

**Ferris State University
Academic Program Review
B.S. Elementary Education
2010-2011**

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FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES

To: Matthew Wagenheim, Ph.D., Chair
Academic Program Review Council

From: Michelle A. Johnston, Ph.D., Dean
College of Education and Human Services

Date: August 12, 2011

RE: Academic Program Review of the Elementary Education Program

I am writing to support the Academic Program Review (APR) of the Elementary Education Program which is a viable program that aligns the missions of Ferris State University, College of Education and Human Services (COEHS), and School of Education (SOE).

Establishing an elementary education program in 2000 was critical to ensuring that the teacher preparation program at Ferris State University became full service and remained viable. At that time, the SOE faculty members under the auspices of Dean Nancy Cooley developed and implemented the Elementary Education Program, which the Michigan Department of Education (MDE) approved. The SOE faculty also engaged the expertise of K-8 practitioners and used a rich body of significant educational research as program design strategies. In addition to the founding programmatic goals sited in the APR, the Elementary Education Program started as a unique teacher preparation program in Michigan because the faculty members created an innovative curriculum that had an academic focus through the Planned Program. Unlike students in other elementary education programs in Michigan, Ferris elementary education students must take a significant number of courses in all content areas through the Planned Program, ensuring that the program completers are highly qualified teachers. In fact, the MDE, in subsequent elementary education program reviews, asked the other Michigan teacher preparation programs to use the Ferris State University Elementary Education Program as a model for their program redesigns and modifications.

In addition to the elementary education students having more courses in all content areas, as required by the Planned Program, they can minor in various content-discipline concentrations including Early Childhood Education which leads to a ZA endorsement, thus broadening employment potential. Originally, the program required more field experiences for the elementary students than the other Michigan programs. Within the last few years, the other elementary education programs started increasing field-based hours, calling those hours clinical experiences.

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Combining the Planned Program requirements with enhanced field experiences puts the elementary education students at an advantage because they are better prepared for the end of program required tests, for working in schools, and for their future careers. Specifically, during the last round of MDE required tests entitled the Michigan Test of Teacher Competencies (MTTC), 100% of the elementary education majors scored at the proficient level. Furthermore, a superintendent asked me to send pre-student teaching, field experience students to his district because they were so well prepared. Lastly, the Planned Program provides an excellent foundation for focused professional development, including graduate programs in special education and literacy.

From its inception and for its organizing principles, the Elementary Education Program used a specific conceptual framework, which was adjusted in 2011, as its base and aligned courses to the Professional Standards for Michigan Teachers (PSMT). Therefore, the elementary education students gain content, professional, pedagogical, and applicative knowledge through the integration of the conceptual framework and PSMT. Subsequently, in a post-student teaching online MDE survey that all student teachers and student teaching supervisors must complete, the students report that they do have content knowledge, can teach the content, and attribute their acquisition of that knowledge and expertise to Ferris State University. According to the same MDE survey, their supervising teaching teachers agreed with student teachers' responses, reflecting efficacy.

The instructional design and assessment based on the State Board of Education (SBE) Universal Education Vision includes ten outcomes which reflect the programmatic goals. Those ten outcomes along with the Michigan Curriculum Framework (MCF) and PSMT undergird the Elementary Education curriculum which is assessed through the constructive use of Hallmark Assignments that are entered into LiveText, an electronic data collection and portfolio system. Without the complex integration of the Universal Education Vision, MCF, and PSMT to form the goals and outcomes of the program, the Elementary Education students would not be prepared to succeed on the MTTC, in the schools, and in their careers. Furthermore, the MDE would not certify the elementary education teacher candidates to be Michigan teachers. Michigan has reciprocity with the other states, allowing the Michigan certified teachers to be mobile. Therefore, the elementary education curriculum absolutely supports career development, thus supporting the missions of the SOE, COEHS, and Ferris State University.

In one of the early Ferris publications in the late-Nineteenth Century, education was listed as a program leading to a career. Historically, Ferris was first in the region to have an educational program for Kindergarten teachers. At the time, Mr. and Mrs. Ferris had the only Kindergarten teacher preparation program that used the teachings and philosophy of Frederick Froebel, known as the Father of the Kindergarten. It was a very experiential and progressive program, not unlike the Ferris teacher preparation program of today. This current elementary education program continues to support the historic traditions on which Woodbridge N. Ferris founded this institution.

Regarding the Academic Affairs Division Strategic Plan, which focuses on retention and diversity, the SOE and Elementary Education Program, specifically, must focus on retention and diversity as it implements its accreditation study for the Teacher Education Accreditation Council (TEAC).

This program is viable and attracts students capable of successfully completing the MTTC. The SOE faculty members established a leveled process through which students progress from introductory and foundation courses to student teaching. The leveled process provides benchmarks to which students must achieve as they successfully move toward program completion. Each level has explicit criteria which essentially keep the students on track to graduate.

Although Grand Valley, Central Michigan University, and Michigan State University continue to be the traditional major competitors for this program, online and alternative certification programs from out-of-state are encroaching on all Michigan teacher preparation programs. In comparing the Ferris Elementary Education Program with the competitors, the main differences are in the Planned Program (Ferris), fifth-year requirement at MSU, and availability of foreign languages. Yet, the Ferris elementary education students perform very well on the MTTC. (As a personal note, having had experience teaching teachers from our competitors over a long period of time, I noticed that the Ferris and MSU graduates appear to have better overarching conceptual understandings of educational issues, content, and pedagogy than graduates from other programs. Again, this is a personal observation.)

The labor force remains a significant issue for all public sector employment and teaching in particular. Yet, everyday in August, school district representatives called my office regarding recommendations for elementary education graduates because their school districts had job openings. The school districts in this region value the Elementary Education program graduates as evidenced by those phone calls and Principals' Focus Group dinners which are held annually.

I value the Elementary Education Program and believe that is a viable program which contributes to Ferris State University and Michigan. This program should be enhanced to ensure that it has enough qualified faculty to support the literacy courses and field-based experiences.

Pc: APR Council
Brendan Callahan, Chair of Elementary Education APR Committee
School of Education Faculty Members
File

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 2. Workload

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A. Program Goals

1) State the goals of the program. In the fall of 2000, the Michigan Department of Education approved an elementary education program at Ferris State University. The need for an elementary education program was pursued by then President William Sederburg and Dean Nancy Cooley. The initial goals of the program were to: 1. establish a strong experiential component of field experience for teacher candidates prior to the student teaching experience, 2. provide multiple field experience placements in a variety of diverse K-8 school and non-school settings; 3. establish collaboration among Teacher Education, Arts and Sciences, and public school K-8 faculty to allow for team-taught content area courses; 4. to provide adequate preparation so that teacher candidates would be able to work effectively with students, and 5. to focus on the integration of content, pedagogy, and practice with interdisciplinary and thematic connections across content areas.

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

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

TRANSFORMATIVE. EXPERIENTIAL. ASSESSMENT DRIVEN. COLLABORATIVE. HOLISTIC.

Specific outcomes related to the conceptual framework are as follows:

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

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

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

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

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

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

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

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

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

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

The Elementary Education program of the School of Education is by necessity aligned with the Professional Standards for Michigan Teachers in accordance with the federal Elementary and Secondary Education Act (ESEA), known as No Child Left Behind as well as the highly qualified teacher standards (PSMT in Michigan). Each student who graduates from Ferris State University will meet the requirements of the state and region as well as being considered a “highly qualified” teacher by federal standards.

Professional Standards for Michigan Teachers

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

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

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

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

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

2. INSTRUCTIONAL DESIGN AND ASSESSMENT

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

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

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

3. CURRICULAR AND PEDAGOGICAL CONTENT KNOWLEDGE ALIGNED WITH STATE RESOURCES

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

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

4. EFFECTIVE LEARNING ENVIRONMENTS

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

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

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

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

- a) Uphold the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
- b) Identify and use current research to reflect on and improve one's own practice related to content, technology, pedagogy, and other factors that impact student achievement;
- c) Develop positive relationships with other teachers, parents/guardians, students, administrators, counselors, and other personnel to benefit students and to influence one's own professional growth;

- d) Analyze the effects of teacher dispositions, decisions, and actions upon others (e.g., families, other personnel, and all students, including those with disabilities) and adjust interactions accordingly;
- e) Embrace and model teaching as a lifelong learning process and continue efforts to develop professionally;
- f) Involve and work effectively with parents/guardians and implement school-wide parent involvement plans to maximize opportunities for student achievement and success;
- g) Interact with parents/guardians using best practices for personal and technology-based communication, to maximize student learning at school, home, and in the local community; and
- h) Participate in the development of individualized plans for students with disabilities (Individual Education Plan (IEP)).

6. RESPONSIBILITIES AND RELATIONSHIPS TO THE GREATER COMMUNITY

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

- a) Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;
- b) Synthesize a teacher's role in a changing society with the evolution of educational foundations and policy perspectives;
- c) Demonstrate an understanding of and participate in related organizations and activities in the communities in which the teacher works;
- d) Use community and home resources to enhance school programs and instruction;
- e) Design learning activities for students that involve volunteer groups, civic and social organizations, and relevant public service agencies; and
- f) Participate with professional educators, school personnel, and other stakeholders in collaborative and cooperative planning, decision-making, and implementation, to improve educational systems at all levels.

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations, and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

- a) Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K- 12 schools and apply those principles in practice;
- b) Successfully complete and reflect upon collaborative online learning experiences;
- c) Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;

- d) Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan’s Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;
- e) Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;
- f) Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- g) Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.

2) Explain how and by whom the goals were established. The goals of the Elementary Education Program are defined by the Conceptual Framework for the School of Education. The Conceptual Framework consists of five core values which together define the School of Education’s view of an effective educator. They are as follows and are defined in the previous section under program goals: Transformative, Experiential, Assessment based, Collaborative, and Holistic (TEACH). This conceptual framework was originally established in the late 1990’s and was reviewed and updated in September of 2008. This framework is an established and acceptable methodology for establishing program outcomes and is required by all external accrediting body such as TEAC.

3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace? The program goals directly relate to the preparation of students for a career in K-12 schools due to the relationship of the program goals to employer’s needs validated by four separate methods: (1) by the Michigan Department of Education’s Professional Standards for Michigan Teachers, (2) by survey data of employers, (3) focus group interviews with current and prospective employers, and (4) expert validation by presentations at professional conferences. Another method of validating the relationship between the program goals and the needs of employers includes the use of surveys that assess the needs, not of the employers of teachers, but of the employers of the students that will graduate from their elementary programs.

The elementary education goals also reflect the framework that the Michigan Department of Education has established as it has interpreted and implemented ESEA and highly qualified teacher standards. Each graduate of the Elementary Education program meets the criteria for being “highly qualified,” in accordance with ESEA. Ferris State University Elementary Education graduates are also prepared to teach in other states under a reciprocal agreement that allows the student to earn a teaching certificate based on their teaching program in Michigan.

4) Have the goals changed since the last program review? If so, why and how? If not, why not?
 The goals for the elementary education program have changed since the last APRC in 2005 in that while

the conceptual framework of TEACH remains, the definitions of the goals have changed. The following table illustrates the change in definition of the Conceptual Framework:

Table 1-1: Definitions of the Conceptual Framework

Old (2005)	New (as of 2011)
Technology	Transformative
Experiential	Experiential
Awareness	Assessment Driven
Collaborative	Collaborative
Holistic	Holistic

5) Describe the relationship of the program goals to the University’s mission, and the departmental, college and divisional strategic plans. FSU is one of 32 colleges and universities in Michigan offering teacher education programs. Each of these institutions has met the requirements of state accreditation, and offers a variety of majors and minors to meet the needs of their students. Thus the programs vary by individual design, but have commonalities. The elementary education program currently offers minors in language arts, mathematics, and integrated science. The Michigan Department of Education no longer allows a minor in social studies, so any student interested in social studies as a content area would be required to fulfill the requirements for a major. In addition, an early childhood endorsement is available to students in the elementary education program, which is appropriate for preK-2 teachers.

Ferris State University Mission Statement

The mission statement for the university is relatively broad indicating that “Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.” (<http://www.ferris.edu/htmls/ferrisfaq/mission.htm>). The School of Education’s mission is aligned with the university in that, “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.” (<http://www.ferris.edu/HTMLS/colleges/educatio/education/homepage.htm>)

The elementary education faculty strives to meet the departmental goals by modeling lessons that exemplify student engagement and quality instruction. In addition, the elementary placement

coordinators and university methods and student teaching instructors monitor teacher candidates' public school experiences closely to insure that the program and department goals are being met.

Departmental class sizes have been maintained at a level where a positive learning environment can be obtained. Collaboration between disciplines has taken place and is ongoing. An increase of online courses has encouraged students to become independent learners. As the program has grown, a need for graduate classes has been established, and the elementary education program now offers a number of Master's degrees.

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

B. Program Visibility and Distinctiveness

1) Describe any unique features or components of the program. The Elementary Education program has at least four unique features focusing on field experience, curriculum, instructional delivery and expertise of the faculty.

Field Experience. The program requires students to serve 120 hours in the field prior to their student teaching semester, connected with classroom work. These field experience hours are supervised by both FSU faculty and school based supervisors. The field experiences are intimately connected with the classroom and textbook based learning. The field experiences are graduated in both duration and complexity with a systematic series of experiences.

Curriculum. The Elementary Education curriculum is built to cover the Professional Standards for Michigan Teachers as well as meet the demands of the TEAC accreditation agency. Approximately half of the courses have pre-requisites and/or co-requisites illustrating the thoughtful sequential nature of the curriculum. All students must ultimately pass the Michigan MTTC exams for licensure in elementary education area, and may take the exams for licensure in their minor areas of study. Section 3 will present the data on student pass rates by program.

The professional sequence, rich with structured field experiences and project-based learning provides students with the connection of theory to practice necessary to become professional decision makers in the classroom. The methods block, which is usually taken by students the semester prior to student teaching, is a twelve credit integrated program that includes instruction in: language arts and social studies, mathematics and science, health and physical education, and literacy. A common assignment

(an integrated unit plan) is collaboratively assigned and evaluated by the language arts/social studies and math/science methods instructors.

Delivery. Access to program courses is critically important for traditional students and especially adults. To address the accessibility issue, the program utilizes all forms of delivery including regular weekday courses, evening courses, condensed summer courses, and online courses that are available world-wide using FerrisConnect online delivery system. Methods courses are typically taught during the regular weekday to allow students access to K-8 schools as part of the classroom experience.

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

The first level of the professional education program requires that students exhibit an understanding of human growth and development, learning theories, technological applications, and the culture and ethics of the profession. During this time of engagement, students are required to actively observe individuals and institutions to provide further insight of development and learning. Additionally, they are introduced to educational technology theory and the use of software to facilitate learning and classroom management by professors who model these skills throughout the program. Each student also documents thirty hours of working with children as a prerequisite to level two.

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

The third level of the professional education program requires that the teacher candidates be immersed in the practice of pedagogy. This 6-12 credit hour experience requires the candidate to assume the role of teacher during a 15-week semester under the guidance and supervision of a mentor teacher and a university supervisor. The student-teaching experience is coupled with a credit bearing seminar focused on reflection and deeper understanding of the role of teacher and school culture. Ferris State University School of Education has adopted a continuous improvement model that is grounded in assessment and

data driven discussions. The model uses a software program (LiveText) to gather assessment data from multiple sources. Individual classes, campuses, and students can be viewed in an effort to assure program quality and integrity.

2) Describe and assess the program's ability to attract quality students. Ferris State University originated in 1884 as the Big Rapids Industrial School, under the direction of founder Woodbridge N. Ferris. A private institution until 1950, the focus of the curriculum was post-secondary career and technical education. The teacher education program at Ferris State University was instituted in 1893, at the direction of W. Ferris. Initially established as a small normal school, the original program focus was on meeting the rigorous standards of K- 12 state certification, which continues today (<http://www.ferris.edu/alumni/Historical/COO/certified.htm>). During the latter part of the 20th century the program was expanded to include secondary education, career and technical education, elementary education, and early childhood education. In 1973 the unit became known as a School of Education. In 1987, the early childhood education program began offerings, and in 2001, the elementary education program was established. The elementary education program flourishes today with overall undergraduate enrollment of approximately three hundred students. The program also hosts two Master degree programs; including a Master of Education in Curriculum and Instruction that would be appropriate for students in elementary education. The program has a variety of concentration areas and provides services to over five hundred graduate students. All programs are currently accredited by the Michigan Department of Education and recognized in the overall national accreditation of the university by the Higher Learning Commission. The School of Education is one of four units organized within the College of Education and Human Services. Its enrollment marks it as one of the largest units within the college and ranks well among university- wide enrollment with a focus on professional preparation.

The unit faculty began to engage in self-study in 2004 via committees, retreats, and focused study groups. Issues related to assessment, curricula alignment, and future visions of the programs were discussed and reforms and revisions were orchestrated via faculty consensus. This rich dialogue provided a forum for the development of a new conceptual framework, the implementation of a more structured tiered program, and the adoption of a continuous improvement model for program sustainability. The SOE provides numerous opportunities for those interested in the study of education. Programs address the continuum of the educational experience from early childhood education to secondary and vocational education as well as graduate programs that lead to certification with the option of working to add additional areas of endorsement. Teacher candidates may choose to earn a Bachelor of Science Degree in Elementary Education with minors in language arts, mathematics, and integrated science. In 2011, the Michigan Department of Education changed the previous policy of allowing a minor in social studies, and the department is in the process of having a revised social studies major approved by the state Department of Education. Successful completion of the Elementary

Education major and two minors, and successful completion of the Michigan Test for Teacher Certification, entitle the teacher candidate to earn elementary certification with endorsement in the areas of the minors.

Requirements for admission and graduation. Students seeking admission to the undergraduate teacher education program must meet requirements that address academic preparedness, professional disposition and scholarly success. Several measures are used to provide evidence of the readiness of the teacher candidate. Teacher education students are provided this information through required meetings, their advisors and published documentation on the department website, (www.ferris.edu/education/education) To assess academic preparedness, each candidate must successfully pass all of the components on the Michigan Teachers Test for Certification Basic Skills examination. This assessment measures the academic preparedness of the candidate in the areas of reading comprehension, mathematical understanding, and writing competency. Achievement of 220 of 300 points in each of the areas constitutes a passing score.

Professional behavior is determined by a variety of measures. Each candidate must provide documented clearance through the Michigan Department of Human Resources that they have no substantiated record of child abuse, abandonment, or neglect. Each candidate must self-report any crime of moral turpitude and a state criminal background check is prepared by unit personnel. Candidates must also sign a commitment to unit policy on professional behavior and are assessed on these behaviors each semester. The completion of 35 credit hours of general education credit and all Level I Professional Education coursework is used as an indication of scholastic aptitude. Students must complete all coursework with an overall grade point average of 2.5 in the general education coursework and a 2.5 overall in the professional education Level I coursework, with no grade lower than a C, and no more than one repeated course. Additionally, candidates must provide a plan of program completion, which has been developed in collaboration with their academic advisor. All students are advised by a tenure-track professor in education. Graduation requirements include the university, college, and department requirements. Candidates must have completed a minimum of 124 credit hours, successfully completed all coursework in the Professional Education Sequence with a minimum 2.75 grade point average, and successfully passed all components of the Michigan Test for Teacher Certification in the major/minor areas. Additionally, all students must have successfully completed their student teaching experience of fifteen weeks in a public school setting.

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

There are thirty-three teacher education programs in Michigan. FSU considers Central Michigan, Grand Valley State, and Michigan State Universities to be the institutions that are similar to and competitive with the Ferris Program. While each of these institutions offers the environment of larger universities,

Ferris is unique in its student to instructor ratio. Each of these universities has long standing traditions of educating teachers at the elementary education level.

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

CMU faculty inform prospective students that it will, in most instances, take students five years to complete their program. CMU also employs at least one non-teaching staff person whose only job is to advise students. This helps to ensure that all students are getting similar advice and provides additional time for the teaching faculty to concentrate on their teaching responsibilities, university committee work, and research. In addition to employing the advising staff member, CMU has a careful screening process with its current teacher candidates, referred to as "red flagging." If a teacher candidate is found to be failing, thought to be headed for academic trouble, or is not living up to the standards they hold for future teachers, they are given careful one-on-one advising to assure that they are in the correct career path. Admissions deadlines are in September and February.

Central Michigan offers a greater number of study areas as part of the elementary education program. Students may select from courses in the following areas of study: Child Development, Early Childhood, English as a Second Language, Integrated Science, Language Arts, Mathematics, Middle Level Education, Physical Education, Reading in the Elementary Grades, Social Studies (History and Geography), and Spanish.

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

GVSU requires elementary education students to complete a major in one of the four main academic areas: integrated science, language arts, mathematics, or social studies in addition to the elementary teaching minor.

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

Michigan State University (MSU) requires that prospective teacher candidates obtain a minimum of a 2.5 GPA and have completed 56 credit hours for admission to their teacher education program. The admission process at MSU is highly competitive. The admission process has three components: Cumulative GPA, written skills, and experience relevant to teacher education. Teacher candidates may complete a major or two minors. Available majors include: integrated science, language arts, mathematics, and social studies (with concentrations in history or geography). Available minors include: Arabic, Chinese, Computer Science, English, French, Geography, German, History, Japanese, Elementary Mathematics, Russian, Elementary Spanish, and TESOL (Teaching English to Students of Other Languages).

Applications to the elementary teacher education program are only accepted in the fall at MSU. Student teaching at MSU is not considered to be part of the bachelor's degree, but is completed during the fifth year of study and leads to a master's degree with teaching certification.

Due to the longevity of the teacher education programs at Central Michigan University and Michigan State University, students have many choices in the selection of program majors and minors. If FSU wants to stay competitive with CMU, GVSU, and MSU, minors in foreign language, technology, and music education will need to be considered. Appropriate and timely program advising is crucial to the successful completion of any degreed program. CMU employs a full time staff member to guide students through their three cycles. GVSU requires students to attend two general sessions to learn about the teacher education program before admittance takes place. At FSU, elementary education students are assigned an advisor when they indicate they are a pre-teaching major. Advising is a timely and important function that faculty members currently perform. New faculty are not in a position to begin advising immediately as the program is complex. Accurate advising of students in the general education course requirements, minor requirements, and requirements in the professional sequence is crucial. An analysis of the demands of advising, and the competitiveness of the market has resulted in the employment of a staff member to serve as a full time advisor and vocational certification officer.

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

The main features of Teacher Education Program at Ferris that have always set it apart from not only our three main competitors, but all other programs in the state leading to elementary education is the focus on teaching and pedagogy. The faculty at our main competitors divide their time between teaching and research, while faculty at Ferris focus more intently on the effective planning and delivery of courses. Anything we can do to enhance and/or add to existing options will continue to make our program distinctive. In addition to a unique combination of offerings not available elsewhere in the state, is the fact that our programs are much more accessible to students in many ways: 1) a more “open” admissions policy as compared to our closest competitors; 2) a lower student to faculty ratio; and, 3) a commitment on behalf of faculty to work individually with students to ensure they are able to complete their programs in an efficient and timely manner.

