Graduate teaching/ research assistant, West Virginia University**
 Morgantown, West Virginia
*Teaching at undergraduate and graduate level in curriculum and instruction,
 educational foundations, and supervision of teacher candidates. Coordinated
 service of graduate teaching assistants engaged in field supervision of teacher
 candidates*
Research Assistant for NCATE review: data analysis

- August 1978
To June 1991
Coordinator of Art Education/Elementary 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
- Summers 1989
1990
Art Instructor, Reach for the Stars Day Camp for Gifted Students at 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
October 1977
Activities Director, Barrett School for Girls and The Florence Crittendon Home, To Washington, D.C.
Planning and supervision of recreational and educational activities for adolescent emotionally-disturbed females and adolescent, pregnant females

Honors and Awards

Michigan Association of Governing Boards Distinguished Faculty Member 2000
Leader of Learning Award, West Virginia Department of Education 1987

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 Research Grants, West Virginia University Morgantown, West Virginia
Higher Education Curriculum and Instruction, Professional Development Schools, and Site-Based Management
1993-1994, \$1500 in total

Membership in Professional Organizations

Eastern Educational Research Association
 Association for Supervision and Curriculum Development
 Phi Kappa Delta Pi
 Phi Delta Kappa

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

Hines, Virginia E. (in progress). *Throw Away Kids: Teacher Expectations, Fetal Alcohol Spectrum Disorders, and the School to Prison Pipeline*.

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. (2015). The Perfect Storm: The intersection of Fetal Alcohol Spectrum Disorders, teacher expectations and the School to Prison Pipeline. Presented at the 2015 annual conference of the Eastern Educational Research Association, Sarasota, FL.

Hines, V. (2014). The Perfect Storm: Alcohol Related Neurodevelopmental Disorders and the campus community. Presentation made to the clinical staff at the Counseling Center, Grand Valley State University, Allendale, MI

Quantaince, M. and Hines, V. (2011). Race as disability: Exploring teacher candidates' expectations of minority students and ability. Paper accepted at the 2011 annual conference of the Eastern Educational Research Association, Clearwater, FL. (presentation not made due to illness).

Hines, V. (2010) Reflecting upon reflections: Using graduate students' blog postings to assess reflective abilities. Paper presented at the 2010 annual conference of the Eastern Educational Research Association, Savannah, GA.

Hines, V., Conley-Sowles, C., (2010) FB2FB: Using students' FaceBook postings as evidence of learning. Paper presented at the 2010 annual conference of the Eastern Educational Research Association, Savannah, GA.

Hines, V., Conley-Sowles, C., and Kavanaugh, A. ((2009). One Man's Cheating is another man's cooperative learning: Faculty perceptions of academic dishonesty. February 27, 2009. Paper presented at the 2009 annual conference of the Eastern Educational Research Association, Sarasota, FL

Hines, V. (2008). Lost in translation: Perceptions, policies, and practices as determinants of successful English language acquisition. Presented at the Oxford Round Table: ESL and ELL Conference, Harris Manchester College of Oxford University, Oxford, England

Hines, V. and Conley-Sowles, C. (2008). One Man's Cheating is another man's cooperative learning: The ethical fabric of preservice teachers. February 20, 2008. Paper presented at the 2008 annual conference of the Eastern Educational Research Association, Hilton Head, SC

Hines, Virginia and Johnston, Michelle (2006) Opening Doors: Implementing collaborative professional development in a rural community Paper presented at the 2006 annual conference of the Eastern Educational Research Association, Hilton Head, SC

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 Mophew, 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, M.Ed proposal, School of Education, Ferris State University (currently at the UCC level).
- Principal author of the Ojibwa language minor and specialty program for MI DOE endorsement at Lake Superior State University. 2001
- Principal author of revised teacher education program at Lake Superior State University inclusive of alignment with Michigan Entry Levels Standards, Criteria for the Assessment of Pedagogy, MDE, conceptual framework, and assessment instruments.