C. Program Relevance

1) Provide a labor market analysis: This activity is designed to assess the marketability of future graduates. Reports from the U.S. Department of Labor and from industry are excellent sources for forecasting the demand of graduates. According to the newscasts, Michigan has one of the highest unemployment rates in the nation. In the current economy, data shows that as of this last December, the state now has a 10.6 percent unemployment rate, the steepest since December 1984. Limited labor opportunities often create a reduction in population as families move to regions of the country where employment opportunities exist. In turn, the reduction in population results in fewer students in schools, and subsequently a reduced demand for secondary and technical education teachers. *The State News* for June 9, 2009 reports that “Last year marks the third straight time that Michigan has had the highest rate of outbound moves for any state in the country.” Wayne County has lost more than 600,000 residents over the last ten years. According to the *Occupational Outlook Handbook*, 2008-09 Edition: Preschool, kindergarten, elementary school, middle school, and secondary school teachers, except special education, held about 4.0 million jobs in 2006. Of the teachers in those jobs, about 1.5 million are elementary school teachers, 1.1 million are secondary school teachers, 674,000 are middle school teachers, 437,000 are preschool teachers, and 170,000 are kindergarten teachers. The vast majority work in elementary and secondary schools. Preschool teachers, except special education, are most often employed in child daycare services (59 percent), public and private educational services (16 percent), and religious organizations (15 percent). Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations. However, because of the size of the occupations in this group, this growth will create 479,000 additional teacher positions. Through 2016, overall student enrollments in elementary, middle, and secondary schools—a key factor in the demand for teachers—are expected to rise more slowly than in the past as children of the baby boom generation leave the school system. This will cause employment of teachers from kindergarten through the secondary grades to grow only as fast as the average. Projected enrollments will vary by region. Fast-growing States in the South and West—led by Nevada, Arizona, Texas, and Georgia—will experience the largest enrollment increases. Enrollments in the Midwest are expected to hold relatively

steady, while those in the Northeast are expected to decline. Teachers who are geographically mobile and who obtain licensure in more than one subject should have a distinct advantage in finding a job. The number of teachers employed is dependent on State and local expenditures for education and on the enactment of legislation to increase the quality and scope of public education.

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

Job prospects. Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will result from the need to replace the large number of teachers who are expected to retire over the 2006-16 period. Also, many beginning teachers decide to leave teaching for other careers after a year or two—especially those employed in poor, urban schools—creating additional job openings for teachers. Although the demand for certified teachers throughout the country is increasing, the job outlook for teachers wanting to remain in Michigan is not as bright. There is an increase in occupational positions in the South and West, particularly California, Texas, Georgia, Idaho, Hawaii, Alaska and New Mexico due to the enrollment increases. Enrollments in the Northeast and Midwest are expected to hold relatively steady or decline (bls.gov/oco/ocos069.htm). While the other locations are the ones looking for teachers, one of the first places that they come to recruit is Michigan. Many states send human resource representatives to job fairs in the Midwest to recruit new teachers. Teacher fairs held in Michigan at Central Michigan University, University of Michigan, Western Michigan University and Michigan State University draw in recruiters nationwide. Recruiters from Albuquerque to Idaho Falls and Pasadena to Charleston, are coming to teacher fairs in hopes of finding possible candidates. They are flying in from Texas and New Mexico and California to recruit teachers from the Midwest to come to where the enrollment is increasing.

2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change. The School of Education is constantly responding to legislative changes in teacher certification requirements, graduation requirements, budgetary adjustments, additional subject area content, licensure changes, and alterations to the Michigan Department of Education (MDE) program approval processes. There has seldom been a year where at least once program checksheet has not had to change. The most far reaching change impacting elementary education has been the elimination of the social studies minor for elementary education, instead only offering a major in that content area. The MDE, responding to changes in the federal No Child Left Behind (NCLB) legislation have begun to require

that all teacher preparation programs address new areas such as “Response to Intervention” and “Universal Design for Learning.” This in turn has led to curriculum alterations in order to include these areas in our existing courses.

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

a) How well does the program meet student expectations? It seems from the alumni survey that students are generally meeting expectations. Question 10 asked “The elementary education program at Ferris State University appears to have prepared me as a teacher as well as that of my co-workers from other Michigan universities.” 71.4% of the students responded with Strongly Agree or Agree. Question 9 of the Current Student survey asks, “I am satisfied that I chose the elementary education program at Ferris State University.” 78.9% of the current students reported either Strongly Agree or Agree with the statement. Further, anecdotal evidence from cooperating teachers indicates that the students being placed in their 40 and 80 hour field experiences are generally stronger than previous Ferris students, which is a testament to the continually improving nature of the program.

b) How is student sentiment measured? Student sentiment is gathered through the current student surveys collected for APR as well as TEAC accreditation. Further, the faculty in the School of Education have begun the process of interviewing each student prior to acceptance into Level II courses, which provides the faculty an opportunity to meet with the students in small groups to gauge their satisfaction with the program to date. Finally, exiting seniors are required to complete a survey with the Michigan Department of Education, which includes information about the education program.

D. Program Value.

1) Describe the benefit of the program, facilities, and personnel to the University. As one of the largest programs at the university, the elementary education program is an attractor of students to Ferris State University. Also, due to the nature of the program, there are many opportunities for other colleges, particularly the College of Arts and Sciences, to benefit from the additional students enrolled in courses they provide. Additionally, the faculty are active across the university. There is a member of the College of Education and Human Services in each of the university committees, and the outgoing chair of the University Curriculum Committee is a member of the School of Education.

The overwhelming majority of respondents agreed that the Elementary Education program effectively serves the teachers and educational organizations of Michigan. Survey data with regards to demand for our graduates is more highly varied. In these difficult economic times demand for employment in all labor markets has softened, and this is certainly the case for education in Michigan. Follow up conversations with students indicated their responses varied based on whether they were thinking about demand in Michigan or demand nationwide. There is less demand in Michigan for the elementary education graduate, however, opportunities are plentiful if the graduate is willing to travel. Michigan

historically has produced a surplus of teachers, and has a reputation for delivering quality education graduates, based on the number of out of state school districts that attend employment fairs at Michigan colleges and universities.

2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program. Faculty in the College of Education and Human Services share four classrooms each comfortably seating 25 students. There are currently fourteen education and ten criminal justice faculty members competing for classroom use in Bishop Hall on any given day. Of the four available classrooms, they all have tables. Because of the interactive nature of many of the education courses, students and faculty appreciate having tables. An additional small classroom serves a dual role as an Instructional Resource Facility for students and a classroom. A sixth classroom equipped with 15-20 computers is available to instructors and students but must be reserved in advance. It is not consistently available for students to use during the day, on weekends, or during the evening hours. Many education classes are held in other University buildings. One limitation is that transporting materials to other campus locations can be difficult and makes it impossible to leave displays up between class sessions.

According to Darling-Hammond (1997), "teacher quality is the single most important determinant among school resources of what students learn." Faculty in the department of teacher education are well aware of the importance of good teaching and advising. Thirteen of the fourteen of the full time education faculty, including all of those who teach elementary education courses, hold an Ed. D. or a Ph.D. and are active in many community, campus, state, national, and international organizations. Information they share with students is up-to-date and pertinent to the profession. Detailed vitae, included in Appendix A, describe the numerous activities of individual faculty members.

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

While the formal faculty survey did not directly ask this question, many were asked individually about their perception of the unique value that Ferris SOE brings to the teacher education community in Michigan

4) Describe the benefit of the program to, faculty, staff and facilities, to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations, manuscript reviewing, service on editorial boards, use of facilities for meetings etc.) The contributions of faculty to the greater field are detailed in Section 2(H) (c) where this report summarizes the professional activities of the full time faculty. The contribution of School of Education facilities are truthfully, of little value to the greater field. We have two dedicated classrooms, and conference room and faculty offices. Due to the physical constraints of the SOE physical plant, all meetings, conferences, trainings, summer programs etc... are scheduled in other University locations.

The contributions of the programs are enormous. Each student in the Elementary Education program must have two minors outside of education. That means that 906 students in 2008 took courses in Math, Science, English, and Social Studies minor requirements for mastering the content of their chosen teaching field. These requirements support classes in various departments in the College of Arts and Sciences. The field-based nature of the program (two 15 hour, one 40 hour, one 80 hour and one semester long field placement) mean that public schools throughout Michigan benefit from the free support of approximately 300 teachers in training each year.

5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit student's program, and community. As one can see from overload data in Section 3, full time faculty carry significant loads each semester leaving them little time for extensive involvement in the actual schools of Michigan. Add to that significant service to FSU, active professional involvement in conferences and professional development, and constant program maintenance as the Michigan Department of Education issues new programmatic requirements almost annually and we see the following profile:

Amy Kavanaugh

- Grand Rapids Community College. Child Development Advisory Board. 2009-present.
- Grand Rapids Community College. Portfolios in Teacher Education. 2010.
- Portage Public Schools. District Advisory Council. 2006-2009. WOTV News Grand Rapids, MI: Back to school tips for college students. 2006
- Westwood Michigan Middle School First Year Teachers Grand Rapids, MI: Instructional design and classroom management 2004

Cheryl Thomas

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

Michael Ennis

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

Leonard Johnson

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

Nancy Lashaway-Bokina

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

Katherine Manley

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

Hikaru Murata

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

Karen Norman

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

Christine K. Conley-Sowels

- What is Response to Intervention? Muskegon Heights Public Schools, MI 2007
- Understanding the Special Education Process Muskegon Heights Public Schools, MI 2007
- Understanding the Pre-referral Process. Bangor Elementary, Bangor, MI 2006
- Mid-Michigan Community Action Agency – volunteer to assist with classroom management issues

Virginia Hines

- Mecosta County Arts (Artworks), Board of Directors
- Grand Rapids Public Schools, tutor
- Ferris recruiter for Northeast Wisconsin
- Technical education assessment methodology presentations at Eastern Michigan University and Wayne State University
- Worked on Teacher Improvement Grants with Newaygo RESA and Baldwin Public Schools

Brendan Callahan

- Cub Scout Den leader
- Big Rapids Student Success Fund board member
- Big Rapids Public Schools, volunteer

Section 2: Collection of Perceptions

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

A list of students who graduated from 2005-2010 was generated from the Alumni Center at FSU. A survey was designed in SurveyMonkey to gauge the perceptions and experiences regarding employment and the program based on the program outcomes. The center generated a list of 134 students who had provided e-mail addresses, and an electronic survey was sent to each of them. Unfortunately only 14 alumni chose to respond to the survey, while 120 did not respond, including 39 bounced e-mails.

Summary of data:

- 71.4% of the graduates reported agree or strongly agree to the statement, “The elementary education program at Ferris State University appears to have prepared me as a teacher as well as that of my co-workers from other Michigan universities.
 - 64.2% of the graduates reported agree or strongly agree to the statement, “The program helped me to acquire the content necessary for teaching in the subjects I am STATE CERTIFIED to teach in.”
 - 42.8% of the graduates reported agree or strongly agree to the statement, “The program helped me to acquire the content necessary for teaching in the subjects I am CURRENTLY TEACHING in.”
 - A majority of the graduates believe the qualifying GPA requirements are too low for the planned program (50.0%), professional sequence (50.0%), and content area minors (57.1%).
- B. Employer follow-up survey:** This activity is intended to aid in assessing the employers’ experiences with graduates and their perceptions of the program itself. A mailed or emailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.

At this point the employer follow-up survey has not been distributed due to the lack of alumni responses indicating their supervisor’s email address.

- C. Graduating student exit survey:** Graduating students are surveyed every year on an ongoing basis to obtain information regarding quality of instruction, relevance of courses, and satisfaction with

program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey is mandatory for all program graduates.

- D. Student program evaluation:** Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. A survey was designed in SurveyMonkey to gauge student perspectives on the program outcomes. The survey includes student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. This survey was sent to 276 current students, of which 57 students responded.

Summary of data:

- 78.9% of the current students responded Strongly Agree (45.6%) or Agree (33.3%) to the statement, "I am satisfied that I chose the elementary education program at Ferris State University."
- 86.0% of the current students responded Strongly Agree (43.9%) or Agree (42.1%) to the statement, "I feel confident of my academic knowledge in my minors."
- 89.5% of the current students responded Strongly Agree (50.9%) or Agree (38.6%) to the statement, "I feel confident of my academic knowledge in my planned program."

Conclusion: The elementary education program is a relatively young one at Ferris State University, in that this is the second Academic Program Review for the program. Over the past ten years, the elementary education program has made efforts to continually improve the preparation of our students, and statements from the current students seem to echo these sentiments. There has been some anecdotal evidence from cooperating teachers that our current students are much better prepared than Ferris students in the past.

- E. Faculty perceptions:** The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. This survey was also created in SurveyMonkey and analyzed. Eight faculty members responded to this survey.

Summary of data:

- 87.5% of the faculty responded Strongly Agree (25.0%) or Agree (62.5%) to the statement, "The overall quality of the elementary education program is excellent."
- 100.0% of the faculty responded Strongly Agree (75.0%) or Agree (25.0%) to the statement, "The elementary education program is an integral part of the COEHS."

- 50.0% of the faculty responded Strongly Agree (12.5%) or Agree (37.5%) to the statement, “The FSU administration at the college level provides the support the program needs to thrive.”
- 87.5% of the faculty responded Strongly Agree (25.0%) or Agree (62.5%) to the statement, “The internal policy and processes of the elementary education program enable the program to be successful.”
- 75.0% of the faculty responded Strongly Agree (12.5%) or Agree (62.5%) to the statement, “The admissions requirements for the program are adequate.”
- 12.5% of the faculty responded Strongly Agree (0%) or Agree (12.5%) to the statement, “The number of full time tenure track faculty is sufficient to manage the program.”
- 75.0% of the faculty responded Strongly Agree (25.0%) or Agree (50.0%) to the statement, “The elementary education program produces graduates who have excellent knowledge of the subject knowledge in the field.”
- 87.5% of the faculty responded Strongly Agree (50.0%) or Agree (37.5%) to the statement, “The elementary education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and other assignments.”

Summary of comments:

Strengths of the program:

- Field experiences (3)
- Attention from full-time faculty (2)
- Strong minors, except the ELA
- Integrated methods block
- Competent faculty
- Flexibility in the program to meet the needs of students
- The requirements in the various courses

Areas for improvement:

- Admission requirements could be higher
- Clerical and advising support at off campus locations
- Continuing to align curriculum to state standards requires time for faculty to meet
- Addition of a Ph.D. faculty member in the area of reading and writing
- More emphasis on the use of technology for teaching and learning
- Need of visionary leadership
- More field experience hours, especially in methods block
- Better evaluations by all parties
- Need more minor options for students
- Add faculty

Conclusions

- While the faculty generally believe the elementary education program is vital and an excellent program addition to the School of Education, there are areas for improvement
- Half of the faculty believe that more could be done from administration to support the program, including one call for visionary leadership, presumably in the form of a Director of the School of Education. The Director position has been vacant for the last year and is currently unfilled.
- There is a decided majority in the program who believe that the faculty are not adequate to support the elementary education program. This is especially true in the area of literacy, where one faculty member is responsible for all the classes in the ELA minor, the two classes required of all elementary students, as well as the graduate level certification, including capstone assignments. As the average course load for faculty in the School of Education is currently higher than fifteen credits each semester, there is some credence to this claim.
- The field experience is generally seen as a strength of the program, and some faculty believe it could be improved by expanding the number of hours students spend in the field as well as the documents used to assess them in their field experiences. An ad hoc committee has been formed to evaluate the field experience documentation, which is currently reviewing the field experience assessments.

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

At this point the elementary education program does not have an advisory committee, however input has been solicited from two full-time elementary teachers in the Big Rapids School District.

Section 3: Program Profile

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

A. Profile of Students

1) Student demographic profile. Aside from the marked steady decline in our overall enrollment, an in-depth analysis of the demographic data for students enrolled in the elementary education program in the School of Education from the Fall 2004 to the Fall 2008 reveals few changes.

a) Gender, race/ethnicity, age. In Fall of 2010 the percentage of males in the program was 20.5%, females 79.5%. This indicates the highest percentage of males pursuing elementary education in the last five years. Elementary education is a field dominated by females, and this trend is not likely to change any time soon, but there is some indication that male participation in the field is growing.

Table 3-1: Demographics of student enrollment by sex

Term	Enrolled	Male (%)	Female (%)
2006-08	435	72 (16.6)	363 (83.4%)
2007-08	373	71 (19.0)	302 (81.0)
2008-08	305	60 (19.7)	245 (80.3)
2009-08	305	59 (19.3)	246 (80.7)
2010-08	293	60 (20.5)	233 (79.5)

While the number of males in the elementary education program has increased over the past 5 years, the percentage of minorities in the programs appears to have decreased from a high of 15.9% in 2006 to a stable 7-9%. Though the percentage of those students identifying themselves as African American has remained between 3% and 4% each year, the overall percentage of those identifying themselves as White has grown from a 84.1% in 2006 to 93.0% in 2007. A closer look at the table above reveals that the apparent increase in the number of white students in our program may well be explained by the decline in the number of students who declared themselves as “unknown” from a high of 9.4% in 2006 to 1.3% in 2007. Assuming the 2006 students in the “unknown” category were White, then the percentage of White students in 2006 to 93.5%, which would be similar to the results from subsequent years.

Table 3-2: Demographics of student enrollment by ethnicity

Term	Enrolled	Unknown (%)	Black (%)	Hispanic (%)	Indian/ Alaskan (%)	Asian/ Pac. Islander (%)	White (%)	Foreign (%)
2006-08	435	41 (9.4)	18 (4.1)	3 (0.68)	2 (0.45)	4 (0.92)	366 (84.1)	1
2007-08	373	5 (1.3)	14 (3.8)	4 (1.1)	1 (0.27)	2 (0.54)	347 (93.0)	0
2008-08	305	6 (1.9)	13 (4.3)	4 (1.3)	1 (0.33)	2 (0.66)	279 (91.4)	0
2009-08	305	7 (2.2)	10 (3.3)	4 (1.3)	3 (0.98)	0	281 (92.1)	0
2010-08	293	7 (2.4)	7 (2.4)	7 (2.4)	3 (1.0)	0	268 (91.5)	1

The mean age of students enrolled in the elementary education program has remained consistent from 2006-2010 at 25 years old. There are a variety of students within the program, with many students a few years younger than 25, and some students returning to elementary education from another degree.

b) In-State and Out-of-State. A clear majority of students enrolled in the elementary education program (97% - 99%) come from in-state. This number has remained constant over the past 5 years.

c) Full-time and part-time. The number of students enrolled in the elementary program taking classes full-time in 2006 was 65.2%. As enrollment has declined, so has the percentage of students taking classes full-time. The number of students electing to take classes full-time has dropped from 65.2% in 2006 to 56.3% in 2010. Both of those values represent the boundaries of the range over the past five years.

Table 3-3: Demographics of students by full-time status

Term	Enrolled	Full-time	Part-time	% Full-time
2006-08	435	284	151	65.2
2007-08	373	219	154	58.7
2008-08	305	180	125	59.0
2009-08	305	189	116	62.0
2010-08	293	165	128	56.3

d) Attend classes during the day, in the evenings, and on weekends. The courses within the elementary education program on the main campus have been offered during the traditional weekday format to allow for formalized field placement scheduling. Classes on the off-campus locations often have a more flexible format or meet at non-traditional (evening, weekend) times.

e) Enrolled in classes on- and off-campus. A review of enrollment headcounts from the years 2004-2008 indicated that a majority of students take their classes on the main campus, and the lack of freshman and sophomore students in the off-campus categories indicate that many of these students transfer from community colleges after their sophomore years to continue their education at Ferris's elementary education program.

Table 3-4: Demographics of student data by campus location

Term	Freshman		Sophomore		Junior		Senior	
	On-campus	Off-campus	On-campus	Off-campus	On-campus	Off-campus	On-campus	Off-campus
2004-08	65	2	69	11	65	23	160	24
2005-08	55	0	54	10	66	48	142	65
2006-08	42	0	71	2	55	26	158	81
2007-08	42	0	45	0	68	0	218	0
2008-08	44	0	28	0	61	0	172	0

f) Enrolled in 100% on-line and/or mixed delivery courses. A review of course listings reveal that nearly 100% of those courses are taught a traditional format. Currently, the primary option for those students seeking to take courses outside of the traditional face-to-face, Monday through Friday, 8:00 a.m. – 5:00 p.m. format, continues to be at off-campus sites on evenings or selected weekends.

g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program. The most glaring statistic revealed by an analysis of the data presented above is the steady decline in enrollment. Since the Fall of 2006, enrollment in the elementary education program has been declining steadily. From Fall 2006 to Fall 2007, enrollment dropped by 14.1 % (62 students), then between Fall 2007 and Fall 2008, enrollment dropped by another 18.2% (68 students). Since Fall 2008 enrollment has dropped another 4% (12 students) for a total decline over the last five years of 32.6% (142 students).

2) Quality of students

a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data. The GPA range in Fall 2010 for all students currently enrolled in the elementary education program is 1.00 to 4.00 with an average GPA of 3.24. The ACT scores for the same group of students range from 10 to 32, with an average of 19.99. The data show that these numbers have remained consistent over the past five years, with very little variability in average GPA (3.18 to 3.24) or average ACT (19.59 to 19.99) over the past five years

Table 3-5: Demographics of student data by GPA and ACT

Term	Avg. GPA	Min./Max GPA		Avg. ACT	Min./Max. ACT	
2006-08	3.18	1.12	4	19.59	12	30
2007-08	3.26	1.39	4	19.96	14	30
2008-08	3.21	1.39	4	19.75	10	29
2009-08	3.21	1	4	19.93	10	29
2010-08	3.24	1	4	19.99	10	32

b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data. The GPA range for all students who have graduated from the elementary education program over the past five years is 2.376 to 4.00. The average ACT scores for the same group of students range from 12 to 29.

Table 3-6: Demographics of graduate data by GPA and ACT

Term	Avg. GPA	Min./Max GPA		Avg. ACT	Min./Max. ACT	
2005-2006	3.31	2.376	4	19.13	12	28
2006-2007	3.41	2.474	4	18.61	12	28
2007-2008	3.43	2.69	3.96	19.76	14	27
2008-2009	3.51	2.59	4	20.56	14	29
2009-2010	3.53	2.65	4	19.92	14	29

In addition to these statistics which speak to the quality of students graduating from the program, the Table below illustrates the pass rates of all students who have sought an endorsement in their subject area from the Michigan Department of Education. It should be noted here that the numbers reported below represent students who took both the elementary education subject area test in order to be certified in an elementary school (K-5) as well as students who chose to take the content area MTTC test required in order to teach in a middle school (6-9) setting as well. The Social Studies test is taken by both elementary and secondary students, and it is not possible to disaggregate the data between those two groups who took the test. Our elementary education and mathematics MTTC pass rates are slightly below the statewide average for initial and cumulative attempts, while our integrated science program is above the state average. Our social studies and language arts pass rates are 10-15% lower than the statewide initial pass rates for the MTTC.

Table 3-7: Summary of MTTC Initial and Cumulative Pass Rates for Ferris State University (FSU) September 2006 - August 2009

Test:	N	Initial		Cumulative	
		N pass	% Pass	N pass	% pass
083 Elementary Education	252	230	91.3	250	99.2
084 Social Studies	109	59	54.1	63	57.8
089 Mathematics (Elementary)	26	21	80.8	22	84.6
090 Language Arts (Elementary)	103	67	65.0	74	71.8
093 Integrated Science (Elementary)	25	19	76.0	22	88.0

Table 3-8: Summary of MTTC Initial and Cumulative Pass Rates for the State of Michigan (MI) September 2006 - August 2009

Test:	N	Initial		Cumulative	
		N pass	% pass	N pass	% pass
083 Elementary Education	9346	8686	92.9	9184	98.3
084 Social Studies	3117	2164	69.4	2421	77.7
089 Mathematics (Elementary)	2004	1649	82.3	1792	89.4
090 Language Arts (Elementary)	2997	2276	75.9	2509	93.7
093 Integrated Science (Elementary)	1367	957	70.0	1063	77.8

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

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

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

Each spring faculty in the School of Education serve on several Alumni Awards Committees, with outside faculty representing each content area, to nominate outstanding students within each program.

Recipients and their guests are invited to attend the annual Alumni Awards Banquet where they are publicly recognized for their outstanding academic achievements.

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

Delta Kappa Gamma, an honorary professional society for teacher educators, provides scholarships each year to prospective teachers. This organization's membership consists of outstanding teachers and administrators around the World. Their main purpose is to recognize and provide support for active, retired, and potentially outstanding future educators. To qualify for this annual scholarship, students must demonstrate a need, leadership ability, and superior scholarship.

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

e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students. Members of Kappa Delta Pi attended a regional education conference in Indiana. This is significant in that these students are exposed to a variety of viewpoints they might not otherwise receive, as well as significant networking opportunities.

f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students. We have a number of students who excel both in the classroom and outside in a variety of areas. Rose Gruber has received a volunteer award. Cody Chupp was the Ferris State University ice hockey captain 2009-2010 and a graduate of the elementary education program. We also have other outstanding athletes, including Senior Captain of the football team, Jake Hancock. Natalie Jakska, an elementary education student, received the runner up award for outstanding Honors Symposium Project.

3) Employability of Students

a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data. This information is difficult to locate as many of our graduates do not report back to us if they have received employment. Information supplied by the Office of Institutional research and Testing indicated that of 85 graduates in the 2008-2009 academic year, 21 responded to their survey and 17 indicated employment. We are currently surveying students over the past five years to gather a better sense of employability data. Another survey from 2005-2010

graduates collected in 2011 indicated that 100% of respondents indicated full-time employment as elementary or middle school teachers, including one speech pathologist.

b) What is the average starting salary of graduates who become employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends. According to the most recent Graduate Follow-Up Survey conducted by Institutional Research and Testing following the 2008-2009 school year, the average starting salary reported by the 17 graduates from the Elementary Education program responding to the survey was \$21,556. We are in the process of collecting data to indicate the type of jobs these graduates have, and where they have them.

In a March 29, 2007 news release published by the American Federation of Teachers, following the 2004-05 school year, Michigan was ranked 10th in the nation for beginning teacher salary, at \$35,557.

c) How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data. Again this is difficult to determine. Since these are teaching positions there are very few if any part-time or temporary positions, except for substitute teaching or paraprofessional positions. All of our graduates who do not become employed in a full-time status are registered with multiple school districts to become substitute teachers. We are currently collecting more data to answer this question more fully.

d) Describe the career assistance available to the students. What is student perception of career assistance? Career assistance is provided during Professional Seminar which is taken concurrently with student teaching. The major objectives for each student teacher are to: utilize and assess the effectiveness of various teaching and learning strategies; explore a variety of professional development activities; reflect on the role and value of the teacher participating in school meetings and activities; and work effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community. The key seminar topics listed below assist our students to implement teaching skills to meet those objectives.

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

- Career Services: Job Search Information
- Professional Portfolio

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

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

f) Describe and comment on the geographic distribution of employed graduates. A small percentage of our teachers become employed in the State of Michigan. Those who do are in the districts which are served by our teaching program. For out of state we have several teachers who, over the past couple of years have received teaching positions in Arizona, Colorado, Florida, Illinois, Maryland, Nevada, North Carolina, Tennessee, and Virginia.

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

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

h) Where do most students and/or graduates obtain their additional educational training? Comment on this data. Many FSU graduates return to Ferris to attend graduate school. The large numbers of students enrolled in our graduate program who teach in the area attest to this trend. The number of transfer students into the graduate program is also on the rise.

B. Enrollment

1) What is the anticipated fall enrollment for the program? The anticipated Fall enrollment for the Elementary education program is 300 students between on and off campus programs. On average

we have about thirty students who will enter into the program in the Fall semester. We may see more numbers on our off-campus sites. It is anticipated that enrollment will stay steady unless a major recruitment effort is made to inform potential students and recruit them into the Elementary Education program.

2) Have enrollment and student credit hour production (SCH) increased or decreased since the last program review? Supply a table and comment on any enrollment trends. The previous APR report for Elementary Education was the initial report. The data reported indicated an average of 407.37 SCH for the time period from 2000-2004, however, this number seems to be more logically consistent with the SCH/FTEF calculation. From 2000 to 2004 the SCH produced for the College of Education and Human Services (COEHS) increased from a low of 1,429.00 in 2000-01 to a high of 5,573.00 in 2003-04. Full-time equated faculty also rose during the same time period from 13.06 to 21.62. Thus the SCH/FTEF for the COEHS rose from a low of 109.42 in 2000-01 to a high of 257.77 in 2003-04.

During the Fall and Winter semesters of the 2009-10 school year, the School of Education employed 19.74 full-time equated teaching faculty (FTEF) across the program. A total of 6,625.00 student credit hours were produced, for an average of 335.61 student credit hours per FTEF across the department. See the table below for an overview of student credit hour production in the School of Education since the 2006-07 school year. The number of student credit hours produced by students enrolled in the Elementary Education programs has been estimated by multiplying the total Fall and Winter SCH by the percentage of students enrolled in those programs.

Table 3-9: SCH/FTEF data for 2006-2011

Year	SCH	FTEF	SCH/FTEF	ELED/ TOTAL	% IN EL ED	SCH IN ELED
2006-07	10,072	24.65	408.60			
2007-08	7,923	23.98	330.40	373/978	38.1%	3,019
2008-09	6,992	22.21	314.81	305/901	33.9%	2,370
2009-10	6,625	19.74	335.61	305/912	33.4%	2,213
2010-11				293/890	32.9%	

A look at these numbers presents an incomplete picture of the effect of the elementary education program on total SCH numbers, as each student is required to complete two minors in content areas

these students are also taking a number of courses in mathematics, natural sciences, and social studies disciplines.

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

Approximately 40 students apply to the elementary education program annually. Approximately 30 freshman students indicate an interest in education, however formal acceptance into the program usually takes place during the sophomore year.

4) Of those who apply, how many and what percentage are admitted? Virtually all of those students who declare themselves as interested in Elementary Education when making their initial application to Ferris complete all requirements for formal admission (Level II) to the program. Nearly all who make formal application are admitted.

5) Of those who are admitted, how many and what percentage enroll? Once admitted to Ferris, nearly 100 % of those who have declared an interest in Elementary Education actually enroll in the Elementary Education program.

6) What are the program's current enrollment goals, strategy, and efforts to maintain /increase/ decrease the number of students in the program? Please explain. The main goal is to increase numbers in our elementary program. We would like to work with the College of Arts and Sciences as to add new majors and minors to our offerings. We are also trying to stay in front of the need to reapprove programs. As new standards are introduced by the Michigan Department of Education, the School of Education forwards that information on to the appropriate department head to share with faculty. We encourage the departments to begin to make revisions as necessary in order to meet the new standards and to get programs approved in a timely manner.

C. Program Capacity

1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? 2) Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment. At this time we would not say we are at full capacity. The program could double its freshman enrollments before reaching full capacity. The largest factor that limits the enrollment is the economic climate. Teaching positions in the state of Michigan are very limited which impacts applications and enrollment. If we were to increase enrollment then available faculty would be a limiting factor. Currently we have four different faculty members who teach elementary education pre-methods and methods courses, and one faculty member who teaches both of the required reading courses. This would need to increase to at least one other faculty member. With enrollments down we are able to manage with the limited faculty but the students get a limited view as it relates to reading

literacy. Another faculty member would allow for further exploration of literacy methods, as well as provide support for our Master’s program.

D. Retention and Graduation

1) Give the annual attrition rate (number and percent of students) in the program. The tables below summarize the data received from Institutional Research and Testing on the “Retention and Graduate Rates of Full-Time FTIAC Students,” enrolled in Four-Year Degree Programs going back to include those who entered Fall 1998:

Table 3-10: Percentages of enrolled and graduated students from 2000-2009

Term Enrolled	N	% still enrolled						% graduated					
		Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2000-08	53	66	62	51	40	20	7	0	0	4	13	25	42
2001-08	69	58	43	38	27	10	6	0	0	1	12	26	35
2002-08	64	58	41	39	25	8	5	0	0	0	11	23	28
2003-08	58	69	53	46	33	15	2	0	0	2	12	26	41
2004-08	36	75	53	56	42	8	2	0	0	0	11	36	42
2005-08	40	70	63	52	38	20		0	0	3	15	28	
2006-08	26	65	58	62	43			0	0	0	15		
2007-08	35	71	63	54				0	0	0			
2008-08	26	65	46					0	0				
2009-08	30	63						0					

2) What are the program’s current goals, strategy and efforts to retain students in the Program? Because passing all sections of the Basic Skills Test is a state requirement for certification, several years ago passing all sections of the test was formally added as a prerequisite for all upper division education courses. Now that the Basic Skills Test has been made a requirement for formal admission to the program, we have recently purchased a software program specifically designed to assist students in preparing for that test. In addition, the faculty recently added EDUC 101 to the list of courses students are required to take prior to making formal application for admission to the program.

This course is specifically designed to provide students with the knowledge, skills, and abilities they will need to be successful throughout the program. Finally, all students in the elementary education program are required to meet regularly with their education academic advisors, and are also strongly encouraged to visit their advisor in their respective content areas (majors and minors) to help ensure that students remain on track, and are able to complete the program in a timely and efficient manner.

3) Describe and assess trends in number of degrees awarded in the program. Given the data from the table above, it appears that the percentage of students who complete the degree has remained consistent, however there is a slight downward trend in the number of students who complete degrees.

4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends. Approximately 86% of the students admitted to the program complete the degree in the prescribed time. The biggest problem that we see is the need to repeat classes due to GPA requirements within the major and education course sequences. Another road block for some students is the successful passage of the Michigan Test for Teacher Certification Basic Skills Test which is required prior to moving on to Level II education course work.

5) On average, how long does it take a student to graduate from the program? Please comment. For elementary education it takes 5 years on average to graduate from the program. Factors which have a direct impact on this are course rotation within the major. Some minors only offer courses once every two years, (particularly in math and science), which makes it difficult for students if they miss a class. Also some majors have many pre-requisites that may require additional coursework that is not clearly visible on the check sheet. For example, for a student who is a math major in order to take MATH 220, which is one of the courses on the check sheet the student must take MATH 126 or 130 or an ACT score of 26. In order to take MATH 126 they must have MATH 116 or have an ACT of 24. In order to take MATH 130 they must have MATH 120 or an ACT of 24. In order to take MATH 120 they need MATH 115 or an ACT of 24. In order for them to take MATH 116 they need MATH 110 or an ACT of 19. So depending on the student there may be up to three pre-requisites to get into the first Math class on the check sheet. For many students this is a deterrent to completing the program or adding additional semesters on to the program. Some programs have directed electives that fit into the general education requirements but may cause a student to have more credits in one area of general education than needed to complete the degree and not enough in another, adding to the number of credits needed for graduation.

E. Access

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

to the field based nature of many of the courses, the traditional face-to-face method is preferred by students and faculty. We do offer courses in off-campus locations, particularly in Flint, Grand Rapids, and Traverse City for elementary education students.

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

Steps taken to make program courses more flexible have not had a measureable effect on program visibility at this time. As we increase our reliance on instructional technology (computers and other resources) to make our courses and programs more flexible and accessible to students, our need to continually make upgrades has a budget implication that must be addressed each year. A review of enrollment numbers in the online sections of selected courses throughout the program (EDUC 303 & 308 in particular), in addition to the non-traditional scheduling (weekends and evenings) of sections offered at branch locations, has helped to keep some students enrolled in the program at least part-time, and has also provided those faculty with additional options to either make load, or to add overload.

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

The actions described above aimed at making program courses more flexible have not hindered the program, but have created a reserved potential for the program. One goal of the program is to have graduates that are well versed in instructional design and development, along with being well versed in technology. The flexible format of the course work is an actual demonstration of what can be created in an instructional environment. The students presently in the program have not had an opportunity to experience much of the more flexible format because they have already taken the course work in the traditional format. In addition, the more recent and developing flexibility of the course offerings have not been specifically advertised for this program.

F. Curriculum

1) Program requirements. Describe and assess the program - related courses required for graduation. The Michigan Department of Education has established a framework for the preparation of elementary education teachers to which the program is aligned and for which state approval has been received. This framework, the Professional Standards for Michigan Teachers is referred to in all coursework, syllabi, and assessments. The requirements for program completion are also in alignment with the standards of national accrediting agencies, thus producing highly qualified teacher candidates.

Program Course Requirements (see appendix C for syllabi):

Professional Requirements (43-49 credit hours)

Level I Coursework:

EDUC 101 Introduction to the Profession of Teaching (1)

EDUC 251 Life Span Human Growth & Development (3)

EDUC 289 Principles of Teaching and Learning (3)

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

EDUC 303 School, Work, & Society (3)

EDUC 413 Instructional Planning and Delivery Elementary and Middle School (3)

EDUC 415 Teaching Special Needs (3)

EDUC 420 Teaching Reading Elementary-Middle School (3)

EDUC 421 Teaching Reading Elementary-Middle School (3)

EDUC 431 Methods of Teaching Language Arts-Social Studies (3)

EDUC 432 Methods of Teaching Math-Science in Elementary & Middle School (3)

EDUC 435 Methods of Teaching Health/PE (3)

Level III Coursework: Student Teaching

EDUC 499 Professional Seminar (2)

EDUC 493 Elementary Directed Teaching (6-12)

a) As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections. The only reason why certain elective courses meeting specific General Education criteria might be “directed” in a student’s program of study, would be those instances where a particular course (or set of courses) required to meet state requirements for certification in an approved major or minor, also may be used to meet one or more General Education requirements. For instance, nearly all the courses required in the English Education major or minor (LITR and ENGL) also meet the General Education requirements in the area of Cultural Enrichment. Likewise, certain courses required of students who are completing a major or minor in History Education also meet General Education requirements in the area of Social Awareness.

b) Indicate any hidden prerequisites (instances where, in order to take a program required course, the student has to take an additional course. Do not include extra courses taken for remedial purposes). There are no hidden prerequisites in any of the courses required in the Professional Education sequence. However, there are several instances of hidden prerequisites in selected majors and minors. The most glaring example of “hidden prerequisites” is in the content area of Mathematics. Before students may take MATH 220 Analytical Geometry and Calculus I, students must first begin with MATH 115, followed by MATH 120 and MATH 130—a total of 10 credits! This is the primary reason students are required to meet regularly with their content area advisors.

2) Has the program been significantly revised since the last review, and if so, how? The decision by the faculty to integrate the use of technology throughout the program led to the removal of EDUC 206, (a three credit technology course). Once the curriculum was revised to incorporate the use of technology across all courses in the curriculum, the decision was made to replace that with EDUC 101

Introduction to the Profession of Teaching (a one-credit course), wherein students are now introduced to the use of LiveText where hallmark assignments for each course in the program are assessed and eventually used by students in their digital portfolios as examples to illustrate how they achieved program outcomes.

3) Are there any curricular or program changes currently in the review process? If so, what are they? The program does not have any curricular or program changes currently in the review process other than those that may result from this review and our upcoming TEAC accreditation audit results.

4) Are there plans to revise the current program within the next three to five years? If so, what plans are envisioned and why? The faculty will review the program check sheet and sequence of courses in the program over the next year to address course scheduling issues and the effect of additional articulation agreements with external programs and organizations. We are currently evaluating the hallmark assignments for each course in the program in alignment with claims made to TEAC, our national accrediting agency. Additional work in the development of new field experience rubrics will enhance the field experience for our students. The use of instructional technology within the field needs to be evaluated and accounted for within the curriculum.

G. Quality of Instruction

1) Discuss student and alumni perceptions of the quality of instruction. Overall, the student and alumni perceptions of the quality of instruction were good. For those with knowledge of the program it is perceived as producing quality teachers. Alumni gained valuable skills and knowledge. Demand for teachers in the state of Michigan is limited and we need to be sure we communicate this with the students in our program(s). The students indicated faculty attitude toward students was good and the faculty were available and also very willing to assist students. The majority of students reported that professors were available outside of the class to help and that the learning environment was supportive. All of the students indicated that most of the professors were good educators.

2) Discuss advisory committee and employer perceptions of the quality of instruction. The program currently does not have an advisory committee; forming an advisory committee is a recommendation of this review.

3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.? In the fall of 2006 the Interim Director of the School of Education, all faculty, and all support staff were invited participate in a two-day department retreat in Cadillac, Michigan. The purpose of the retreat was to review, revise and align the curriculum, discuss problems and facilitate the planning process. This event allowed the faculty to focus solely on the curriculum thus

increasing the effectiveness of the learning environment. Similar faculty retreats have been held at least two times each year since then for the primary purpose continuing to make improvements in overall learning environment and as a means of documenting those improvements in order to meet requirements for external accreditation, including the alignment of hallmark assignments to course objectives.

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

Every faculty member within the program has at least a laptop computer and printer supplied through the college with additional technology purchases funded with professional development funds earned by attending activities funded through the Faculty Center for Teaching and Learning. The recent purchase of a "smart cart" which includes 20 portable laptops has provided faculty with the added flexibility allowing them to convert their classroom to a computer lab. Wireless internet access is currently available in the department making the access to internet based resources more easily accessible. Most faculty have been trained to use LiveText, RefWorks, and Ferris Connect (newer version of WebCT). Faculty have also participated in online software training including the use of internet based databases, screen capture software, and others.

The department does not currently employ undergraduate or graduate assistants who teach.

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

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

5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium. Faculty have participated in a variety of initiatives to interact with students. Some of these activities include: DAWG Days, Meet Your Professor Night (COEHS sponsored), Student Appreciation Day, (COEHS sponsored), Jim Crow Museum activities, program information sessions, and special students events. In addition, KDP/AFE brought in noted speaker and author of *Chicken Soup for the Soul in the Classroom*, Anna Unkovich. AFE has also held panel discussions with educators and guest speakers from the School of Education. Elementary Education students have also travelled to South Korea this past summer to spend two months teaching English, as well as Scotland to gain an international perspective on education. Faculty appreciation night during football season selects FSU elementary faculty to be honored as well.

6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program. Faculty have made efforts to accommodate student diversity primarily ethnic, cultural, and physical. Some faculty have incorporated the following accommodation and diversity statements in the course syllabi as a reminder to students.

ADA and Diversity Statement:

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

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

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

7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program? It is difficult to directly evaluate the effect of the actions listed in questions 5 and 6. Anecdotal comments from faculty indicate that there are fewer student complaints concerning student diversity and accommodation issues. Student comments indicate that they feel the instructors are good educators and have a good attitude toward students, and they feel respected.

H. Composition and Quality of Faculty.

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

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

a) Identify their rank and qualifications.

Table 3-11: Rank and Qualifications of School of Education faculty

Name	Rank	Qualifications
Brendan E. Callahan	Assistant Professor	Ph.D., University of South Florida
Christine Conley-Sowels	Associate Professor	Ph.D., Michigan State University
Mike Ennis	Associate Professor	Ph.D., The Ohio State University
Diane Fleming	Assistant Professor	M.S., University of Wisconsin-Stout
Virginia E. Hines	Professor	Ed.D., West Virginia University
Liza Ing	Professor	Ed.D., Northern Colorado University
Leonard Johnson	Professor	Ph.D., Kent State University
Amy Kavanaugh	Associate Professor	Ed.D., Western Michigan University
Nancy Lashaway	Professor	Ph.D., University of Connecticut
Kitty Manley	Professor	Ed.D., Virginia Polytechnic Institute and State University
Hikaru Murata	Associate Professor	Ph.D., University of Kansas

Karen Norman	Professor	Ph.D., Wayne State University
Claire Rewold	Assistant Professor	Ph.D., Oakland University
Cheryl Thomas	Associate Professor	Ph.D., Colorado University at Denver
Cindy Todd	Associate Professor	Ed.S., Western Michigan University

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

Since the last program review, Nancy Lashaway-Bokina and Virginia Hines received a promotion to the rank of Professor and Cheryl Thomas, Mike Ennis, Hikaru Murata, and Christine Conley-Sowels were promoted to Associate Professor. Karen Norman and Leonard Johnson received Merit increases effective Fall 2008 and 2007, respectively.

c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.). Please see individual vitae for a detailed list of this information. Many of the faculty members participate in regional, national, and international conferences as presenters, reviewers, and presiders of sessions.

2) Workload

a) What is the normal, annualized teaching load in the program or department? Indicate the basis of what determines a "normal" load. On a semester-by-semester basis, how many faculty have accepted an overload assignment? The normalized credit load is 24 credits for fall and winter semesters. The overload maximum is 34 credits for fall and winter. Many of the faculty members approach this maximum frequently. The current average load for the School of Education faculty is 15.3 hours each semester. As some faculty members choose not to carry an overload, this indicates that many faculty carry at least 16 hours each semester.

b) List the activities for which faculty receive release time. 1) Since Fall 2005, Leonard Johnson has received 3 credits of release time each semester to Chair the University Curriculum Committee, and 1 credit of release time to determine transfer equivalencies within the School of Education. 2) Since Fall 2004, a faculty person in the School of Education has received 4 credits of release time each semester to serve as Graduate Program Coordinator. Currently Liza Ing receives 6 credits of release time as acting chair of the department.

3) Recruitment

a) What is the normal recruiting process for new faculty? The School of Education recruits new faculty following the guidelines of the university. These guidelines include: "HRD reviews the PRI forms and contacts the hiring unit if any changes are necessary. When approved, HRD submits the information for posting on the Web, electronically distributes the PVA on campus, and records it on the Job Hotline. HRD places the ads. All ads reference the position number, which applicants must include on the application envelope. HRD sorts applications by position number and forwards unopened applications to the hiring unit.

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

Ferris State University Hiring Process Manual,

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

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

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

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

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

d) Describe and assess the efforts being made to attain goals in (c). Teacher education faculty applicants are screened for job qualifications, teaching experience, educational background, scholarship, and other qualifications directly related to the job description. Adjunct faculty applications are screened by at least three members of the Graduate Curriculum Committee or the Undergraduate Curriculum Committee.

4) Orientation. Describe and assess the orientation process for new faculty. Orientation for new faculty consists of the assignment of a mentor within the school, attendance at the FSU Faculty

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

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

5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money. Travel funds are currently distributed at the discretion of the Dean of the College of Education and Human Services and the Director of the School of Education. In recent years, the Director has established a minimum amount for faculty conferences that assists in planning professional development activities and has encouraged faculty to access other resources within the university to extend the funds available within the school. Occasionally, grant monies are available for select initiatives in the form of Ferris Foundation Grants, Timme Travel Grants, and FCTL incentive funds.

a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria. According to Agreement between Ferris State University and the Ferris Faculty Association 2006-2010, the dean appoints more than half of the members to the COEHS Promotion/Merit committee. Each program unit in the School of Education and Human Services is required to have one member on the committee.

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

b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty? Within the past two years one tenure-track faculty member has been added to the elementary education program. In this instance he received a \$4,000 increase from his prior teaching position in a K-12 setting. We are currently in the process of hiring a full-time temporary person in the Flint campus, and the starting salary has been mentioned as a \$30,000 decrease by one member of the final pool of candidates, although he was not the first choice candidate.

c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation? Funds are available for faculty members who wish to engage in research beyond scope of their regular teaching responsibilities. Paid sabbatical leaves are also available for faculty who have met the qualifications as outlined in Section 10 of the Faculty Contract. The faculty contract indicates merit pay is available if the faculty member meets the criteria established in 2006-2010 version of the Faculty Contract, Section 15.

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

d) Is enhancing diversity and inclusion a component of the reward structure? Please explain. While faculty are made aware of opportunities to attend diversity related activities on and off-campus on a regular basis, we are unaware of any formal funds having been designated for the purpose of rewarding participation in diversity enhancement and inclusion activities.

6) Graduate Instruction (if applicable). A number of the elementary education faculty teach in the graduate program. We offer two Master's degrees in the School of Education, including a degree in Curriculum and Instruction, which would be suitable for elementary education students. The concentration areas under this degree include: Administrative, Experiential Education, Reading Endorsement, Special Education, and Subject Area. Currently four faculty members in the School of Education are members of the Graduate Task Force, which was designed to determine the need for a graduate office.

7) Non-Tenure-Track and Adjunct Faculty.