UNIVERSITY SERVICE

- Strategic Planning Committee, Ferris representative, Michigan Association of Colleges of Teacher Education, June, 2013 at Northern Michigan University
- Founding Advisor, Ferris Student Michigan Education Association 2011-present
- Undergraduate Curriculum Committee, School of Education, 2010-present, Chair 2012-2014
- Academic Senate Diversity Committee, Ferris State University August 2011-present, Chair 2013-2014
- Assessment Committee, College of Education and Human Services. August 2009- 2013
- Promotion and Merit Committee, College of Education and Human Services. August 2009- 2010
- Institutional Strategic Planning Committee, Ferris State University, Faculty Senate, 2006-2008
- Executive Board, Ferris Faculty Association, 2005-present
- Academic Program Review Committee, Ferris State University, 2005-2008
- Committee to develop an Educational Technology graduate endorsement, Ferris State University Member 2005

- College Improvement Committee, Ferris State University, COEHS, 2004-2005
- Title II Grant: Improving Teacher Quality, Learning Communities, Ferris State University, White Cloud Public Schools. 2005, Professional Development Instructor
- Search Committees, Ferris State University, SOE 2004-2006 (Chair for generalist and Livingston position, member for Physical Education and Math Science position)
- Dawg Days, Ferris State University, recruitment efforts with juniors and senior high school students 2004-2006, 2013-2014
- Graduate School Orientation, Ferris State University, orientation for newly admitted students in the Graduate Program of Education. 2004-2008
- School of Education Curriculum Committee. School of Education, Ferris State University. 2003- present
- Undergraduate Curriculum Committee, School of Education, Ferris State University, Member, (Chair academic year 2004-2005, member 2003-2004, 2006-2007, Chair 2012-2014)
- Kappa Delta Phi, Advisor. School of Education, Ferris State University, 2003-2006
- Advisory Board, Card Wildlife Center. School of Education, Ferris State University 2003-present Consultant to Bay Mills Community College for Ojibwa language major/minor certification effort, Collaborative with Ferris State University. 2003
- Representative to Deans' Council, State Universities' Colleges of Education, Lansing, MI 2002- 2003. Ferris State University and Lake Superior State University
- Consortium for Outstanding Achievement in Teaching with Technology (COATT) Representative, Lake Superior State University, 1999-2003
- Search Committee, Chair, Lake Superior State University, SOE, 2000, 2001 EUPISD Fall Conference: Sault Area High School, Presenter, October 2000, LSSU
- To Touch the Future: Presidential Symposium on Teacher Education, Coordinator and Presenter. March 10, 2000. LSSU
- 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
- University 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.
- Advisor, Teacher Education Club, Lake Superior State University
September 1999-2002
Establishment and advisement of students enrolled in education programs regarding service events and educational career issues
- Curriculum Evaluation and Redesign, Department of Teacher Education, Lake Superior State University, August 1998-present.
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 Committees (4 total), 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.
Member of the committee charged with the search, review and recommendation of an individual to fill the position of Director of Life Long Learning
- Academic Progress Committee, Center for Educational Studies and Services, Plattsburgh State University of New York, October 1996 to present.
Member of the committee charged with monitoring and recommendations regarding students in the education program that are at risk of academic jeopardy
- Professorial Peer-Coaching Pilot Program, Center for Educational Studies and Services, Plattsburgh State University of New York. October 1994 to May 1997.
Coordinator of a program which provided opportunity for participating professors/ instructors to engage in peer

observation and facilitation of reflective pedagogical practice.

- Elementary Education Curriculum Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. Chair October 1997 to present member since September 1994.
Member of the committee that was charged with the planning and development of the elementary education curriculum.
- Center on Public Policy and Planning, Plattsburgh State University of New York, October 1997 to May 1998
Member of a group of scholars and public servants exploring issues in public policy and planning locally and globally.
- Writing/ Assessment Joint Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. September 1994 to May 1997
Member of the committee(s) that was charged with the development of curriculum which would fulfill the criteria for a writing intensive course and construct assessment methods to be instituted in the teacher education program of the Center for Educational Studies and Services.
- National Evaluation Services, Inc. Amherst, MA, New York State Teachers Certification Examination. Chief Test Administrator, May 1997 to present, Proctor since September 1994.
Chief Test Administrator for Plattsburgh State University of New York for the semi-annual administration of the exams.
- Liberal Studies Committee, College of Human Resources and Education, Division of Curriculum and Instruction, West Virginia University. May 1992 To April 1993.
Member of the committee that was charged with the identification of the core curriculum requirements of students enrolled in the undergraduate teacher education program.
- Pedagogy III Committee, The Benedum Project, College of Human Resources and Education, West Virginia University. December 1992 to April 1993.
Member of the committee that was charged with the restructuring of the teacher education program for West Virginia University.
Member of a subcommittee that was charged with the development of a new graduate course in the field of educational foundations that would be required under the new teacher education program, entitled "Contexts of Education."