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

Table 3-12: Courses taught last year by adjunct faculty

NAME	CLASSIFICATION	FALL 2010 COURSES	SPRING 2011 COURSES
Julie Anderson		493-AGA	
Michele Bradley		432-EFA 433-EFA	

Patrick Corcoran		493-NTA 499-NTA	
Cynthia Covell		493-AGA	
Jessica Crampton			415-AGA
Gregory Crowe		493-AGA	
Janet Dalman		493-AGA	
Monica Frees			413-NSA
Marcy Jaques			415-001
Daniel Jarzabkowski		493-401	
David Johnson		493-NTA 499-NTA	
Emily McAlpine		420-AGA	421-AGA
Dolores McFadden		493-EFA	
Stacey Mitchell			420-EFA
Patrick O'Reilly		493-EFA	
Kimberly Prime		413-ELA 421-ELA	
Jody Pratt			303-AGA
Kim Price			413-EFA
Leila Rivard			303-EFA
Kathryn Schoon-Tanis		289-AGA	
Kerry Secrist			499-NTA
Nancy Stephan			493-401
Vickie Turner		431-EFA	
Christine Veneklase			435-AGA
Debra Warwick		499-AGA	
Ruth Wollin		499-EFA 499-EFB	

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

From the table above, it becomes apparent that the adjuncts and full-time temporary employees are mainly teaching off-campus classes. In only two instances did an adjunct teach on the Big Rapids

campus, and one of those was directed teaching. An analysis of the course offerings over the past two academic years indicated that 37.8% of the courses are taught by adjuncts or full-time temporary faculty, with most (51.6%) of those course offerings being either directed teaching (field-supervision of student teachers) or the seminar that accompanies student teaching. This applies to both on and off campus sites, and gives an indication that full-time faculty are willing to travel to off-campus sites to teach classes.

Table 3-13: Sections of elementary education courses taught by tenure-track and adjunct faculty from 2006-2010

COURSE	TENURE-TRACK FACULTY	ADJUNCT/FULL-TIME TEMPORARY
EDUC 101	17	3
EDUC 251	10	0
EDUC 289	13	1
EDUC 303	9	4
EDUC 413	6	4
EDUC 308/415	6	5
EDUC 420	5	3
EDUC 421	4	3
EDUC 431	6	1
EDUC 432	6	1
EDUC 433/435	5	2
EDUC 493	2	13
EDUC 499	5	16
TOTALS	92	56

c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all faculty have met the criteria, and if not, what is being done to resolve the situation? To teach at the undergraduate level, non-tenure-track faculty members and adjuncts must possess a Masters degree or above. To teach graduate courses, a terminal degree is preferred. They must also have experience in the K-12 area. All of the faculty listed above meet these requirements. Applications to teach as adjunct faculty are processed in two steps. 1) Review by the Undergraduate Curriculum Committee who submit a recommendation to the SOE director and 2) review and hiring by the SOE director.

d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not? The use of non-tenure track faculty is both necessary and desirable. Some courses are necessarily highly specialized and are not offered in sufficient sections to justify load for a full time

faculty with that specialization. Assigning these unique courses to full time faculty would, at times, decrease the instructional expertise. Additionally, adjunct instructors often bring current field based experience as they are often full time employees of a local school district. With few exceptions, the core classes are always taught by full time faculty. This insures both continuity and maximum pedagogical expertise.

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

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

I. Assessment and Evaluation: Describe and evaluate the program's assessment mechanisms.

- 1) List and describe student learning outcomes at the course level.**
- 2) List and describe student learning outcomes at the program level**
- 3) Submit a curriculum map and an explanation of how program outcomes are achieved through course curriculum.**
- 4) Identify how learning outcomes at the course level are measured. Include analysis regarding how well students are meeting course level outcomes.**
- 5) Identify how learning outcomes at the program level are measured. Include analysis regarding how well students are meeting program level outcomes.**

Please see the generic syllabi for each course in the program (Appendix D) as well as the outcomes developed as a result of the conceptual framework in section 1.

J. Service to Non-Majors. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.

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

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

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

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

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

K. Degree Program Cost and Productivity Data. Submit Institutional Research and Testing data.

Comment on the data. From the Program Cost data 2007-2008 generated by the Office of Institutional Research, the average cost per student credit hour (SCH) for the program is \$173.91 and the total program cost is \$22,608.81. This report includes classes taken in a variety of disciplines across campus, particularly in the College of Arts and Sciences.

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

L. Administration Effectiveness

1) Discuss the adequacy of administrative and clerical support for the program. The Director of the School of Education position has seen numerous changes over the past 5 years. Last year the Director of the School of Education returned to the faculty and the position has been vacant since then. The former director currently serves as a half-time chair and graduate coordinator. With the number of off-campus programs, there is an increased need for administrative oversight from the department to maintain quality and continuity between sites. This cannot be easily done with the current administrative support.

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

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

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

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

There is a need to have a more efficient class registration procedure and more advertising of programs within the School of Education as well.

3) Are class and teaching schedules effectively and efficiently prepared? Please comment. A five year class rotation has been established that guides the scheduling of courses to support program offerings. This rotation is balanced with the needs of off-campus course offerings which are common in this and many other programs. To address low enrollment course issues, undergraduate and graduate courses have been co-listed when low enrollment threatens the cancellation of either course. When a course has been cancelled or has not been offered in awhile, faculty have often directed independent study courses for students to assist them in completing the program requirements. The burden of supervising the independent studies falls onto the faculty without compensation. Additionally, due to limited faculty, administrators have been teaching at least one language arts class each semester during the 2010-11 academic year.

Periodically, there is discussion concerning the timeframe to cancel classes due to low enrollment. Off-campus students seem to enroll closer to the enrollment deadline than on-campus students thus making it difficult to decision if a course will run or be cancelled. Students often complain about cancellation of classes and difficulty of getting through the program in a timely manner due to the space of time between the rotation of classes, particularly in the content areas.

4) Are students able to take the courses they need in a timely manner? Please comment. Students are able to complete the courses required for the program in a timely manner for a variety of

reasons. Many of the courses in the program are offered at off-campus locations as part of another program's core requirement. As more courses are developed and offered online, students will be able to enroll and complete the courses in a timely manner. When a student has a problem scheduling a course, some faculty have offered independent studies to assist students in completing the program requirements, however this should not be seen as an adequate substitute for the appropriate delivery of needed classes in the program.

Section 4: Facilities and Equipment

A. Instructional Environment

1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain. Less than half of the undergraduate classes offered on the Big Rapids campus are offered in the Bishop building. All classrooms are equipped with projection devices.

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

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

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

The classrooms in Bishop Hall are small often limit the amount of room space available for student demonstrations and presentations. The rooms in Bishop are poorly ventilated. Since most of the program course offerings are available during a variety of timeframes, there is little if any competition for classroom space. We need more classrooms dedicated to the School of Education. The chair/desk seating for students is not comfortable nor provides adequate space for sit or work. If problems occur at off-campus locations, a request can be made to attempt to correct the situation with a request for another room or equipment more suitable for instructional purposes.

3) Describe the program’s projected needs with respect to instructional facilities. As Bishop Hall is one of the older buildings on campus, and a repurposed dormitory, there is a specific need to have a new building to house all the programs in the College of Education and Human Services.

4) Describe current plans for facilities improvements and indicate their status. Bishop Hall was originally designed as a student dormitory and currently has a multitude of recurrent electrical and plumbing problems. The main problems are small classroom size, lack of enough classrooms, and ventilation. The College of Education and Human Services is scheduled for a new building in the near

future, considering the current state budget crisis, it is doubtful that a new education building will be available soon.

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

Having all education classrooms in a single building may also enhance the “community” of the education students by allowing them a space to visit, network and meet. A more technologically advanced building may prove to be cost effective as the ability to transmit classes via live hookup to off-campus sites would be greatly enhanced, thus enabling courses to meet on different campuses at the same time. This might also alleviate some of the issues with cancelling classes, as a larger pool of students would be available for each course section.

B. Computer Access and Availability

1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program. The program does not have specific computing resources allocated to it. The program shares computing resources allocated to the school and other programs. There is a computer lab on the second floor with 15 computers and additional computers are available in computer labs in FLITE, Arts & Science and the Business Building. Some faculty have purchased projection equipment with professional development funds to use in off campus locations. Mobile laptops are available to classes in Bishop Hall when necessary.

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

3) Discuss the adequacy of these resources and identify needed additional resources. Presently, the technology resources are adequate for the purposes of the program courses. Development and revision of advanced uses of technology within the program may create an additional need for webcams, video editing software, and larger storage devices both personal on the university server. With the addition of WebEx and Tegrity software on campus there may be a need to train and

implement the use of this software for additional distance learning. Evaluation of these resources is needed. A laboratory where faculty members can record courses using Tegrity software would be a benefit to the department and its students. More online computer space would also be a benefit to faculty, particularly those who teach online classes.

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents? If the plans for the new building materialize, it is assumed that they will include adequate computer labs and instructional technology. Faculty input has been requested in the past to identify instructional needs; it is assumed faculty input will be requested in the future. The College of Education and Human Services has provided funding and leadership to acquire technology when it has been needed. Training for WebEx and Tegrity are available through the Center for Teaching and Learning Faculty Development office.

5) Discuss the efficacy of online services (including WebCT) available to the program. WebCT has been completely upgraded to FerrisConnect and continues to be used in many of the mixed mode and completely online course delivery formats. Continued training and support is available through the Faculty Center for Teaching and Learning. Additional support through the FCTL, particularly in Livetext, would benefit the program.

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

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

C. Other Instructional Technology

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

2) Discuss how these resources are used. Students are given the information but not required to use it. An administrative username and password is available to monitor student activity.

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

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

4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents? Future funding and grant resources have not yet been finalized. Evaluation of the success of the software will be done at a future date.

5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program. Not Applicable.

D. Library Resources

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

2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program. In the past, faculty have used the FLITE for access research databases, student research or course papers, in-service workshops, achieved materials, instructional classrooms, computer media services and others. The instructional services provided by the Library faculty have been excellent.

3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain. The review committee is unaware of any budget allocation to the program from FLITE. On the other hand the program does not need additional resources that it currently does not have access to, other than more multicultural texts, including children's stories.

Section 5

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

A. Relationship to FSU Mission

The FSU elementary education program is highly correlated with the FSU Mission, which states: “Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career oriented, broad-based education, Ferris serves our rapidly changing global economy and society.”

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

Areas of focus for continued quality improvement include:

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

B. Program Visibility and Distinctiveness

The elementary education program and its three hundred students are a major part of Ferris State University. Elementary education students and faculty can be seen throughout campus and the nation as active participants in the profession. Reports from our current students indicate a high level of satisfaction with the program, which provides evidence that the elementary education program is achieving the goal of continuous improvement. The School of Education has received an “Exemplary” status (the highest possible) over the last two years from the Michigan Department of Education, which is indicative of Ferris’s School of Education’s standing within the state.

C. Program Value

Key elements of value were identified in our value to the university by adding 906 students to the enrollment to all departments that serve our majors and minors. The impact on university resources and personnel should be obvious. While FSU School of Education produces graduates who enter an already saturated employment market in Michigan, FSU continues to provide valuable teachers for the national

teacher shortage as well as offering opportunities of access to students who otherwise would not be able to attend a competitors program.

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

D. Enrollment

The most glaring statistic revealed by an analysis of the data presented in Section 3.A.1 is the steady decline in enrollment. Since the Fall of 2006, enrollment in the Elementary Education program has been declining steadily. From Fall 2006 to Fall 2010, enrollment has dropped by 32.6 % (142 students). Perhaps this decline can be attributed to the difficulty in finding a teaching job in Michigan as well as the uncertain political climate of education in Michigan.

We currently have the faculty to deliver a quality elementary education program, however an additional faculty member in literacy and English education to replace a professor who retired would allow for a more diverse learning experience for our students as well as alleviate some of the undergraduate and graduate responsibilities (including Master's thesis projects in Reading) on one professor.

In addition to becoming more directly involved in the recruitment of students, we should explore the possibility of increasing the number of options students have to pursue additional areas of endorsement. This would require faculty in the School of Education to collaborate with faculty in the College of Arts & Sciences to identify major and minors that could be developed and added to the list of curricular offerings we might make available to students.

E. Characteristics, Quality, and Employability of Students

A review of the data reported in Section 3 reveals that the number of students who prefer to take classes part-time, at non-traditional times, and by non-traditional methods of delivery, increases each year. The online courses we offer are the first to fill. The overall quality of students coming into our program has remained steady over the past five years. The average student in our program today boasts an average GPA of 3.24, and an average ACT of 19.99. Of the 252 students taking the subject area test required for elementary education certification from 2006-09, 230 (91.3%) passed on the initial attempt, and 250 (99.2%) would eventually pass the test for certification..

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

According to the most recent Graduate Follow-Up Survey conducted by Institutional Research and Testing following the 2008-2009 school year, the average starting salary reported by the 21 graduates from the Elementary Education program responding to the survey was \$21,556. Further data analysis from our internal surveys should provide whether these students are staying in Michigan and finding temporary work, and which graduates found full-time teaching jobs.

As noted in Section 3A3b, in a March 29, 2007 news release published by the American Federation of Teachers, following the 2004-05 school year, Michigan was ranked 10th in the nation for beginning teacher salary, at \$35,557. Adjusting for a yearly salary increase (for the 2006-07 year for which our graduates responded) would place the reported average beginning salary of our graduates as lower than the national average, but this data needs to be further disaggregated.

F. Quality of Curriculum and Instruction

All full-time faculty in the School of Education are highly qualified in their respective fields, holding doctorates. Many have been engaged in various professional development opportunities on campus, state, national, and international conferences which enhance instruction.

The School of Education is currently engaged in a national accreditation process (Teacher Education Accreditation Council) for the entire department. Many changes have already occurred as part of the TEAC process to provide continuity in the program. We have developed generic syllabi for all courses to assist adjuncts in providing quality instruction. Hallmark assignments, rubrics, textbooks and Michigan Teacher Standards have all been included in the syllabi to provide for consistency on all campuses. The department has instituted a web-based program, Livetext, to assist with maintaining a database of student completed hallmark assignments. The purpose of this database is twofold, it provides the department with information on student competency as it relates to the teacher standards, and as a portfolio for student employment.

Classes for our elementary education programs are taught on five campuses including; Flint, Traverse City, Big Rapids, Scottville, and Grand Rapids. It is vital to the program to maintain quality instruction at all locations. To sustain and improve the instruction we have provided training to faculty and adjuncts on the use and purpose of Livetext, the accreditation process and curriculum outcomes. Adjuncts have engaged in a professional development opportunity to learn LiveText under the direction of the Associate Dean of the college.

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

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

G. Composition and Quality of the Faculty

Having a full-time advisor for the School of Education has lessened the advising load for each faculty member, however the larger percent of the faculty teach in all options of the program. There is a strain on a faculty as all teach at full and/or overload every semester. While we are able to cover the classes on the main campus, we offer courses on five locations and rely heavily on adjuncts to cover courses not on the Big Rapids campus. The Elementary education program does not have an adequate number of full-time faculty members, particularly in the area of language arts.

Faculty are involved in a variety of professional development activities. Diane Fleming in Early Childhood Education recently completed a sabbatical, and Hikaru Murata and Nancy Lashaway-Bokina will both be on sabbatical for the Fall 2011 semester.

Appendix A: Faculty CV

Brendan Eric Callahan
1349 Cramer Circle
Bishop 409
Big Rapids, MI 49307
231-591-5377 (W)
BrendanCallahan@ferris.edu

EDUCATION

University of South Florida, Tampa, FL

Ph.D., Curriculum and Instruction: Science Education, December 2009

Dissertation: Enhancing nature of science understanding, reflective judgment, and argumentation through socioscientific issues

M.Ed., Curriculum and Instruction: Science Education, May 2004

B.A., Chemistry, May 2001

B.S. – Biology, April 1997

TEACHING EXPERIENCE

Ferris State University, Big Rapids, MI, Assistant Professor of Education, 2009-current

Instructor for the following courses:

EDUC 101: Introduction to the Profession of Teaching

EDUC 251*: Life Span Human Growth and Development

EDUC 287*: Principles of Teaching and Learning I

EDUC 339: Instructional Practice and Planning

EDUC 432/532: Methods of Teaching Math and Science in
Elementary and Middle School

EDUC 443/543: Teaching Reading in the Secondary Areas

EDUC 493: Elementary-Middle Directed Teaching

EDUC 499: Professional Seminar

Note: Courses marked * are offered through Ferris State's ProMoTed program which utilizes three single credit modules to deliver instruction

University of South Florida, Tampa, FL Graduate Instructor, 2005-2009

Instructor for the following courses:

SCE 6931: Field Practicum Science Education

SCE 4936: Senior Seminar in Science Education
SCE 4310: Teaching Elementary School Science

St. Petersburg College, Clearwater, FL Adjunct Professor, 2007-2008

Instructor for the following courses:

BSC 2010: Biology I: Cellular Processes
BSC 2011: Biology II: Evolution and Organisms
BSC 3096: Human Biology
Supervision of Practicum/ Intern Students

Dunedin High School, Dunedin, FL Science Teacher, 2002-2009

Instructor for the following courses:

Advanced Placement Chemistry
Biology I
Chemistry I and I (Honors)
Chemistry II (Honors)
Earth Science

Dunedin Highland Middle School, Dunedin, FL Science and Math Teacher, 2001-2002

Instructor for the following courses:

Physical Science
Seventh grade math
Seventh grade integrated science

Genesis Preparatory School, New Port Richey, FL Science and Math Teacher, 1999-2001

Instructor for the following courses:

Algebra I
Anatomy and Physiology
Biology I
Chemistry I
Physics I
Pre-Algebra
Sixth grade science
Seventh grade science

MASTER'S COMMITTEES

Amanda LaBarre	Ferris State University	status: successful defense (7/2010)
Matthew Becker	Ferris State University	status: in progress (Fall 2010)
Phil Brackett	Ferris State University	status: in progress (Fall 2010)
*Brian Fedderman	Ferris State University	status: in progress
Kim Goudy	Ferris State University	status: in progress (Fall 2010)
*Susan Lahti	Ferris State University	status: successful defense (8/2011)
*Candace Smith	Ferris State University	status: in progress
*Jamie Whitley	Ferris State University	status: in progress

PROFESSIONAL EXPERIENCE

Hillsborough County School District, Summer 2008

I administered RTOP to elementary, middle, and secondary science teachers in order to evaluate effectiveness of a grant funded summer science program.

Pinellas County Curriculum Writing, Summer 2005, 2007

I helped create common objectives for teaching chemistry, as well as a common final exam in chemistry for the district.

Pinellas County: PEAK Advanced Implementer, Summer 2007

I expanded my knowledge of motivation, learning, and assessment strategies for use at the secondary level, and served as coach for Motivation and Learning, and Motivation and Assessment institutes.

Tampa Bay Area Writing Project, Teacher Consultant, Summer 2006

I spent five weeks at the University of South Florida where I learned and presented writing education techniques to practicing teachers. I also improved personal and academic writing and criticism skills

American Physiological Society, Frontiers in Physiology Fellow, 2004

I spent eight weeks in physiology department at the University of South Florida. I also attended the Summer Teaching Forum: Integrating Inquiry, Equity, and Technology. As part of the fellowship I created an inquiry-based lesson plan for publication by APS. I also participated in a series of online discussions regarding pedagogy, and attended IUPS conference in San Diego, March 2005

McGraw-Hill, Consultant, 2004

I analyzed two college/advanced placement level Biology texts in order to correlate chapter objectives with Florida Sunshine State Standards.

GRANT AWARDS

- Ferris State University, Timme Travel Grant, \$850, 2011
- Ferris State University, Timme Travel Grant, \$850, 2010
- Pinellas Education Foundation, Teach for Excellence Classroom Grant, \$750, 2006-2007
- Pinellas Education Foundation, Teach for Excellence Classroom Grant, \$2000, 2005-2006
- American Physiological Society, Mini-grant for classroom activity, \$300, 2004-2005

HONORS AND AWARDS

- Pinellas Classroom Teachers Association: Kraf-Custer Award, 2007
- Sigma Xi Outstanding High School Science Teacher in Pinellas County, 2005
- Who's Who among American Teachers, 2004, 2005
- Pinellas County: Curriculum and Technology Integration Project, 2003-2004

PUBLICATIONS

Zeidler, D.L., Sadler, T.D., Applebaum, S., Callahan, B.E. (2009). Advancing Reflective Judgment through Socioscientific Issues. *Journal of Research in Science Teaching*.

Callahan, B. (2005). "Determination of Lead Content from an Alloy." *2005 Works in Progress*. The American Physiological Society

PAPER PRESENTATIONS

Callahan, B.E., Zeidler, D.L., & Orasky, J. (2011, January). The use of a socioscientific issues based curriculum to enhance nature of science understanding in high school biology students. Paper accepted for presentation at the Association for Science Teacher Education 2011 International Conference

Callahan, B.E. (2010, June). How to argue with your students: using debate to facilitate learning in college classrooms. Presentation given at the Lilly Conference for College and University Teaching and Learning, Washington D.C.

Callahan, B.E. (2009, April). Teacher and student perceptions regarding the incorporation of socioscientific issues in high school biology. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, Anaheim, CA.

Zeidler, D.L., Sadler, T.D., Callahan, B.E., Burek, K. & Applebaum, S. (2007, July). Advancing Reflective Judgment through Socioscientific Issues. Paper presented at the 2007 Meeting of the European Science Education Research Association, Malmö University, Malmö, Sweden.

Zeidler, D.L., Sadler, T.D., Callahan, B.E., Burek, K., and Applebaum, S. (2007, April). Improving Reflective Judgment in High School Students through Socioscientific Issues. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, New Orleans, LA.

Callahan, B.E., Zeidler, D.L., and Burek, K. (2006, October). Utilizing Socioscientific Issues to Promote Reflective Judgment in High School Science. Paper presented at the Annual Meeting for the Southeastern Association for Science Teacher Education, Macon, GA.

Callahan, B., Robinson, C., and Fowler, S. (2006, April). Literacy with a Purpose: Linking Science, Literacy, and Technology. Paper presented at the National Science Teachers Association national conference, Anaheim, CA.

Howes, E.V., Carroll, E., Callahan, B., Deutche, S., Stillman, T., and Metcalf, J. (2006, April). Teacher Research in K-12 Science Classrooms: Examining Practice and Policy. Paper presented at the National Science Teachers Association national conference, Anaheim, CA.

Zeidler, D.L., Callahan, B., Cone, N., and Burek, K. (2006, April). The Effects of Learning Socioscientific Issues on Reflective Judgment in High School Science Students. Paper presented at the National Association for Research in Science Teaching national conference, San Francisco, CA.

Burek, K. & Callahan, B.E. (2005, August). Argumentation in the Science Classroom. Paper presented at the Biannual Conference of Science, Math and Technology, Victoria Island, BC.

Callahan, B.E. (2005, July). Using the American Physiological Society resources to enhance teaching and learning. Paper presented at the Pinellas County Secondary Science Teacher Mini-Conference, Largo, FL.

Zeidler, D.L., Sadler, T., Applebaum, S., Callahan, B., and Amiri, L. (2005, April) Socioscientific Issues in Secondary School Science: Students' Epistemological Conceptions of Content, NOS, and Ethical Sensitivity, paper presented at the National Association for Research in Science Teaching national conference, Dallas-Fort Worth, TX

Burek, K., Callahan, B., and Zeidler, D.L. (2004, October). Argumentation for Environmental Awareness: Seal Hunting in Canada, paper presented at the Southeastern Association for the Education of Teachers in Science annual conference, Gainesville, FL.

WORKSHOPS, LECTURES, AND SYMPOSIA PRESENTED TO PROFESSIONAL ORGANIZATIONS AND INSTITUTIONS

Fowler, S.R., Sadler, T.D., Applebaum, S., Callahan, B.E., & Zeidler, D.L. (2008, January). Teaching with Socioscientific Issues: Controversial Issues as Context for Learning Content, Annual Meeting of the Association for Science Teacher Education, St. Louis, MO.

INVITED WORKSHOPS

“Using Socioscientific Issues as a Springboard for Writing” (2010, June). Workshop sessions for middle school students and teachers. Crossroads Writing Project, Traverse City, MI

“SSI Practice: Pesticides” (2009, July). Workshop session for Hillsborough County science teachers. University of South Florida, Tampa, FL.

INVITED CLASSROOM LECTURES

“Utilizing the Science Writing Heuristic to Promote Scientific Writing.” SCE 4305/5364 - Reading and Communication in Science Education, University of South Florida, Tampa, FL, November 2007

Socioscientific Issues in the Curriculum: Classroom Concerns Answered. SCE 6616 - Current Trends in Science Education, University of South Florida, Tampa, FL, October 2007

PROFESSIONAL DEVELOPMENT SEMINARS ATTENDED

Faculty Summer Writing Institute

Grant and Research Education Series: A workshop in writing winning proposals
Science at the Crossroads

RESEARCH INTERESTS

Role of socioscientific issues in science education

Nature of science understanding

Argumentation and discourse in science education

Role of cognitive stages in analyzing socioscientific issues

Writing in the science content area

SERVICE

National

- Association for Science Teacher Education 2012 Annual Conference, strand coordinator
- National Association for Research in Science Teaching 2011 Annual Conference proposal reviewer, 2010
- National Association for Research in Science Teaching 2009 Annual Conference proposal reviewer, 2008

- Association for Science Teacher Education 2009 Annual Conference proposal reviewer, 2008
- National Association for Research in Science Teaching 2008 Annual Conference proposal reviewer, 2007
- Association for Science Teacher Education 2008 Annual Conference proposal reviewer, 2007
- National Association for Research in Science Teaching 2007 Annual Conference session presider, New Orleans, LA.
- Association for Science Teacher Education 2007 Annual Conference session presider, Clearwater Beach, FL
- National Association for Research in Science Teaching 2007 Annual Conference proposal reviewer, 2006

University

- Faculty Research Committee, member, 2009 - current

College

- Livetext trainer, 2010 – current

Department

- Academic Program Review Committee: Elementary Education, chair, 2010 - current
- Field Experience Committee, member 2009 - current
- School of Education Undergraduate Curriculum Committee, member, 2009 -current

ASSOCIATION MEMBERSHIP

- International History, Philosophy and Science Teaching Group, 2007-present
- Association for Science Teacher Education, 2006-present
- National Association for Research in Science Teaching, 2003-present
- National Council of Teachers of English, 2005-2006
- National Science Teachers Association, 2003-2006
- American Physiological Society, 2004-2005

CURRICULUM VITAE

Christine K. Conley-Sowels, Ph.D.

Work: (231)591-5376

Email: conleyc@ferris.edu

EDUCATION

Ph.D. – December, 2003

Michigan State University

Education Administration Department (K-12)

Cognate in Special Education

Master of Education – April, 1994

Grand Valley State University

Special Education Administration

Specialty Program in Alcohol and Drug Abuse Certification (SPADA) – August, 1989

Western Michigan University

Master of Arts – August, 1984

Central Michigan University

Education Administration

Bachelor of Science in Education – May, 1976

Central Michigan University

Major: Teaching the Emotionally Impaired

Minor: Psychology

CERTIFICATION

Michigan – Teaching the Emotionally Impaired K-12

Teacher Consultant K-12

Elementary Education K-8

Central Office Administration Certificate

Special Education Supervisor

Special Education Director

EMPLOYMENT

2005- Present	Assistant Professor Ferris State University School of Education 406 Bishop Hall Big Rapids, MI 49307
1999 - 2005	Assistant Superintendent of Personnel Director of Special Education Mt. Pleasant Public Schools 201 S. University Mt. Pleasant, MI 48858
Fall 2000	Central Michigan University Mt. Pleasant, MI 48858 Adjunct Professor
1985 - 1999	Calhoun Intermediate School District 17111 G Drive N. Marshall, MI 48068 Special Education Supervisor Special Education Planner/Monitor Teacher of the Emotionally Impaired
1983-85	Mecosta-Osceola Intermediate School District Big Rapids, MI 49307 Teacher of the Emotionally Impaired Teacher Consultant K-12
1982 - 83	Lawton Public Schools Lawton, OK Educable Mentally Impaired Class
1981 - 82	Moore Public Schools Moore, OK Teacher of the Emotionally Impaired
1981	Klein School District

Spring, TX
Teacher of the Learning Disabled

1976 - 80 Mecosta-Osceola Intermediate School
District
Big Rapids, MI 49307
Teacher of the Emotionally Impaired
Teacher Consultant K-12

FSU COURSES TAUGHT

- EDUC 308 and 508 -**
 - Instruction of Exceptional Learners
- EDUC 308, 309, 310 -**
 - ProMoted Instruction of Exceptional Learners
- ESPN 502 -**
 - Communication, Collaboration and Consultation in Special Education
- ESPN 503 -**
 - Behavioral Dimensions of Students with Special Needs
- ESPN 504 -**
 - Development and Implementation of IEP's Individual Education Programs
- ESPN 505 -**
 - Assessing Students with Special Needs**
- ESPN 592 -**
 - Directed Teaching**
- ESPN 553 -**
 - Assessment, Development, and Implementation of Classroom Management
- ESPN 550 -**
 - Introduction to Students with Emotional Impairments
- ESPN 552 -**
 - Teaching Students with Emotional Impairments
Offered Spring 09

➤ ***Developed mixed delivery classes using Livetext and FerrisConnect***

MEMBERSHIPS & PROFESSIONAL AFFILIATIONS

- Pi Lambda Theta member – National Honor and Professional Association in Education
- Delta Kappa Gamma – Society for Educators
- American Association of University Women
- Council for Exceptional Children
- Behavior Institute for Children and Adolescents
- Michigan Teachers of Emotionally Impaired Children
- Eastern Education Research Association
- Michigan Association of Administrators of Special Education
- Michigan Association of School Personnel Administrators

SCHOLARSHIP -

CURRICULUM DEVELOPMENT – *Developed Courses for Emotionally Impaired Endorsement- approved by Michigan Department of Education Summer 2007-2009*

Inquires into Teaching and Learning Project – FSU – Spring - Fall 08

MANUSCRIPTS-

Michigan State University – 2003 – Dissertation – The Extent to Which Michigan Public Education K-12 District Teacher Collective Bargaining Agreements Support Inclusion of Special Education Students in General Education

Central Michigan University – 1984 – Thesis- Inclusion of Special Education Students in General Education

PAPERS & PRESENTATION

Summer and Fall 2009 Professional Learning Community
FSU – Rubric Rocks Presenter

September 25, 2009 Rubrics Rock
Invited Speaker at Lilly North
Traverse City, MI

February 20-22, 2009	One Man's Cheating is Another's Cooperative Learning: Annual Conference of Eastern Education Research Association EERA (Presenter) Sarasota, FL
March - May 2009	Transition from Elementary to Middle School Muskegon Heights Public Schools
Spring 2009	Southern States Communication Association Annual Conference (SSCA) Critical Thinking Presentation Norfolk VA
October 2008	Critical Thinking in the IT World IT Staff at Ferris State University
November 2008	Critical Thinking: Hard Copy or Electronic? Torch Staff at Ferris State University
September 18, 2008	Things to do on Monday Morning Lilly Conference North - Presenter Traverse City, MI
July, 2008	Livertext Training Assistant- Adjuncts Traverse City
May 6, 2008	Co-Teaching and Collaboration for General and Special Educators Lansing, MI
April 25, 2008	Co-Teaching and Collaboration for General and Special Educators Albion, MI
March 26, 2008	Differentiated Instruction in the High School Muskegon Heights, MI
February 20-22, 2008	One Man's Cheating is Another's

	Cooperative Learning: The Ethical Fabric of Pre-service Teachers Annual Conference of Eastern Education Research Association (Presenter) Hilton Head, SC
February 28, 2008	Enhancing Instruction for Special Education through Internet Videos Council for Exceptional Children (CEC) Grand Rapids, MI (Presenter)
November 9, 2007	What is Response to Intervention? Muskegon Heights, MI
October 27, 2007	Internet Video: Enhancing Instruction Michigan Association of Teacher Education ---- (Presenter) Bay City, MI
February, 2007	Understanding the Special Education Process Muskegon Heights, MI
November, 2006	Understanding the Pre-referral Process Bangor Elementary Bangor, MI

PROFESSIONAL DEVELOPMENT

Sept. 2010	Lilly North Conference- presenter Traverse City, MI
Feb. 2010	EERA Annual Conference- presenter Savannah, GA
Feb. 2010	Assessment Conference - presenter Texas A&M, College Station, TX
Oct. - Nov. 2009	Brain Rules: Book Discussion Group FSU - FTLC

July 2009	Livertext Annual Conference Chicago, IL
Spring 2009- present	FSU courses taken or currently taking ERLA 533 - Spring 2009 ESPN 520 - Summer 2009 ESPN 522 - Fall 2009 ESPN 592 - Spring 2010 (Need to complete directed teaching for LD endorsement)
November 2008	Behavior Disorders Conference Minneapolis, MN
September 17-19, 2008	Lilly Conference North Traverse City, MI
August 28-29, 2008	WebCT/Ferris Connect Training
July 22-25, 2008	Livertext Collaboration Conference Chicago, Ill
May 3-5, 2008	Alpha Iota International Convention Delta Kappa Gamma Kalamazoo, MI
April 7, 2008	National Advising CAA Grand Rapids, MI
Spring 2008	Critical Thinking Professional Learning Community (Level 2) - FSU
March 5-7, 2008	Teacher Education Accreditation Council (TEAC) Workshop Philadelphia, PA
February 20-22, 2008	Annual Conference of Eastern Education Research Association (Presenter) Hilton Head, SC

February 28, 2008	Council for Exceptional Children (CEC) Grand Rapids, MI (Presenter)
August 2007	WebCT/Ferris Connect Training FSU -FTLC
July 22-25, 2007	Livertext Collaboration Conference Chicago, Ill
Fall 2007	Critical Thinking Professional Learning Community (Level 1) – FSU
November 14-17, 2007	Council for Exceptional Children – Response to Intervention Conference – Reston, VA
October 27, 2007	Teacher Education ---- (Presenter) Bay City, MI
February 20-22, 2007	Annual Conference of Eastern Education Research Association Clearwater, FL
November 2006	IDEA workshop – MAASE Lansing, MI
September, 2006	Lilly Conference North - Traverse City, MI
Fall 2006	Student Centered Learning Professional Learning Community – FSU
October 2005	MAASE – Special Education workshop on Autism

SERVICE

University

Fall 2010

University Graduate Curriculum Committee

October 8, 2009	Legacy and Traits of Helen Ferris Panelist
Fall 2009	Advisory Committee for University College
Summer 2009	Review of Assessment Data for University College
2007-08	University Graduate Program Committee
2007-08	FSU Disabilities Office Appeals Committee
2006- present	Advisory Committee for Faculty Center for Teaching and Learning

COLLEGE

Spring 2009	Baldwin Partnership
January - May, 2008	Baldwin Partnership – Improving Teacher Quality Improving Teacher Quality – Grant Assessor
January, 2008	Ferris State University - Dawg Days
2005 to current	MDE - Institute of Higher Education
2006-2007	MDE - MTTC – Steering Committee – Revision of test for Teachers of the Emotionally Impaired
2007-08	College Graduate Committee
2006	Presentation on Disabilities for the College of Education and Human Services

DEPARTMENT

2006-08 & 2009-10	Graduate Curriculum Committee Chairperson
Jan. 2009 –present	TEAC and Livetext Associate
2008-09	APRC – chairperson for Master of Education in Curriculum and Instruction
2008-09	APRC – representative for Secondary/Technology programs
January 2009	Dawg Days School of Education
May 2007-Dec. 2008	Graduate School Coordinator
August, 2007 to January 2008	Graduate School Orientation facilitator
2006- 2009	Interview Search Committee for Director of Education - 2006 Interview Search Committee Chairperson for Faculty – 2007-09

Search Committee Chairperson for Faculty – Spring 2007
Interview Search Committee for Faculty – Spring 2008

2006 – present - Thesis Committees (served on over 15 committees
- chairperson for 5)

COMMUNITY

Spring 2009 Independent Evaluator of Special Education Services
Parent Initiated Due Process Hearing – Big Rapids

2007- present Mid-Michigan Community Action Agency
Volunteer to assist with classroom management issues

1985- present Wheatland Music Organization Volunteer
Wheatland Music Festival

2007-09 Friends of the Library - President
Wheatland Township Library

2008-present President – Beta Kappa Chapter (Big Rapids)
Delta Kappa Gamma International Society

July 2009 Cabin leader – Big Rapids Girl Scout Camp Brownie/Daisy

2008-present Michigan Shore to Shore – Big Rapids Girl Scouts
Daisy/Brownie Leader

Vitae

F. Michael Ennis, Ph.D.

1522 Kings Bridge Rd., Grand Blanc, MI 48439

Tele: (810) 603-3226

ennisf@ferris.edu

EDUCATION

Doctorate of Philosophy. Dissertation: *Ohio Joint School Administrators' Perceptions Regarding the Importance and Use of Total Quality Management.* The Ohio State University, Feb., 1996.

Master of Science. Thesis: *The Prioritization of Agricultural Education Teachers Responsibilities as Perceived by Secondary Vocational Administrators and Agricultural Education Teacher.* Michigan State University, Extension Education. June, 1991.

Bachelor of Science & Teacher Certification. Michigan State University, Dec., 1985.

Associate Degree in Technology. St. Clair County Community College, Dec., 1981.

PROFESSIONAL EXPERIENCE

Ferris State University – Associate Professor Career and Technical Education

The position requires online and face-to-face teaching of educational foundations, research methods and evaluation, educational technology, teaching methods, curriculum development, student assessment, instructional planning and practice. The courses taught include: EDUC 501, 502, 503, 504, 511, 516, 540, EDUC 205, 206, 289, 303, 339, 430, ECTE 400, 500, 504, 516, EDGP 439 Additional responsibilities include committee memberships, program review and teacher certification updating, technology applications, research and service to the internal and external community. Aug., 2005 to present: Dr. Liza Ing (231) 591-5361.

Mott Community College (MCC) – Curriculum Research Specialist and Teacher Education Program Coordinator & Adjunct Faculty Member

The position at MCC contained a wide variety of responsibilities including: conducting needs assessments and academic review process for programs and disciplines, assisting in developing new programs and course offerings, representing MCC at external professional organization meetings, and creating articulation program agreements between K-12, community college and university programs.

Curriculum development activities included being DACUM and WIDS trained to assist in and create curriculum aligned with internal and external standards and create distance learning courses using Blackboard and in-class instruction. Special projects included: An Analysis of Developmental Math Courses, Educator Preparation Transfer Study, Open Entry/ Open Exit Study, Manufacturing Labor Market Report and College Transfer Studies. The teaching responsibilities included developing and offering EDUC 240, EDPP 101, and EDPP 102 through in-class and online formats. Aug., 2001 to July, 2005.

Mott Community College - National Science Foundation Project Manager & Teacher Education Transfer Coordinator

The NSF project manager responsibilities focused on curriculum development and project management activities for a \$350,000 NSF Manufacturing Simulation Technology grant and contributor to a second \$750,000 NSF project for advanced activities. The Teacher Education Program Director position required developing a teacher preparation program through Mott Community College and 4 – year teacher certification programs. The positions required a wide range of administrative activities including research, grant writing, transfer and articulation issues, educational program development, and negotiating. Additional activities included computerized curriculum development, institutional research, web page development, marketing and promotion and writing draft legal contracts. Aug. 1998 to 2001. Mr. William Angus, (810) 762-5698 & Mr. James Drummond, (810) 232-2812.

Eastern Michigan University – Adjunct Lecturer

The Adjunct Professor position required the development and instruction of two graduate level educational technology and research methods courses both in an online format and in-class using the E-College system. Jan. 1, 1999 & Sept. 2003. Dr. James Berry, (734) 487-0255.

University of Michigan - Flint, Program Evaluator

The evaluator position was funded by a H.U.D. Grant in cooperation with The North Flint Twenty-First Century Communities, the Community Outreach Partnership Center Program and Flint Community Schools. Responsibilities included developing an evaluation plan, constructing data collection instruments, and compiling intermediate and final evaluation reports. Sept., 1997 to 2000. Project Coordinator: Dr. Kristin Skivington, (810) 767-7030.

University of Michigan - Flint, Visiting Assistant Professor College of Education and Human Services (CEHS)

The Visiting Assistant Professor position in the CEHS required teaching pre-student teaching course work for undergraduate students, curriculum development, instructional delivery, classroom management, and assessment. Classes taught included Research Methods, SWK 250 – 9 years of online experience using the Blackboard and e-College systems. Educational Psychology, EDU 301, Sociology of Education, EDU 302, Multi-cultural Education, EDU 438, Interaction Laboratory, EDU 303, and Tutor Aide

Field Placement, EDU 304. Additional responsibilities included placing students in urban classrooms, monitoring progress, troubleshooting problems and acting as the coordinator for the Tutor-Aide Program with other visiting professors. January, 1996 to present, Charles Bailey, (810) 762-3390.

Ohio State University - Technology Resource Person & Extension Researcher

The Extension Administrative Researcher responsibilities included teaching, computer support and research. Teaching responsibilities included single tutoring sessions on the use of computers and classroom presentations to students, faculty and administrators. Computer support responsibilities included system setup, software installation, repair, and troubleshooting. Research activities consisted of design, instrumentation, data collection, analysis and report writing. Research projects included: Total Quality Management Training for Licking County Government, Community Economic Professionalism Study, Lodi Community Survey, Peabody Coal Miner Study, and Signage for Small Business. Employment. Dec., 1993 to July, 1995. Ohio Extension Associate Director: Dr. John Rohrer, (614) 292-8436.

Ohio State University - Research Associate

Graduate Research Associate responsibilities included research design, desktop publishing, instrumentation, computerized data collection, data analysis and report writing. Research projects included: a national Delphi study of education programs and comparative analysis of information access for small businesses in Ohio and Wales, England. Jan., 1993 to Dec., 1993. Project Director, Dr. Larry Miller, (614) 292 - 6671.

Ohio State University - Computer Instruction Coordinator

The coordinator position required maintaining a computer laboratory containing both Macintosh and DOS based personal computers. Other responsibilities included computer setup, trouble-shooting and repair, software installation, establishing E-mail accounts, and individual tutoring of faculty and staff. 1993 - 1994. Dr. Nolan Rindfleisch, (614) 292-6288.

Michigan Department of Education & Michigan State University – In-Service Developer

Multiple positions held at the *Michigan Center for Career and Technical Education* required the development and utilization of a variety of skills and responsibilities. Responsibilities included: accessing computer databases, determining occupational employment projects, constructing conference displays, developing marketing plans, assisting with teacher in-service activities, developing curriculum materials and constructing competency based education materials. Additional activities included: developing quality standards for instruction, desktop publishing a variety of newsletters and special publications, conducting research, and providing administrative support materials and information for secondary and post-secondary education administrators. These skills were utilized in the following projects: Educational Products Marketing, State of Michigan Technical Education Cluster Standards, National Network for Curriculum Coordination in Vocational and Technical Education Conference, Project Education Designed for Gainful Employment (EDGE), National Federation of Independent Businesses, UMI Microbot Inc., Vendor Link Database, United Auto Workers & General Motors, American Builders and Contractors, Huron Valley Women's Correctional Facility, Michigan State Department of Education. Sept., 1989 to Aug., 1993. Dr. Gloria Kielbaso, (517) 353-4397.

Michigan State University – In-Service Coordinator

Responsibilities of the in-service coordinator position at the Michigan Vocational Education Personnel Development Project included: conducting research, organizing focus groups, designing educational programs, coordinating educational in-service logistics, evaluation and report writing. The responsibilities were utilized in the following projects: state-wide educational needs assessment, 90 in-service activities involving 120 presenters and 2000 participants, program review, and private in-service activities. A sample of in-service topics included: Fundamentals of Digital and Microprocessor Based Systems, Unibody Frame Repair and Measuring, Teaching Skills, and New Techniques in Energy Efficient Construction. Employment dates: Sept. 1986 to May 1989. Dr. George Ferns, (517) 482- 3634.

Michigan State University - Resource Materials Coordinator

Responsibilities of the Resource Materials Coordinator position included: organizing research materials for the department and maintaining a computer database of current research publications, professional journals and teaching materials for department faculty and international students. Sept., 1986 - Aug., 1991. Sandi Bauer, (517) 355-6580.

Lakeview High School – Agriscience Education Instructor

Responsibilities of the Agriscience Education Instructor position included: teaching science, supervising an education program with 100 students, organizing and delivering classroom instruction, sponsoring software review sessions for teachers in North-Central Michigan, operating 110 acre forest woodlot and land laboratory, and organizing community service activities through the FFA, 4-H and the Montcalm County Extension Service. Dec., 1984 to June, 1986. Mr. Bill Wales.

PROFESSIONAL ACTIVITIES

Professional Service:

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

Michigan Association for Community College Educator Preparation (MACCEP) Conference Committee Member and Conference Organizer, 2002-2008.

MACCEP, Member at Large and Secretary and Treasurer, 2004-2008.

AERA) Proposal Review Board Member: SIG Career and Technical Education and Problem Based Learning SIG. 2005 - 2008.

Bachelor in Science in Training in Business and Industry Academic Program Review. Chair. 2006-07.

Interviewee, Concept Mapping Doctoral Research Study, Bonnie Heckard, Doctoral Candidate Educational Leadership, Central Michigan University July 2, 2007.

Membership in Internal Reviewer Group, American Association of Colleges and Universities System of Voluntary Accountability. Roberta Teahan – Chair 2007.

MACCEP Response to the State Board of Education Draft of Teacher Certification Code. Feb 2, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006

National Association for Community College Teacher Preparation. (NACCTEP) Proposal Review Committee Co-Chair 2006.

NACCTEP Conference, Proposal Reviewer, 2004 -2005

Contributed Lesson Materials to NACCTEP's Materials Learning Exchange, (MLX), June 2005.

<http://zircon.mcli.dist.maricopa.edu/nacctep/more.php?m=1&idx=5>

Planning Committee, State-Wide Day of Dialogue Conference 2002-2004.

Charter Organization Committee Member for the Michigan Association for Community College Educator Programs, Lansing, Michigan, Winter 2003-04.

National Science Foundation ATE Proposal Reviewer, Washington, DC. 2003.

Faculty Scholarships and Grants Committee, University of Michigan – Flint 2003.

Michigan Department of Education and Michigan Department of Career Development Community College Partnership Committee, 2002-2003.

Articulation and Transfer Committee, Mott Community College, 2001-2003.

Web-Page Development Committee, Mott Community College, 2002-2003.

Michigan Education Association – Educational Support Personnel Certification Project 2002-03.
Committee Member

Program Review and Development Committee, Mott Community College, 1999-2003.

Teacher Education Program Committee, Co-Chair - Mott Community College, 1999 – 2000.

Technology Round Table, University of Michigan – Flint, 1999 – 2000.

Open Entry – Open Exit Committee, Mott Community College, 1999 – 2000.

Program Review Process Committee, Mott Community College, 1999 – 2000.

On-line Learning Committee – University of Michigan – Flint, 1999 – 2000.

Teacher Preparation Program Committee, Co-Chair, 1999 & 2000.

North Central Accreditation Association - Team Member, Finney High School, Detroit, MI, 1997.

University of Michigan - Flint Community School Partnership Team, Flint, MI, 1997.

Ohio State University College of Agriculture Quality Control Initiative, Committee Member. 1994 – 95.

The Honor Society of Omicron Tau Theta, Newsletter Editor, 1994 - 1995,

The Honor Society of Phi Kappa Phi, Membership Coordinator for 2300 Students. 1992- 1995.

Comprehensive Vocational Educational Graduate Studies, Committee Representative, 1993- 94

Phi Delta Kappa, Member, 1994

Omicron Tau Theta, Member 1993

Society of Manufacturing Engineers National Robotics Contest: Contest Judge. Southfield, MI.
May 10, 1992.

President of the Agricultural and Extension Education Graduate Student Association 1989-90

Youth Development Grants Evaluation Team: Evaluator. Michigan State University, East Lansing,
Michigan. March, 1990.

Council of Graduate Students University International Committee Member. 1990.

Development Advisory Team Workshop: Group Leader,. Michigan State University and North Carolina
Agricultural and Technical State University, June 2 - 6, 1990

Agricultural and Extension Education Graduate Student Association - President, 1989.