Guest lecturer, invited for these courses/ organizations:

- Phi Delta Kappa, Ferris State University. Placed-based education: A new look at situated learning. February 20, 2006
- COATT CAMP 2005, Panelist for discussion regarding technology and novice teachers
- Phi Delta Kappa (student affiliate), Ferris State University. Placed-based education: A new look at situated learning. February, 2005
- Student Teacher Orientation, Ferris State University, Winter 2004, Fall 2004 Tips for a successful student teaching experience.
- 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, ESAR Team leader, review of programs for teacher preparation programs in the state of Michigan, 2013-present.
- Member, MACTE Strategic Planning Board, 2013-present. Planned/hosted the 2014 meeting at Ferris State University
- Member, Michigan Education Association Instruction and Professional Development Commission, May 2011- 2014
- Delegate, Michigan Education Association Delegate Assembly, Ferris Faculty Association, August 2011-2013.
- Evaluator, Michigan Department of Education, review of elementary education programs for teacher preparation programs in the state of Michigan, 2004-present.
- Steering Committee for the Michigan Educational Assessment Program: Social Studies, 2005- 2007
- Evaluator, Michigan Department of Education, review of art education and art specialist programs for teacher preparation programs in the state of Michigan, 2004-present.
- Board of Directors, Mecosta County Council of the Arts. January 2004 to December 2004 Member, Liberal Studies Committee, Sault College, Sault Sainte Marie, Ontario
- Member, Task force on Native American Student Retention, Sault Area Schools and Sault Sainte Marie Tribe of Chippewa Indians March 2000-2002. *Committee that was engaged in the investigation of influences and interventions for at-risk youth of Native heritage in the Sault Area Schools.*
- 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 1997-1998
Active member of a board that was charged with the general programming and business decisions of a youth orchestra organization.
- Consultant, Akwesasne Mohawks at the St. Regis Reservation, New York, 1997-1998 *Discussions and presentations regarding culturally responsive 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 (2002-2015)

- Michigan Department of Education, ESARS Training, via Adobe Connect (2014)
- LiveText Collaboration Conference, Chicago, IL Annual Meeting 2012
- Michigan Department of Education, Elementary Education Reviewer Training, CMU, October 2009
- LiveText Collaboration Conference, Chicago, IL July 2009
- Eastern Educational Research Association, Annual Conference, Sarasota, FL, February 2009
- LiveText Collaboration Conference, Chicago, IL July 2008
- Eastern Educational Research Association, Annual Conference, Hilton Head, SC, February 2008
- TEAC Workshop, Philadelphia, PA, October 2008
- Eastern Educational Research Association, Annual Conference, Clearwater, FL, February 2007
- International Society for Technology in Education, Annual Conference, San Diego, CA, July 2006
- Eastern Educational Research Association, Annual Conference, February 2006, Hilton Head, SC
- Michigan Department of Education, review of standards meeting (Entry level and Elementary teachers), September 2005
- Michigan Department of Education, Integrating Technology into the ELA content areas, 2005
- Michigan Department of Education, Seventh Standard Workshop, 2005
- International Society for Technology in Education, Annual Conference, New Orleans, LA. June 2004
- TEAC Workshop, Philadelphia, PA, October 2004.
- National Board of Professional Teaching Standards, Annual Conference, Washington, D.C. October 2004
- Michigan Diversity Conference, Attendee, Annual Conference, Lansing, MI. March 2004, March 2006
- American Association of Colleges of Teacher Education, Annual Conference, New Orleans, LA 2003
- American Association of Colleges of Teacher Education, Annual Conferences. New York, NY 2002

Specific Skills Sets

- Microsoft Office 360 (Word, Outlook, Excel, Access, Publisher, PowerPoint)
- LiveText Assessment Software
- Prezi software
- BlackBoard Software