University Council of Graduate Students: Representative 1989 - 90, Michigan State University.
Internationalizing Vocational Agriculture Project: Project Coordinator. Sites: Charlotte, Saline, Lainsburg, MI. Oct., 1989.

Agriculture and Natural Resources Club (ANRE), Officer, 1985 – 1987.

Agriculture and Extension Education Department Advisor to the ANRE Club. 1987.

Professional Organization Memberships:

Michigan Association of Teacher Educators, Member, 2007-2008.

Michigan Association of Computer Users in Education, Member. 2008.

National Association for Community College Teacher Education Programs, Member, 2002-2004 & 2008.

Association for Career and Technical Education Member, 1985 - 2008.

American Education Research Association, Member, 1999-2008.

American Society for Quality, Member, 1994 – 1997.

Michigan Science Teachers Association (MSTA), Member, 1990 – 1994.

Michigan Occupational Education Association (MOEA), Member, 1987 – 1989.

Conferences Attended/ Professional Development:

Day of Dialogue VIII: Changes in Teacher Education: Standards and Technology. Monroe Community College. Michigan Association for Community College. March 14, 2008.

Center for Teaching and Learning Winter Conference: Maximizing Student Success with Strengths – Yours and Theirs. Participant. Flint, MI., Feb 29, 2008.

Increase Enrollment, Retention and Student Success with Web-Based Class Capture: Campus Technologies. March 3, 2007.

Live-Text Training. Attended Training Session with Dr. Virginia Hines in Oct. 2007.

Peer to Peer Distance Learning Workshop. Sponsored by Mott Community College. May 18th 2007.
Engaging Students at Higher Cognitive Levels Conference. Dr. Susie Whittington, The Ohio State University, Flint, Michigan, Nov. 2, 2007.

How to Teach so Students Remember, Ferris Faculty Center for Teaching and Learning. Terry Doyle. Sept 2007.

Banner Training, Ferris State University. Feb 28, 2006.

Update Meeting with State Vocational Consultant Randy Showerman at Michigan State University March 31, 2006

Center for Teaching and Learning Winter Conference: Teaching Critical Thinking. Participant. Flint, MI., Feb 29, 2006.

Student Academic Success Summit: Promoting a Culture of Student Success: The First Year and Beyond; Dr John Gardner. University of Michigan-Flint. Oct. 13, 2006.

DARTEP and Vocational Certification Meetings. 2005-2006.

Attended "School Reform from the Inside Out: Policy, Practice, and Performance" by Richard Elmore at UM-Flint March 14, 2006.

Submitted MACCEP Organizational Response to Changes in MDE Teacher Code 2006.

Attended the Grant Submission Process seminar conducted by the Extended Learning UM-Flint – Feb. 2006.

Ford World Headquarters NSF Meeting on Sustainable Engineering. Dec. 14, 2005.

Inaugural New Faculty Orientation Week. Aug. 15-19, 2005.

Association for Career and Technical Education, Participant, Kansas City, MO. 2005.

DACUM Training. The Ohio State University. Feb. 9-13, 2004.

National Conference on Community College Policy in Teacher Education, Participant, Steamboat Springs, CO, 2003.

Dialog Informational Services Update: Participant. Washington D.C. March 1990.

New Directions in Understanding Agriculture and Natural Resources: Michigan Farm Bureau and Michigan State University: Participant. Okemos, MI. June, 1990.

Project Learning Tree Science Teaching Training Session: Participant. Charlotte, MI. June 1989.

Michigan Association for Adult Continuing Education Conference: Participant. Lansing, MI. Nov., 1987.

Conference Presentations

Michigan Council on Exceptional Children Conference: Using the Internet to Enhance Instruction. Co-Presenter with Dr. Christine Conley-Sowels. Feb. 28, 2008.

Curriculum Connections Using New Technology. Michigan Career Education Conference, Detroit, MI. Feb 10-12, 2008.

Career Education Conference: Michigan 2008. Curriculum Connections Using New Technology. Feb 11, 2008.

Transfer Culture Shock: LAND Conference Co-Presenters: Sophie Jeffries, Mary Belknap, Mary Lou Kata, Nancy Reddy, Cynthia Cicchelli. Feb 27, 2007.

Internet Video to Enhance CTE Instructional Delivery. Michigan Career Education Conference, , Detroit, MI, co-presenter: Dr. Amy Kavanaugh, Feb. 11-13, 2007.

Academic Integration: Lessons from the Past for the Present. Michigan Career Education Conference, Detroit, MI, Feb. 11-13, 2007.

The Use of Online Video in Teacher Preparation. Michigan Association of Teacher Education: Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School.. Bay Valley Resort, Bay City, MI. Co-presenters: Dr. Amy Kavanaugh & Dr. Christine Conley-Sowels, Oct. 26-27, 2007.

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

Teacher Expo: Conference Organizer – Four years in a row, 1999-2002.

Day of Dialogue I & II – Paraprofessional Pathways: Presenter at both conferences: 2002 “Core competencies for Paraprofessionals Developed and Utilized by Three States” 2002.

Technology Roundtable Presentation: Online Learning Lessons Learned, U of M-Flint, 2001.

National Science Foundation Poster Presentation Simulation Project, American Association of Community Colleges, Washington, DC. Nov. 2000.

National Science Foundation Principal Investigator’s Conference: Participant 1999 & 2000.

Student Evaluation Using Blooms Taxonomy, Invited In-service Presenter at St. Clair County Community College, Port Huron, MI. 1998.

The Use of Curriculum Development Software in Curriculum Design, BPD Conference, Portland, Oregon. Oct., 1996.

Roles of OSU Extension Economic Development Practitioners and Non-Extension Economic Development Practitioners Examined and Compared, Provided data for presentation at the Applied Geography Conference and the Society for Community Development, Oct. 1994 & June 1994.

Total Quality Management in Vocational Education, Pre-Session. Assisted with organization, presentation and preparation of materials. National VICA, American Vocational Association conference, Nashville, TN. Dec. 1993.

Networking for Competency Based Education, National Competency Based Education Conference, Proposal Accepted, Columbus, OH. June 14 - 17, 1992.

Integration of Resources through Science Curriculum Development Using PEAKS Software, Michigan Science Teachers Association Conference. Lansing, MI. Feb. 1992.

Informational Networking, National Career Education Conference, Nov. 1991. Cincinnati, OH.

AAAE National Poster Session, American Vocational Association Conference, Los Angeles, CA. Dec. 1991.

AAAE Regional Poster Session, AAAE Regional Conference. Springfield. IL, June 1991.

National Curriculum Coordination for Vocational Technical Education Conference: Conference Organizer. Dearborn, MI. June 16 - 19, 1991.

Survey Your Educational Needs, Michigan Business Educators Association. Traverse City, MI. Oct. 1990.

Educational Resources Through the Michigan Center for Career and Technical Education, Michigan Career Counselors Education Conference. Battle Creek, MI. Sept. 1989.

Service Internal

Committee Membership:

TEAC Committee Member, 2008

Masters of Science, Career and Technical Education, Academic Program Review Committee Member, 2008

Member - Search Committee Special Education Position 2008.

Interview Committee Member for Special Education Position. 2008.

Advised Troops to Teachers Students 2006-Present

Graduate Curriculum Committee, Secretary-3 years, member 1 year, 2004-2008.

Graduate Student Dispositions Policy Committee, Member 2007-2008.

Graduate Student Handbook Committee, Member 2008.

Graduate Student Orientation, Participant, - Fall Semesters, 2005-2008.

Graduation Ceremony Representative-Flint, 2005-2008.

International Teacher Assignment, EDUC 400 Face to Face in Winnipeg Manitoba for UCEL Summer 2006.

Interview Committee Member UCEL Program Specialist Position April 2007.

Bachelor of Science, Training in Business and Industry, Academic Program Review, Chair 2006-2007.

University Committees

Presidents Taskforce on Transfer and Articulation. Member. Oct. 2005

Capstone Committees:

Doug Zentz

John Kantowski

Georgette Kelly

Dominice Patterson

Thesis Committees

Joe Washington

Maria Wallevand

Faculty Retreats:

Attendance at all scheduled SOE Retreats 2005-2008.

Student Advising:

Advised Teacher Certification Students in Flint.

Participated in two informational meetings to promote the CTE cohort in Macomb County 2005-2006.

Grand Blanc Schools Presentation. Nov. 17, 2005. Grand Blanc View: Local Paper.

Student Recruitment

Summer 2006, 120 hours contract for Southeast Michigan.

Summer 2007, 180 hours contract for Southeast Michigan

Summer 2008, 50 hours contract for Southeast Michigan

Publications / Projects:

Ennis, F., C. Thomas, & K. Manley. (2007). Academic Program Review for training in business and industry bachelor degree. Ferris State University. Big Rapids, MI.

Ennis, F., Conley, C. & Kavanaugh A. (2007). Conference Proceedings of the Conference on Excellence in Teaching and Learning: Excellence Preschool through Graduate School. Oct. 26-27, 2007. Michigan Association of Teacher Educators. Bay City, MI

Ennis, F. & et al. (2002-2005). Miscellaneous: Discipline and Program Reviews for the following programs: Culinary Arts, Photography, Nursing, Allied Health and Related Fields, Drafting Technology, Math, Biology, Developmental English, Cosmetology, Mott Community College. Flint, MI.

Ennis, (2005). Educator preparation course transfer sheet, Michigan community colleges to Michigan public universities. MACCEP. Flint, MI.

Ennis, F. (2005). Criminal justice program analysis and strategic curricular planning. Mott Community College. Flint, MI

Ennis, F. (2004). Michigan community college mathematics courses Mott Community College. Flint, MI

Ennis, F., et al. (2004). Discipline analysis and strategic planning guide Mott Community College. Flint, MI.

Ennis, F., et al. (2004). Program analysis and strategic planning guide Mott Community College. Flint, MI

Ennis, F. (2004). Educator preparation transfer study. Mott Community College. Flint, MI.

Ennis, F. (2004). Manufacturing labor market report: A report on selected occupations: Genesee, Oakland, and other selected Michigan counties. Mott Community College. Flint, MI

Ennis, F., (2003). Characteristics of selected photography programs in Michigan Community Colleges. Mott Community College. Flint, MI

Ennis, F. (2003). Forensic technician occupation research Mott Community College. Flint, MI

Ennis, F. (2003). College transfer studies. Mott Community College. Flint, MI.

Ennis, F. (2002). Open entry/ open exit study. Mott Community College. Flint, MI.

Ennis, F. (2002). Food service management, culinary art and baking and pastry art program occupation survey. Mott Community College. Flint, MI

Ennis, F. (2002). Assistive technology program needs assessment. Mott Community College. Flint, MI
Mott Community College. Flint, MI

Ennis, F. (2002). Manufacturing skills: survey results. Mott Community College. Flint, MI

Ennis, F. (2002). Characteristics of selected photography programs in Michigan community colleges.
Mott Community College. Flint, MI.

Ennis, F. & et al. (2002). Urban League: The condition of Blacks in Flint, Michigan, 25 years later.
Community Foundation.

Ennis, F. (2001). Health care professions survey. Mott Community College. Flint, MI

Ennis, F. (2001). An Analysis of Developmental Math Courses in Michigan community colleges. Mott
Community College. Flint, MI.

Ennis, F. et al. (2001). Discipline and program review guide. Mott Community College. Flint, MI.

Ennis, F. (2001). Directory of community college educator programs guide. Mott Community College.
Flint, MI.

Ennis, F. (2000). Characteristics of selected art programs Mott Community College. Flint, MI

Ennis, F. (2000). Manufacturing labor market report. Mott Community College. Flint, MI.

Ennis, F. M. (2000). Community outreach partnership center program, mid-term and final reports. U.S.
Department of Housing and Urban Development. Project #RFGA - 4056

Ennis, F. M. (1997). Feasibility study: Occupational and workforce education program, College of
Arts and Sciences - UM-Flint, June 1997. Flint, MI.

Ennis, F. M. (1997). Education department offerings at St. Clair County Community College:
Justification and predictions. Long Range Planning Committee, Education Department – UM Flint,
Flint MI.

Ennis, F. M. (1994-95), (Ed.). Omicron Tau Theta Reporter, Columbus, OH.

Ennis, F. M. (1994), (Ed.). Licenses, permits and zoning bulletin. OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Information sources, OSU Extension Small Business Series. Columbus, OH.

Ennis, F. M. (1994). Insurance, OSU Extension Small Business Series. Columbus, OH.

Miller, L. & F. M. Ennis (1994). A comparison of Ohio and Wales, England small farmers on information Access. NATO Project. The Ohio State University. Columbus, OH.

Rohrer, J. & F. M. Ennis (1994). Economic development assessment of Lodi Ohio, Ohio Extension, The Ohio State University. Columbus, OH.

Rohrer, J. & F. M. Ennis (1994). An assessment of private and public economic development professionals' activities. Ohio Extension Service, The Ohio State University, Columbus, OH.

Ennis, F. M. & D. Hey. (1993). Climate survey for quality programming, Columbus State Community College, Columbus, OH.

Miller, L., & F. M. Ennis (1993). What should be taught, how, in pesticide applicator training programs: a national Delphi study?. EPA Project #93-EXCA-3-0028. Ohio State University. Columbus, OH.

Heilman, C., F. M. Ennis, D. Burr, & P. Leach. (1992). Results of the upgrade training needs of Michigan business 1992: A Report to the State Legislature. Lansing, MI.

Woolsey, C., (Author), & F. M. Ennis (Ed) (1992). Competency based education facilitator's guide. Michigan State University. E. Lansing, MI.

Ennis, F. M. (1992). Dental care program resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Airline reservations and travel service resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Computer applications for business resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Emergency medical care resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Law enforcement and security resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Human and animal bond resource packet, National FFA. Foundation, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1992). Office support services resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Electronics and robotics resource guide. E. Lansing, MI.

Ennis, F. M. (1992). Advanced Agriscience units resource materials. College of Agriculture and Natural Resources, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1991). National network for curriculum coordination in vocational technical education curriculum materials catalog. Michigan Department of Education, Michigan Center for Career and Technical Education , Michigan State University, E. Lansing, MI.

Ennis, F. M., (1991). "The Prioritization of Agricultural Education Teachers' Responsibilities as perceived by Vocational Administrators and Agricultural Education Teachers", AEE Department, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1990). Grant resource guide for economic development in Ireland. Michigan State University, E. Lansing, MI.

Ennis, F. M. (1990). Distance learning resource guide, Michigan State University, E. Lansing, MI.

Ennis, F. M., (1989). "Were you there?". MIES Journal, (6) 2. E. Lansing, MI.

Ennis, F. M. (1988-89). (author & editor), AEE library bulletin newsletter, 12 Issues. E. Lansing, MI

Ennis, F. M. (1989). (author & editor). What you need to know about project EDGE Newsletter, 8 issues.

Ennis, F. M. (1987). 1987 Summer hitchhike series report. Vocational Education Personnel Development Project. College of Education, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1987). 1987 Needs assessment survey guide for vocational education, Michigan State University, E. Lansing, MI.

Ennis F. M. (1987). Booklet: Designing questionnaires. Vocational Education Personnel Development, Michigan State University, E. Lansing, MI.

Ennis, F. M. (1987). Explorations through personal contacts at Michigan State University, ANR Educator. Michigan State University, E. Lansing, MI.

Ennis, F. M., M. Keller., W. Wheeler. (1986). Recommendations to improve the Michigan management contest, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & P. L. Smith (1987). Michigan industrial arts teacher in-service professional development needs assessment survey. College of Education, Michigan State University, E. Lansing, MI.

Ferns, G. W., F. M. Ennis, & G. Callahan (1987). Needs assessment for post-secondary vocational education. College of Education, Michigan State University, E. Lansing, MI.

Awards and Recognition

Ferris State University Faculty Center for Teaching and Learning. Professional Development Funds to Attend the ACTE Conference in St. Louis, MO. 2006.

Nominated Golden Apple Award – University of Michigan – Flint 2005.

Golden Apple Award, Mott Community College 2005.

Web Pioneer Award, UM-Flint, 2000.

Distinguished Faculty Award Nomination University of Michigan-Flint, 1997.

American Society for Quality Control Fellowship, 1995.

Michigan Industrial Arts Education Society, Outstanding Service Recognition 1988.

Michigan Department of Education Teacher Mini-Grant Recipient, Lakeview High School 1985.

Agricultural and Extension Education Department Fellowships 1988 and 1992.

Agriculture and Natural Resources Education Club Advisory Appreciation Certificate. 1988.

Ferris State University
Early Childhood Education
Bishop Hall 403
Big Rapids, MI 49307
231-591-2392
flemingd@ferris.edu

Education

- 1981 M.S. University of Wisconsin-Stout, Early Childhood Education,
3.97 G.P.A. Thesis: *The Relationship Between Children's Toy
Preferences and Parental Attitudes of Sexually Appropriate Behavior*
- 1976 B.A. Ohio Wesleyan University, Child Development,
Magna Cum Laude

Employment

- 2002-present Tenured, Assistant Professor, Ferris State University,
Merit Raise, 2003
- 1997-2002 Assistant Professor, Ferris State University
- 1996-1997 Full-time Temporary Faculty, Ferris State University
- 1994-1996 Adjunct Faculty, Ferris State University
- 1994-1989 Administrator, First United Methodist Day Care Center, Bellevue, Ohio
- 1987-1988 Curriculum Writer/Specialist, Youthland Academy, Cincinnati, Ohio
- 1983-1987 Family Day Care Provider, Menomonie, Wisconsin
- 1981-1983 Master Teacher, Child and Family Study Center, University of
Wisconsin-Stout, Menomonie, Wisconsin
- 1979-1981 Graduate Assistant, University of Wisconsin-Stout
- 1978-1979 Teacher, Building Block Day Care, New Brighton, Minnesota
- 1977-1978 Teacher Aide, Bristol Elementary School, Bristol, Illinois
- 1976-1977 Teacher, Heather Rosa's Home Day Care, St. Paul, Minnesota

Recognition of Teaching

- Recognition in 1999, 2001 Annual Student Satisfaction Survey
- Nominated by student in 2000, 2002 Who's Who in America's Teachers

Teaching Responsibilities

- EDCD 100 Introduction to C.D.A.
- EDCD 104 Child Development Practicum
- EDCD 105 Child Development Leadership
- EDCD 110 Child Development I w/Lab
- EDCD 111 Child Development II w/Lab
- EDCD 160 Education of Children w/Lab
- EDCD 205 Computer Applications for Children
- EDCD 210 Infant/Toddler Curriculum w/Lab
- EDCD 211 Children's Activities w/Lab
- EDCD 285 Orientation To Internship
- EDCD 291 Child Development Internship Supervision
- EDCD 297 Special Studies in Child Development
- EDCD 298 Internship Seminar
- EDCD 299 Professional Assessment
- EDCD 350 Curriculum Perspectives in Early Childhood Education
- EDCD 380 Foundations of Advocacy
- EDCD 410 ECE Management & Leadership
- EDCD 420 Advanced Children's Activities
- EDCD 450 Current Issues in ECE
- EDCD 487 Orientation to Internship
- EDCD 491 Internship
- EDCD 499 Capstone Assessment & Internship Seminar

Faculty Loads (12 credits=full-load)

Fall Semester, 2010	13 credits
Spring Semester, 2009	12.75 credits
Fall Semester, 2008	14.0 credits
Fall Semester, 2007	13.5 credits
Spring Semester, 2007	14.25 credits
Fall Semester, 2006	12.75 credits
Winter Semester, 2006	13.13 credits
Fall Semester, 2005	13.75 credits
Winter Semester, 2005	14.125 credits
Fall Semester, 2004	15.75 credits
Winter Semester, 2004	14.4 credits
Winter Semester, 2003	15.4 credits
Winter Semester, 2002	15.05 credits
Winter Semester, 2001	13.30 credits

Program Coordinator Activities

1998-1999

- Submitted Annual Report
- Submitted Unit Action Plan
- Organized Program Review Panel for Academic Program Review
- Wrote Academic Program Review for Child Development program
- Established job placement/conference information bulletin board
- Wrote new internship and lab policies
- Held weekly staff meetings with Tot's Place to discuss student problems in labs
- Aligned articulation agreement with national and state norms
- Held several meetings with Yoplait in hopes of establishing a childcare partnership

1997-1998

- Submitted Three-Five Year Long Range Plan
- Created Access database for student check-out library
- Designed, ordered Child Development program stationary
- Sorted program files and unlabeled disks from 1960-1997
- Re-organized Child Development Advisory board
- Re-applied for Recognized Student Organization status because charter lapsed
- Updated ZA endorsement for accreditation report
- Established outcome and assessment procedures for program
- Submitted Outcome and Assessment Report
- Wrote policy statement for Child Development students
- Updated Child Development articulation agreement and wrote newsletter
- Wrote alumni newsletter article
- Sent five curriculum changes to University Curriculum Committee

Professional Memberships

- National Association for the Education of Young Children
- Michigan Association for the Education of Young Children
- Big Rapids Association for the Education of Young Children
- National Association of Early Childhood Teacher Educators
- Association for Childhood Educators International

University Committees

University-Wide

2004-2007	Arts & Lecture Committee
2000-2003	Professional Development Committee, Chair , 2002
2001-2002	Honor's Council (Honor's Program)
1998-2000	Distinguished Teacher Award Committee

Searches

2008	Chair , Early Childhood Education, Full-Time Tenure Track Faculty
2006	Chair , Early Childhood Education, Full-Time Temporary Faculty
2005	School of Education, Director
2002	Education, Full-Time Tenure Track Faculty
2000	Chair , Early Childhood Education, Full-Time Tenure Track Faculty
1998	Chair , Early Childhood Education, Full-Time Temporary Faculty
1998	College of Education,

College-Wide

2005-2007	College of Education Promotion/Merit Committee, Chair , 2005
2004-2005	College of Education Tenure Committee
1997-2003	College of Education Sabbatical Committee
1997-1999	College of Education Promotion/Merit Committee, Chair , 1999
1996-1999	College of Education Curriculum Committee

Departmental

2002-present	School of Education Curriculum Committee
2002-present	School of Education Tenure Committee, Chair , 2004
2002-2005	Career Tech. Education Advisory Board
2000-2004	Education Undergraduate Curriculum Committee, Chair , 2001

University Activities/Services

2008-present	Mentor, New Early Childhood Faculty
2006-2009	Participant in Political Engagement Project
2005, 2010	Chair , Program Review Panel, Academic Program Review for Early Childhood Education
2004-2007	Organized FLITE on-line Toy catalogue
1997-present	Faculty Advisor, Association of Future Educators, Recognized Student Organization
1997-present	Tour Guide for Prospective Students, Early Ch. Ed. Program
1997-2001	Informal Advisor, Tot's Place Child Development Center
1997-2001	Yearly Display of Program in College of Education Display Case
1997-2001\	Program Display at Autumn Adventure
1998,2000	Member, Social Work Student Portfolio Presentation
2000	Faculty/Student Marshall at May Commencement
1997,1998,2000, 2003,2008,2009	Manager, Child Development Perkins Grant, 6 yr. total=\$146,000
1999	Display at May Donor Dinner
1999	Activities at September Futures Conference
1999	Calder for Kids Exhibit
1998, 2006	Mentor, New Child Development Temporary Faculty

Professional Development

- 2009-Fall Sabbatical Project, "Assessment of Early Childhood Centers"
- 2007 Completed Ferris Connect training
- 2006 Delegate, People to People Ambassador Program's Early Childhood Delegation to Russia
- 2006 Political Engagement Project Seminars, Ferris State Univ.
- 2005-2006 Developed and taught 5 new Bachelor's degree classes
- 2004-2005 Author, Curriculum Proposal for Bachelor's Degree in E. Ch. Ed.
- 2004 Beginning Piano, MUSI 201, 3 credits, Ferris State Univ.
- 2003 Early Childhood Educator Academy, U.S. Dept. of Education, Mass.
- 2003 College of Education speaker, Dr. Allington, "Literacy Is Fundamental"
- 2001 Calvin College, Grand Rapids, Mi. "Parker Palmer: The Courage to Teach"
- 2001 Center for Teaching Learning & Faculty Development, Ferris State University, "WebCT: Preparing for your First Semester" (8 weeks)
- 2000 Delegation Leader for People to People Ambassador Program's Child Development Education Delegation to China
- 1996-2003 National Association for the Education of Young Children's Professional Development Institutes, Minneapolis, Minn., Bal Harbor, Florida, Cincinnati, Ohio, San Francisco, California, Portland, Oregon
- 1998-2000 Center for Teaching, Learning & Faculty Development, Ferris State University, "Writing Effective Tests", "Web CT Sharing Forum", "A Teaching Bag of Tricks", "Finally A Meeting I Didn't Mind"
- 1998 Michigan Association for the Education of Young Children Conference, April, Grand Rapids, MI.
- 1997 Midwest Area Association for the Education of Young Children Conference, April, Grand Rapids, MI.
- 1996,2008 National NAEYC Conference, Dallas, Texas

Presentations/Publications

- 2010 "*Ethics and the Early childhood Educator*" at Rockford Public Schools Child Care, Rockford Mi.
- 2008 "*Administration Basics: How Should the Early Childhood Administrator handle ethical dilemmas?*" at the NAEYC Conference, Dallas, Texas.
- 2002 "*Educational Activities for Infants and Toddlers*" at the Michigan Association for the Education of Young Children's Early Childhood Conference, Grand Rapids, MI.

- 2001 “*Early Childhood Education in China: Infancy-Early Elementary*” and “*What Good Are Games If Not For Winning?*” at the Michigan Association for the Education of Young Children’s Early Childhood Conference, Grand Rapids, MI.
- 2000 “*Infant Rings and Toddler Boxes*” at the Michigan AEYC Early Childhood Conference, Grand Rapids, MI.
- 2000 Editor/Introduction, People to People Ambassador’s Program’s *Journal of Professional Proceedings for the Child Development Education Delegation to China*, available from People To People.

Professional /Community Activities

- 2007, 2008 Volunteer, Rebuilding homes for Hurricane victims, Pearlinton, Miss.
- 2002-2003 Volunteer, Pine Ridge Indian Reservation Elementary School
- 2001-2005 Consultant, NOCTI Child Development Occupational Test
- 2001 Preschool Teacher, Vacation Bible School, Big Rapids
- 2001 Guest Speaker for Big Rapids Rotary, “China’s Educational System”
- 2001 Presentation on China to The Third-Agers and PITS groups, The United Church, Big Rapids
- 2001 Participant, Muscular Dystrophy Lock-In, Ferris State University
- 2000 Wrote article on China trip for Humanities Council of West Central Michigan
- 1994-2009 Advisory Board for Mecosta Osceola Intermediate School District, Child Related Careers Program, Big Rapids
- 1994-present Member of Chancel Bell Choir, Big Rapids
- 1994-present Member of United Church Choir, Big Rapids
- 1997-present Walker for Cancer Society’s Relay for Life, Big Rapids
- 1999 Collector, March of Dimes, Mother’s March, Big Rapids
- 1998 Built swinging balance beam for Playscape, Big Rapids
- 1997 Designed & equipped church nursery, United Church, Big Rapids
- 1994-1997 Building for the Future Committee, United Church, Big Rapids

Virginia E. Hines, Ed.D.

Office Address:

413 Bishop Hall
School of Education
Ferris State University
Big Rapids, MI 49307
231.591.3054

Home Address:

9443 Clubhouse Drive West
Stanwood, MI 49346
231.972.0300
hinesv@Ferris.edu
231.580.1119 (cellular)

Education

West Virginia University

Morgantown, West Virginia
Doctorate of Education, August 19, 1994
Major: Curriculum and Instruction
Minor: Educational Foundations
Dates Attended: July 1991-August 1994

Salem-Teikyo University

Salem, West Virginia
Master of Arts Degree, April 29, 1991
Major: Curriculum and Instruction
Minor: Art
Dates Attended: August 1983- April 1991

Thomas Jefferson College of Grand Valley State University

Allendale, Michigan
Bachelor of Philosophy, June 7, 1976
Major: Art Education
Minor: Psychology
Dates Attended: September 1972-1976

Professional Experiences

August 2003-present

Associate Professor

School of Education
Ferris State University
Big Rapids, Michigan

Tenure granted 2007

Teaching at the undergraduate and graduate levels in curriculum and instruction, foundations, and visual literacy.

Serving on master thesis and Capstone Committees

LiveText Implementation Coordinator

TEAC Coordinator

August 1998
To May 2003

Associate Professor
School of Education
Lake Superior State University
Sault Sainte Marie, Michigan
Chair, September 2001- December 2002
Tenure granted December 2002
Teaching at the undergraduate and graduate levels in curriculum and instruction, educational research, and educational foundations

August 1994
To July 1998

Assistant Professor
Plattsburgh State University of New York
Plattsburgh, New York
Teaching at the undergraduate and graduate levels in curriculum and instruction, educational media and technology, and educational foundations

January 1994
To May 1994

Graduate teaching assistant
West Virginia University
Morgantown, West Virginia
Teaching at graduate level in curriculum and instruction
Course title: "Special Topics: Peer-Coaching for Teachers"
Supervision of student teachers

August 1993
To Dec. 1993

Graduate teaching assistant
West Virginia University,
Morgantown, West Virginia
Teaching at undergraduate level in curriculum and instruction,
Course title: "Elementary Education General Methods."
Field supervision of student teachers.

August 1992
To May 1992

Graduate teaching assistant, West Virginia University,
Morgantown, West Virginia
Teaching at undergraduate level in curriculum and instruction,
Course title: "Introduction to Education."
Field supervision of preservice teachers enrolled in elementary education.
Coordinated service of graduate teaching assistants engaged in
Field supervision of preservice teachers enrolled in Elementary
education.

May 1992
To August 1992

Graduate research assistant
West Virginia University
Morgantown, West Virginia
Organization and quantitative/qualitative analysis of data
gathered from exit surveys of graduating education majors.
Report of results for use in NCATE evaluation

<p>August 1991 To May 1992</p>	<p>Graduate teaching assistant West Virginia University Morgantown, West Virginia <i>Field supervision of preservice-service teachers enrolled in elementary education.</i></p>
<p>August 1978 To June 1991</p>	<p>Coordinator of elementary art education/art teacher Doddridge County Public Schools, West Union, West Virginia <i>Coordination of and implementation of the elementary art Curriculum in 10 elementary schools (K-8) in a rural educational system</i></p>
<p>June 1989 To August 1990</p>	<p>Art Instructor Reach for the Stars Day Camp for Gifted Students Salem-Teikyo University Salem, West Virginia <i>Development of curriculum and instruction of six three-week art classes for children who were identified as gifted by WV Department of Education criteria</i></p>
<p>March 1976 to October 1977</p>	<p>Activities director Barrett School for Girls and The Florence Crittendon Home, Washington, D.C. <i>Planning and supervision of recreational educational activities for adolescent emotionally-disturbed females and adolescent, pregnant females</i> <i>Observation, documentation and analysis of behaviors of clients</i> <i>Presentation of these observations and documentation at psychiatric staff meetings</i></p>

Honors and Awards

Michigan Association of Governing Boards Distinguished Faculty Member 2000
Pat on the Back Award, Ferris State University

Grants

4S grant, Department of Education, State of Michigan
Funding to facilitate the Seven Generations Stewardship Program at Lake Superior State University, Department of Teacher Education
Co-author and Program Director
October 1999-September 2000 \$15,000.00

Goals 2000 block grant, funding to facilitate the Professional Development School without Walls Project at SUNY Plattsburgh, Center for Educational Studies and Services

Principal author and Project coordinator

January 1996-November 1996 \$149,000.00

Goals 2000 block grant, funding to facilitate the Professional
Development School without Walls Project at SUNY
Plattsburgh, Center for Educational Studies and Services

Principal Author and Project Assessment Coordinator

January 1995-November 1995 \$69,000.00

Doctoral Dissertation Research Grant

West Virginia University

Morgantown, West Virginia

Research: *Thomas Jefferson College: The rise and fall of
ultra-liberal arts at Grand Valley State Colleges*

November 1993\$750.00

Doctoral Travel Grant
Benedum Project and West Virginia University
Research: *Attendance at AERA annual conference to research professional development schools and site-based management*
April 1993 \$400.00

Doctoral Travel Grant
West Virginia University
Purpose: *Presentation of two papers at the annual conference of the Eastern Educational Research Association, Sarasota, FL*
February 1994 \$350.00

Doctoral Travel Grant
West Virginia University
Purpose: *Presentation of three papers at the annual conference of the Eastern Educational Research Association, Clearwater, FL*
February, 1993 \$350.00

Membership in Professional Organizations

American Educational Research Association
Eastern Educational Research Association
Association for Supervision and Curriculum Development
Phi Delta Kappa
Kappa Delta Phi
Directors and Representatives of Teacher Education

Scholarship

Books

Hines, Virginia E. (under contract). **When the Wind was Singing Freedom: Reflections on Thomas Jefferson College**. Michigan State University Press

History of Grand Valley State University Project (Travis, A., Ed.) In progress. Authoring chapter on Thomas Jefferson College

Manuscripts

Hines, Virginia E. (1994). Thomas Jefferson College: The rise and fall of ultra-liberal arts at Grand Valley State Colleges. Doctoral dissertation.

Hines, Virginia E. (1991). Nurturing Creativity and the Effect on the Critical Thought Process of the Fourth Grade Student. An empirical study of fourth grade students in rural Appalachia. Master's thesis

Publications

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. *International Journal of Educational Technology*, v2, n4.

Papers and Presentations

Hines, V (2008). Lost in translation: Perceptions, policies, and practices as determinants of successful English language acquisition. Paper presented at the Oxford Round Table, March 16-21, 2008, Oxford University

Hines, V and Conley-Sowles, C (2008) One Man's Cheating is another man's form of cooperative learning: The moral fabric of preservice teachers. Paper presented at the 2005 annual conference of Eastern Educational Research Association

Griffin, R., Baker, A., Hines, V., Riefert, S., Topcu, M. (2007) Using Political Engagement for Education: The Political Engagement Project at Ferris State University. Panel Discussion. October 27, 2007. Michigan Sociological Association annual meeting, Lansing, MI

Hines, V and Johnston, M (2006). Opening Doors: Paper presented at the 2006 annual conference of Eastern Educational Research Association

Ayersman, David A. and Hines, Virginia E. (1996). Gaining insight into K-12 educators' telecommunications learning experiences via qualitative inquiry. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. and Domenico, Raymond (1996). Beyond bricks and mortar: The Professional Development School without Walls Project at SUNY Plattsburgh. Paper presented at the 1996 annual conference of Eastern Educational Research Association, Boston, MA.

Hines, Virginia E. (1994). Liberating the liberal arts: An experiment in higher education. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1994). A personal pedagogy: Reflections of the tutor/tutee relationships at Thomas Jefferson College. Paper presented at the 1994 annual conference of Eastern Educational Research Association, Sarasota, FL.

Hines, Virginia E. (1993). Constructing Meanings in a Community of Diversity. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Barksdale-Ladd, M.A., Dempsey, V. O., Hines, V. E., and Morphew, V. (1993). School Reform as a Cultural Transformation. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Hoffman, N., Barksdale-Ladd, M.A., and Hines, V. E. (1992). Significant Events in the Lives of Female Teachers and Their Effect upon Empowerment. Paper presented at the 1993 annual conference of the Eastern Educational Research Association, Clearwater, FL.

Curriculum Development

Principal author of the National Board Certification concentration of the MED option for Ferris State University School of Education. Proposed and passed by the SOECC, COEHS Graduate Committee, UCC approval, pending VPAA approval of marketability.

Principal author of the Ojibwa language minor and specialty program for MI DOE endorsement at Lake Superior State University.

Principal author of revised teacher education program at Lake Superior State University inclusive of alignment with Michigan Entry Levels Standards and Criteria for the Assessment of Pedagogy, MDE, Author of LSSU-SOE conceptual framework, and assessment instruments for admission, field experiences, and professional dispositions..

University Service

Institutional Strategic Planning Committee, Committee of the Academic Senate, Ferris State University, August 2006-present

Academic Program Review Council, Committee of the Academic Senate, Ferris State University, August 2005-2008

Ferris Faculty Association, Executive Council Representative, COEHS, 2005-present

Graduate Curriculum Committee, School of Education, Ferris State University, August 2005-2006

Graduate Curriculum Committee, COEHS, Ferris State University, August 2005-2006.

Michigan Department of Education, MEAP Social Studies Steering Committee, University representative, Ferris State University, 2005-2006

Michigan Department of Education, Elementary Education Teacher Standards, University Representative, Ferris State University, 2005-2006

Academic Program Review Panel, Elementary Education, School of Education, Ferris State University, January-August 2005

Academic Program Review Panel, Early Childhood Education, School of Education, Ferris State University, January-August, 2005

Committee to develop an Educational Technology graduate endorsement, Member 2005

Title II Grant: Improving Teacher Quality, Learning Communities Coordination, White Cloud and Hesperia Public Schools, providing professional development. 2005.

Dawg Days, Ferris State University, recruitment efforts with juniors and senior students 2004-2005

Graduate School Orientation, Ferris State University, orientation for newly admitted students in the Graduate Program of Education, January 2004-present.

School of Education Curriculum Committee. School of Education, Ferris State University, 2003-present

Undergraduate Curriculum Committee, School of Education, Ferris State University
Member, 2003-2005. Chair academic year 2004-2005, 2006-present

Kappa Delta Phi, Advisor. School of Education, Ferris State University, 2003-2005

Advisory Board, Card Wildlife Center, Ferris State University, August 2003-present

Consultant to Bay Mills Community College for Ojibwa language major/minor certification effort, Collaborative with Ferris State University.

Representative to Deans' Council, State Universities' Colleges of Education, Lansing, MI, University representative Lake Superior State University, 2002-2003

EUPISD Fall Conference: Sault Area High School, Presenter, Sessions: From Rocks to Pots: The science and art of clay. October 2000.

To Touch the Future: Presidential Symposium on Teacher Education, Coordinator and Presenter. March 10, 2000. Lake Superior State University

EUPISD Fall Conference: Sault Area High School, Presenter, Session: Integrating Art into the K-6 curriculum. October 1999

Native American Conference. Lake Superior State University. Moderator for two sessions. October 1999

Curriculum Committee, Lake Superior State University, August 1999 to 2003
Member of the committee charged with the review and approval of curricular proposals university wide.

Fine Arts Planning Committee, Lake Superior State University, March 1998 to May 2001
Member of the committee charged with advisement in the design of the university's new arts center building.

Curriculum Review and Redesign, Department of Teacher Education, Lake Superior State University, August 1998-2003.
Faculty member charged with the review, organization of materials, and redesign of the Teacher Education Program at Lake Superior State University to meet Michigan State Department of Education Standards

Faculty Senate, Plattsburgh State University of New York, March 1997 to May 1998
Senator for the Center for Educational Studies and Services. Elected chair of Curriculum Committee of the faculty Senate in May 1998.

Search Committee, Center for Educational Studies and Services, October 1996 to April 1998.
Member of the committee charged with the search, review and recommendation of persons to fill positions in reading and curriculum and instruction.

Search Committee, Plattsburgh State University of New York, October 1996 to May 1997
Member of the committee charged with the search, review and recommendation of an individual to fill the position of Director of Life Long Learning

Academic Progress Committee, Center for Educational Studies and Services, Plattsburgh State University of New York, October 1996 to present

Member of the committee charged with monitoring and recommendations regarding students in the education program that are at risk of academic jeopardy

Professorial Peer-Coaching Pilot Program, Center for Educational Studies and Services, Plattsburgh State University of New York. October 1994 to May 1997.

Coordinator of a program that provided opportunity for participating professors/ instructors to engage in peer observation and facilitation of reflective pedagogical practice.

Elementary Education Curriculum Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. Chair October 1997 to present member since September 1994.

Member of the committee that was charged with the planning and development of the elementary education curriculum.

Center on Public Policy and Planning, Plattsburgh State University of New York, October 1997 to May 1998

Member of a group of scholars and public servants exploring issues in public policy and planning locally and globally.

Writing/ Assessment Joint Committee, Center for Educational Studies and Services, Plattsburgh State University of New York. September 1994 to May 1997

Member of the committee(s) that was charged with the development of curriculum which would fulfill the criteria for a writing intensive course and construct assessment methods to be instituted in the teacher education program of the Center for Educational Studies and Services.

National Evaluation Services, Inc. Amherst, MA, New York State Teachers Certification Examination. Chief Test Administrator, May 1997 to present, Proctor since September 1994.

Chief Test Administrator for Plattsburgh State University of New York for the semi-annual administration of the exams.

Liberal Studies Committee, College of Human Resources and Education, Division of Curriculum and Instruction, West Virginia University. May 1992 to April 1993.

Member of the committee that was charged with the identification of the core curriculum requirements of students enrolled in the undergraduate teacher education program.

Pedagogy III Committee, The Benedum Project, College of Human Resources and Education, West Virginia University. December 1992 to April 1993.

Member of the committee that was charged with the restructuring of the teacher education program for West Virginia University.

Member of a subcommittee that was charged with the development of a new graduate course in the field of educational foundations that would be required under the new teacher education program, entitled "Contexts of Education."

Guest lecturer, invited for these courses/ organizations:

Phi Delta Kappa, Ferris State University. Placed-based education: A new look at situated learning. February, 2005

School of Education, Ferris State University, Student teacher orientation. Fall 2004, Winter 2003

Faculty Forum, Lake Superior State University, Addressing learning styles in higher education, Fall 1999

Faculty Forum, Lake Superior State University, Use of reflective journals to assess student learning. Winter 2000.

Ebonics Forum, Plattsburgh State University of New York, Spring Semester 1997. Guest presentation regarding Ebonics as a valid dialect/ language and its affirmation by practicing teachers.

Organization of Educational Majors, Plattsburgh State University of New York. "The New York State Teacher Certification Exam: Navigating the Process" (Fall, 1996 and Spring 1997)

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Models of Curricula and Teaching: A Comparative Look at the Open, Traditional and Montessori Paradigms." (Spring 1993).

Elementary Education Methods (undergraduate), College of Human Resources and Education, West Virginia University. "Developing Curriculum for the Classroom: Traditional, Integrated and Thematic Approaches." (Fall 1992)

Student Teacher Seminar (undergraduate), College of Human Resources and Education, West Virginia University. "Democracy in the Classroom: Issues of Power and Empowerment."(Spring 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "History of Curricula in America: The Dame Schools to the Present" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Aims, Goals, and Objectives: Structures and Influences in Curricular Development" (Summer 1993)

Secondary Curriculum Development (graduate), College of Human Resources and Education, West Virginia University. "Models of Curricula: A Comparative Look at the Tyler and Johnson Paradigms." (Summer 1993)

Ethnographic Research Methodology (graduate), College of Human Resources and Education, West Virginia University. "Organizational and analytical techniques for the study of historical documents in qualitative research." (Spring 1994)

Other Related Service

Evaluator, Michigan Department of Education, review of art education and art specialist program for teacher preparation programs in the state of Michigan.

Board of Directors, Mecosta County Council of the Arts. January 2004 to December 2004

Liberal Studies Committee, Member, Sault College, Sault Sainte Marie, Ontario 20001-2003

Task force on Native American Student Retention, Member, Sault Area Schools and Sault Sainte Marie Tribe of Chippewa Indians March 2000-2002.

Committee that is engaged in the investigation of influences and interventions for at-risk youth of Native heritage in the Sault Area Schools.

Advisor, Teacher Education Club, Lake Superior State University

September 1999-present

Establishment and advisement of students enrolled in education programs regarding service events and educational career issues

Moderator, Native American Studies Conference, Lake Superior State University, 1999

Moderated two presentations: Local History, B. Van Alstine and Education, M. Hearn and NMU students

Communications Curriculum Committee, Bays Mills Community College

Member of committee charged with the advisement of the communications curriculum at Bay Mills Community College, Bay Mills Ojibwa Reservation, Michigan

Board of Directors, Adirondack Youth Orchestra, Plattsburgh, NY

Active member of a board that was charged with the general programming and business decisions of a youth orchestra organization.

Advisor, Organization of Education Majors, September 1997 to May 1998

Advisement of students enrolled in education programs regarding service events and educational career issues

Consultant, Akwesasne Mohawks at the St. Regis Reservation, New York, October 1996 to May 1997

Discussions and presentations regarding curricular development and program reformation to integrate cultural appropriate pedagogy into the public school system servicing Mohawk children

President, Faculty Senate, Sedalia Grade School, Sedalia, West Virginia

September 1990 to June 1991

Organization of faculty representatives to assist in site-based management of school

Middle School Curriculum Committee, Doddridge County Public Schools, West Union, West Virginia.

October 1989 to June 1991.

Member of the committee that was charged with the development and documentation of the appropriate philosophy and curriculum for a new middle school.

Board of Directors, The Art Center, Clarksburg, West Virginia. November 1990 to June 1991.

Active member of a board that was charged with the general programming and business decisions of a community arts organization.

Special consultant to the board of directors regarding visual art education programs.

Professional Development 2002-2006

Oxford Roundtable, English Oxford University, Presenter, March 16-21, 2008, Oxford, England

Eastern Educational Research Association, Presenter, Annual Conference, February 2008, Hilton Head, SC

Michigan Sociological Association Annual Conference, October 26-27, 2007, Lansing, MI

Michigan Education Association Higher Education Negotiating Conference, October 20-21, 2007, Lansing MI

LiveText Collaborative Conference, July 2006, Chicago, IL

Leopold Education Project, Certification Workshop, June 12, 2007, Ferris State University

Eastern Educational Research Association, Presenter, Annual Conference, February 2007, Clearwater, FL

Eastern Educational Research Association, Presenter, Annual Conference, February 2006, Hilton Head, SC

International Society for Technology in Education, Attendee, Annual Conference, San Diego, CA June 2005

Michigan Department of Education, 7th Standard Workshop, (Entry Level Standards for Michigan Teachers), Lansing, MI

International Society for Technology in Education, Attendee, Annual Conference, New Orleans, LA. June 2004

Teacher Education Accreditation Council Workshop, Attendee, Philadelphia, PA, October 2004.

Michigan Diversity Conference, Attendee, Annual Conference, March 2004

National Board of Professional Teaching Standards, Attendee, Annual Conference, Washington, D.C. October 2003

American Association of Colleges of Teacher Education, Attendee, Annual Conference, January 2003, New Orleans, LA

American Association of Colleges of Teacher Education, Attendee, Annual Conference, January 2002, New York, NY

**LIZA ING
EDUCATOR**

EDUCATION

UNIVERSITY OF NORTHERN COLORADO

Doctorate of Education

Emphasis: Special Education- Early Childhood

Dissertation: Attitudes among professors, teachers and graduate students in Early Childhood Special Education towards infants, toddlers and preschoolers with HIV/AIDS

GREELEY, CO 80639

August 1996

UNIVERSITY OF NORTHERN COLORADO

Master of Arts in Special Education

Certification: Special Education/Elementary Education

GREELEY, CO 80639

December 1985

STATE UNIVERSITY OF NEW YORK

COLLEGE AT BROCKPORT

Bachelor of Professional Studies

Recreation (Therapeutic)

Certification: Elementary Education (N, K-6)

Special Education

BROCKPORT, NY 14420

August 1979

December 1980

January 1986

EMPLOYMENT

FERRIS STATE UNIVERSITY

Director- School of Education

Interim Director

Carry out administrative duties for the School of Education including but not limited to budgeting, scheduling, staffing, program development, working with Michigan Department of Education, liaison with other Colleges at the University.

Professor

Teach undergraduate courses in Early Childhood Education, graduate courses in Special Education, student advising, serve on committees, Graduate Program Coordinator.

BIG RAPIDS, MI

July 2007 – August 2010

July 2005- June 2007

January 8, 2001- present

MASSACHUSETTS COLLEGE OF LIBERAL ARTS

Assistant Professor

NORTH ADAMS, MA

July 1996- Dec. 2000

Teach undergraduate and graduate courses in the Education Department. Member of various committees within the department and at the college level, advise students in early childhood education and graduate special education.

UNIVERSITY OF NORTHERN COLORADO

GREELEY, CO 80639

Graduate Assistant

January 1993- 1996

Assisted in final report writing of a Federal Grant in Paraprofessional Training in Early Childhood Special Education. Student coordinator on a research project through the Bresnahan/Halstead Foundation.

WELD COUNTY DISTRICT #6

GREELEY, CO 80631

Substitute Teacher

January 1993- 1996

Substitute at all levels and all subjects.

MAJURO COOPERATIVE SCHOOL

MAJURO, MARSHALL ISLANDS

Teacher

96960

3rd grade teacher self- contained class (30) ESL, multicultural, special education and entrance assessments.

August 1990- May 1992

**FRANKLIN COUNTY ASSOCIATION FOR
RETARDED CHILDREN**

P.O. BOX 1328

TUPPER LAKE, NY 12986

Early Intervention Teacher

Sept. 1986-June 1988

Home based program for infants, birth to 3 years with disabilities. Assessment, development and implementation of programs.

Preschool Teacher

July 1988-August 1990

*Self contained class (12) of children with various disabilities, ages 2 1/2 to 5 years.

*Supervised and trained staff, worked with interdisciplinary team.

WELD COUNTY DISTRICT 6

GREELEY, CO 80631

Interim Special Educator

March 1986- June 1986

*Teacher of multiple-disabled high school students, self-contained class (6).

*Implemented pre-developed IEP goals.

WELD COUNTY COMMUNITY CENTER

3819 St. Vrain

Host Home Provider

Evans, CO 80620

*Direct care and supervision for two

July 1985- May 1986

mentally disabled women in my home.

Residence Counselor

August 1984- June 1985

*Direct care worker in a community residence for eight mentally disabled women.

NASSAU COUNTY BOCES

WANTAGH, NY 11793

Rosemary Kennedy Center

Oct. 1983-June 1984

Teacher Assistant

Assisted with severely disabled high school students.

**NASSAU COUNTY ASSOCIATION FOR THE
HELP OF RETARDED CHILDREN**

**189 WHEATLEY RD.
BROOKVILLE, NY 11545**

House Manager

June 1982-June 1984

*Opened a group home and provided live-in direct care for eight mentally disabled men.

*Also employed, supervised and trained weekend and domestic staff.

PROFESSIONAL ACTIVITIES

SCHOOL OF EDUCATION

Ferris State University

Education Department Faculty

January 2001-2007

Undergraduate Curriculum Committee

January 2001- May 2003

Graduate Curriculum Committee

January 2001-2007

Liaison with Tot's Place Child Development Center

Sept. 2002- May 2003

Graduate Coordinator

January 2002- 2008

COLLEGE OF EDUCATION AND HUMAN SERVICES

Ferris State University

Promotion and Merit (Chair)

Sept. 2001- May 2003

Graduate Curriculum Committee

Sept. 2002- 2007

VI. UNIVERSITY COMMITTEES

Ferris State University

Graduate Professional Council

June 2002- 2007

BIG RAPIDS AEYC

Sept. 2002- 2007

Board of Directors, Vice President

EDUCATION DEPARTMENT

MCLA

Education Department Faculty

Sept. 1996- Dec. 2000

Undergraduate Curriculum Committee

Graduate Curriculum Committee

MCLA COMMITTEES

AIDS Education Advisory Committee

Sept. 1996- Dec. 2000

Academic Policies Committee

Committee for the Concerns of the Disabled

OAK HILL CHILD CARE CENTER

Board of Directors

Pownal, VT

January 1999- Dec. 2000

DIVISION OF SPECIAL EDUCATION

Internal Advisory Committee

318 McKee, UNC

August 1993-May 1995

*Student representative on the committee that dealt with issues related to the Special Education Department faculty and students, such as evaluations, promotion and tenure policy, etc.

COUNCIL FOR EXCEPTIONAL CHILDREN

Student Chapter- 381

President

318 McKee, UNC

Greeley, CO 80639

August 1994- Aug.1995

*Coordinate activities for the student chapter, hold meetings, represent the division at state Federation, National CEC Delegate Assembly, and at University Student Government.

Vice-President

Sept. 1993-August 1994

*Responsible for meetings in place of the president, member of Delegate Assembly at National CEC.

COLORADO DIVISION OF EARLY CHILDHOOD

Board of Directors

June 1994- 1996

*Attend monthly meetings, voting member on division related issues regarding policy and events.

UNC CAMPUS CHILDCARE CENTER

Advisory Board

1514 Bishop-Lehr, UNC

Greeley, CO 80639

*Involved in policy and financial decisions at the center. Member of the Student Fee Allocation Board for the center.

GRADUATE STUDENT ASSOCIATION

Student Director/ Chair

255 McKee, UNC

Greeley, CO 80639

June 1995- 1996

*Director of graduate student fee allocation of \$77,500. Responsible for holding meetings and overseeing expenditures of funds to graduate students. Developing budget for 96-97 academic year.

President- Division III

August 1994-May 1995

*Responsible for advertising and holding division meetings to allocate funds (\$10,000) to students wishing to attend conferences or other events.

UNC GRADUATE COUNCIL

August 1995- 1996

Student Representative

*Represent graduate students to the graduate faculty in an ex-officio capacity and a member of the curriculum committee of the council.

PROFESSIONAL ORGANIZATIONS

COUNCIL FOR EXCEPTIONAL CHILDREN

1993- present

- *Division of Early Childhood
- *Division of Mental Retardation and
Developmental Disabilities
- *Division of Teacher Education
- *Division of International Special Education
- *Council for children with Behavior Disorders

**NATIONAL ASSOCIATION FOR THE EDUCATION
OF YOUNG CHILDREN**

1994- present

Accreditation Validator Training

1999

**ASSOCIATION FOR SUPERVISION AND CURRICULUM
DEVELOPMENT**

1998- 2007

**PI LAMBDA THETA
Gamma Mu Chapter**

1999- present

PRESENTATIONS AND PUBLICATIONS

United States India Education Foundation

August 2008

Member of a team of College of Education administrators to share information about teacher preparation in US and to learn about how teacher preparation is done in India

Athens Institute for Education and Research Paraprofessionals and NCLB in the U.S.	June 2006 Athens, Greece
FOSTER PARENT TRAINING CONFERENCE The Special Education Hurdle	March 2003 Grand Rapids, MI
18th ANNUAL PACIFIC RIM CONFERENCE ON DISABILITIES Do Rural Colleges and Universities Really Meet the Needs of Students with Disabilities?	March 2002 Honolulu, HI
AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION 2000 NATIONAL CONFERENCE Who are the paraprofessionals in rural elementary schools?	March 2000 Alexandria, VA
RESOURCES FOR CHILDCARE Parent involvement in Early Childhood Education	December 1999 North Adams, MA
RESOURCES FOR CHILD CARE Age Appropriate Behavior Management	October 1998 Pittsfield, MA
BERKSHIRE MEDICAL JOURNAL Current Trends in Special Education	Spring 1999
NORTH ADAMS PUBLIC SCHOOLS Strategies that Support Inclusive Education	Winter 1997-98 North Adams, MA
CHILD CARE OF THE BERKSHIRES, INC. Behavior Management for Home Day Care Providers	December 1997 Pittsfield, MA
1997 TED CONFERENCE HIV/AIDS in Teacher Preparation Programs	November 1997 Savannah, GA
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL/BERKSHIRE MEDICAL CENTER	May 1997 Pittsfield, MA

PEDIATRIC LECTURES

Recent Trends in Special Education

**INTERNATIONAL EARLY CHILDHOOD CONFERENCE
ON CHILDREN WITH SPECIAL NEEDS**

Attitudes toward children with HIV/AIDS among
ECSE professors, teachers, and graduate students

December 1996

Phoenix, AZ

**COUNCIL FOR EXCEPTIONAL CHILDREN ANNUAL
CONVENTION**

HIV and AIDS: What do teachers need to know?

April 1996

Orlando, FL

NORTHEAST CONFERENCE ON FRAGILE X

Presenter-Teaching Strategies for Effective Education

November 1994

Tarrytown, NY

COURAGE TO RISK

Presenter-HIV and AIDS and the Effects
on Infants and Toddlers

March 1995

Colorado Springs, CO

**COLORADO ASSOCIATION FOR THE
EDUCATION OF YOUNG CHILDREN
CONFERENCE**

Presenter-Infants and Toddlers with HIV or
AIDS and the Effects on Development

March 1995

Denver, CO

AWARDS

Deans Recognition Award: FSU College of Education
and Human Services

April 2004

**STUDENT COUNCIL FOR EXCEPTIONAL
CHILDREN:** Ethnic Minority Student Scholarship

March 1995

Indianapolis, IN

**AMERICAN ASSOCIATION OF UNIVERSITY
WOMEN:** Student Scholarship

Greeley, CO 80631

Academic Year 94-95

Johnson, Leonard R.
 Professor of Education
 Undergraduate and Graduate Faculty
 Appointed, August 1998

1. Academic Degrees

Ph.D.	Kent State University	1994	Cultural Foundations of Education
M.Ed.	Kent State University	1981	Higher Educational Administration
B.A.	Kalamazoo College	1977	Psychology and Sociology

2. Professional Experience

2002-present	Ferris State University, Professor
1998-2002	Ferris State University, Associate Professor
1995-1998	Mount Senario College, Chair, Division of Education
1997-1998	Mount Senario College, Associate Professor
1995-1997	Mount Senario College, Assistant Professor
1992-1995	Kentucky State University, Assistant Professor
1992-1995	Kentucky State University, Director of Supervised Teaching

3. Faculty and Administrative Load

Fall Semester, 2008

RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303	School, Work, & Society/ (on-line)	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2008

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2008

EDUC 289/ 501	Principles of Teaching & Learning	4 crs
EDUC 303	School, Work, & Society (on-line)	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2007

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	1 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 303/ 503	School, Work, & Society/ (on-line) Foundations of Education	4 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2007

EDGP 443	Teaching Read. in the Sec. Content Areas 1	1 cr.
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2007

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 516	Issues in Education	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	1 crs

Fall Semester, 2006

FSUS 100	FSU Seminar	1 cr.
RMLS 119	Fundamentals of Flying Disc Sports	1 cr.
EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.5 cr.
EDGP 445	Teach. Read. in the Sec. Content Areas 3	1.25 cr.
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Evaluate Transfer Equivalencies	1 crs
Release Time	Chair of University Curriculum Committee	3 crs

Summer Semester, 2006

EDGP 443	Teaching Read. in the Sec. Content Areas 1	.5 cr.
EDGP 444	Teaching Read. in the Sec. Content Areas 2	.75 cr.
EDUC 516	Issues in Education (on-line)	4 crs
EDUC 518	Diversity in the Classroom & Workplace (on-line)	4 crs
EDUC 570	Advanced Theories of Teaching and Learning (on-line)	4 crs

Spring Semester, 2006

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Fall Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
RMLS 119	Fundamentals of Flying Disc Sports	1 cr
EDUC 495	Post-Secondary Directed Teaching (4 x .75)	3 crs
Release Time	Chair of University Curriculum Committee	3 crs
Release Time	Evaluate Transfer Equivalencies	3 crs

Summer Semester, 2005

EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2005

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
Release Time	Bay Mills CC Grant	2 crs

Fall Semester, 2004

EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 289	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
FSUS 100	FSU Seminar	1 cr
PHED 190	Fundamentals of Flying Disc Sports	1 cr
Release Time	Bay Mills CC Grant	6 crs

Summer Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs
EDUC 570	Teaching & Learning Theories (on-line)	4 crs

Spring Semester, 2004

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 443/ 543	Teaching Reading in the Sec. Content Areas	4 crs
Release Time	Bay Mills CC Grant	6 crs

Fall Semester, 2003

EDUC 301	Principles of Teaching & Learning	3 crs
EDUC 301	Principles of Teaching & Learning	3 crs

EDUC 443/	Teaching Reading in the Sec. Content Areas	4 crs
543		
FSUS 100	FSU Seminar	1 cr
Release Time	Bay Mills CC Grant	6 crs

4. Current Professional and Academic Association Memberships

Ferris Faculty Association
 Michigan Education Association
 National Education Association

5. Professional Assignments and Activities

Ferris State University Committees/Activities

Chair, University Curriculum Committee	Fall 2005 to present
Member, Academic Advisory Team	Fall 2008 to present
Member, E-Learning Advisory Team	Fall 2008 to present
Member, Governing Ideas Task Force	Spring 2007 to S 2008
Member, Blue Ribbon Task Force	Fall 2006 to F 2008
Determine Transfer Equivalencies	Fall 2004 to present
Member, Institutional Strategic Planning Committee	Fall 2006 to F 2008
Member, FerrisConnect Pilot Study Group	Spring 2007 to F 2007
Member, Nursing Faculty Search Committee	F 2006 to S 2007
Member, General Education Committee	F 1999 to W 2005
Senator on Academic Senate	F 1999 to W 2005
Member, University Curriculum Committee	F 2000 to W 2005
Member, Executive Board of the Academic Senate	F 2004 to W 2005

College of Education and Human Services Committees

Member, COEHS Promotion/Merit Committee	F 2007 to present
Member, Search Committee for Department Head	S 2005 to S 07
Chair, Tenure Review Committee	F 2003 to W 05
Member, Search Committee for RMLS Faculty	F 2004 to W 05
Member, Tenure Committee for TDMP Faculty (Morcom)	F 2004 to W 05
Member, COEHS Associate Dean Search Committee	F 2003 to S 04
Member, APRC – Early Childhood Education	F 2004 to F 05

School of Education Committees/Activities

Co-Chair, APRC Program Review Sec. & Voc. Ed	Fall 2008 to present
Member, APRC Program Review, M.Ed in C. & I.	Fall 2008 to present
Member, SOE Tenure Review Committee	Fall 2008 to present
Chair, SOE Tenure Review Committee	F 2005 to F 2007
Member, EDUCC	F 2006 to present
Advisor to UA TBI degree students	F 2005 to present
Member, Search Committee for Technology position	F 2005 to S 06
Advisor to all PE Minors during program transition	F 2004 to W 05
Member, EDUCC	F 2000 to W 03
Chair, SOECC	F 2002 to W 03
Member, Search Committee for Math position (Wortz)	F 2004 to W 05
Member, Search Committee for Voc Ed position (Ennis)	F 2004 to W 05
Chair, Search Committee for ELED position (Hines)	F 2002 to W 03
Member, Search Committee for EDUC position (VanSant)	F 2002 to W 03
Member, Search Committee for UCEL position	Summer 2003

6. Scholarly/Creative Activities

Member of faculty driven initiative to modularize our teacher-education program. Pro-Mo-TEd. Fall 2003 to present.

Published works of poetry in:

Morse, D, (2006). The 2006 Rhysling Anthology: The Best Science Fiction, Fantasy and Horror Poetry of 2005.

Published works of poetry in the novel,

Bernier, N. R. (2005). Mindlings: Encounters Within Inner Space, Hats Off Books, Tucson, AZ. ISBN: 1-58736-398-4.

Developed on-line courses – EDUC 303, EDUC 503, EDUC 516, EDUC 518, EDUC 570, EDGP 443, EDGP 444, & EDGP 445

7. Professional Development Activities

Conferences Attended

American Association for Higher Education National Conference, April 1 – 4, 2004

1st Annual Lilly Conference on College & University Teaching, Sept. 21-22, 2001

American Educational Research Association Annual Meeting, April 10-14, 2001

Workshops Attended

Attended FerrisConnect Pilot Study Group Training, Summer 2007

“Issues in Education: Literacy Instruction for the 21st Century,” April 4, 2003, Holiday Inn Hotel & Conference Center, Big Rapids, MI

Problem-Based Learning, July 16-18, 2001

8. University Service

Advisor to FSU Disc Sports Club, Fall 2002 to present.

Advisor to Kappa Delta Pi, Fall 2002 to Winter 2003

Extensive work on University-wide and College-wide Committees (see #5)

9. Community Service

Designed, Funded and Installed a Disc Golf course at North End Riverview Park in Big Rapids, Fall 2001 – Summer 2006.

Received Big Rapids Citizen of the Year Award, Spring, 2007.

AMY L. KAVANAUGH
kavanaua@ferris.edu

EDUCATION

Doctor of Education

Western Michigan University, August 2001

Department of Teaching, Learning, and Leadership

Concentration: Curriculum & Instruction

Dissertation Title: "New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction"

Master of Arts

Western Michigan University, December 1994

Concentration: Educational Leadership

Bachelor of Arts

Michigan State University, August 1992

Elementary Education: Language Arts and Social Studies

Senior year practice teaching at Professional Development School

Studied Britain's Education System at the University of London

MI Professional Certification in Elementary Education

PROFESSIONAL EXPERIENCE

Associate Professor 2007

Assistant Professor, May 2002-May 2007

Ferris State University, School of Education

- Develop and teach face-to-face and online courses in instructional planning, curriculum, methods, action research, and diversity
- Advise students in art education, elementary education, and graduate programs
- Lead and serve on community, college, and university level committees

Elementary Education Term Faculty Member, August 2001-August 2002

Western Michigan University

College of Education, Department of Teaching, Learning, and Leadership

- Taught Elementary School Science Methods

- Guided graduate students in their capstone projects
- Advised graduate students in Elementary Education
- Served on the Graduate Programs Council

Professional Development Consultant, June 1998-2002

Classroom Management Co-facilitator for teachers in Calhoun County

- Assisted teachers in the development of plans for classroom expectations, building relationships with students, and choice theory

Graduate Research Associate, August 2000-June 2001

Western Michigan University College of Education, Department of Teaching, Learning, and Leadership

- Assisted professors with research related to leadership and instruction

Fifth Grade Teacher, August 1998-August 2000

Lakeview School District, Battle Creek, MI

Westlake School

- Piloted performance assessments in the classroom
- Trained teachers in the development of performance assessments
- Chaired the School Improvement Team

Fifth & Sixth Grade Teacher, January 1993-August 1998

Battle Creek Public Schools, Battle Creek, MI

Level Park School and Washington School

- Assisted in the "I Have A Dream Program" for inner city youth
- Facilitated student-involved conferences
- Conducted Family Math Program to encourage parent involvement

PROFESSIONAL DEVELOPMENT

Ferris State University

Ferris Connect Training	2007
ASCD Conference	2007
Holmes Group Conference	2006
Equity in the Classroom Conference	2004 & 2006
Advisor Training	2004
Lilly Conference on College Teaching	2003, 2006, 2007
Preparing for Your First Semester Online	2003

Pre K-12

Battle Creek Math and Science Center Instructor	1992-2002
Leadership Academy with Roland Barth, Calhoun ISD	1998
ASCD Teaching and Learning Conference	1997 & 1998
Curriculum Internship, KRESA	1997
Connected Math Project	1997-1998
Instructional Model Training	1995-1996
Spencer Kagan Cooperative Learning Training	1995
Control Theory Responsibility Training	1993

PUBLICATIONS

Kavanaugh, A. (2005). Introduction to principalship. In J. Shen (Ed.), *School Principals* (pp. 1-13). New York: Peter Lang.

Kwak, C., Shen, J., & Kavanaugh, A. (2002). An overview of the practice and development of service-learning. *Educational Horizons*, 80(4), 190-194.

Kavanaugh, A. (2001). *New Teachers' Perceptions of Discipline-Related School Problems and Teacher Satisfaction*. Dissertation completed through Western Michigan University.

Kavanaugh, A. & Shen, J. (2001). Profiles and preparation of urban school principals: A comparative study in the United States and China. *Wingspan*, 14 (1), 29-31. A review of Su, Z., Adams, J. & Mininberg, E. (2000) article published in *Education and Urban Society*, 32 (4) 455-480.

PRESENTATIONS

Lilly Conference on College Teaching	October 2007 Traverse City, MI
Michigan Career Education Conference Using Media in the Classroom	February 2007 Detroit, MI
Lilly Conference on College Teaching Designing integrated Web quests	September 2006 Traverse City, MI

WOTV News Back to school tips for college students	August 2006 Grand Rapids, MI
Ferris State University Spring Learning Institute Creating community in the classroom <i>Proposal accepted</i>	April 2006 Big Rapids, MI
Conference on Career Education Career and academic trends for the future	February 2006 Grand Rapids, MI
COATT Camp Using Web quests to engage at-risk learners	June 2005 Big Rapids, MI
FIRE-UP Conference Relationship building strategies for the classroom	March 2005 Allendale, MI
FIRE-UP Conference Motivation strategies for the classroom	March 2004 Allendale, MI
Westwood Middle School First Year Teachers Instructional design and classroom management	Winter Semester 2004 Grand Rapids, MI
Dissertation Seminars WMU Gathering and using National Data through NCES	Fall 2001 Kalamazoo, MI

PROFESSIONAL SERVICE

Ferris State University

Faculty Senate Representative	2006-2008
Faculty Center for Teaching and Learning Advisory Committee	2002-present
COEHS Curriculum Committee	2005-2006
School of Education Curriculum Committee	2002-present
Chairperson	2005-2006
School of Education Graduate Curriculum Committee	2002-present
Chairperson	2004-2006
Secondary Education Bachelor's Degree Program Review Panel	2002-2003

Western Michigan University College of Education

Graduate Programs Council Chairperson	2001-2002
Doctoral Associate	2000-2001

Community

Interinstitutional Teacher Education Council of West Michigan	2003-present
K-12 Sub Committee of the Implementation Team	2005-2006
Michigan Department of Education Grant Reviewer	2006

Portage Public Schools Site Based Leadership Team	2005-present
Junior League of Kalamazoo	1997-2002
Provisional Recruitment Committee	2001
Festival of Trees Children's Area Chairperson	2000

Battle Creek Public Schools and Lakeview School Districts

School Improvement Chair, Westlake School	1999-2000
Battle Creek Area Assessment Team	1997-1999
Writing Committee Chairperson, Level Park School	1996-1998
At Risk Program Teacher, Level Park School	1995-1996
Science Coordinator, Washington School	1994-1995

PROFESSIONAL ORGANIZATIONS AND AWARDS

ASCD member	1998-present
Phi Delta Kappa Western Michigan Chapter	1999-2003
Outstanding Dissertation	2002
Vice President for Programming	2002-2003
American Educational Research Association	2002-2003

Dr. Van Cooley

Chairperson, Department of Teaching, Learning, and Leadership
 Sangren Hall Western Michigan University Kalamazoo, MI 49008
 (616) 387-3891, van.cooley@wmich.edu

Mrs. Carol Disler

Principal, Post School
 Battle Creek Public Schools 340 Cliff Street Battle Creek, MI 49014
 (616) 965-9686, Mb3plus1@aol.com

Mrs. Cindy Ruble

Superintendent
 Lakeview School District 15 Arbor Street Battle Creek, MI 49015
 (616) 565-2413, cruble@remc12.k12.mi.us

Dr. James Sanders

Assistant Director of The Evaluation Center (retired)
 Professor, Educational Studies (retired)
 Western Michigan University Kalamazoo, MI 49008
 (616) 387-5895, james.sanders@wmich.edu

Dr. Jianping Shen

Professor, Department of Teaching, Learning, and Leadership

Sangren Hall Western Michigan University Kalamazoo, MI 49008
(616) 387-3887, shen@wmich.edu

Vitae

Nancy Lashaway-Bokina
655 Negaunee Lake
Evart, Michigan 49631

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Office telephone: 231-591-5368

e-mail: nlashawaybokina4@gmail.com

lashawan@ferris.edu

Degrees

- | | |
|------|---|
| 1996 | University of Connecticut, Storrs, Connecticut
Major Area: Educational Psychology
Ph.D. in Special Education, Gifted and Talented Education |
| 1981 | Michigan State University, East Lansing, Michigan
Major Area: Reading
M.A. in Education |
| 1966 | Central Michigan University, Mt. Pleasant, Michigan
Major Area: Speech Therapy
B.S. in Education |

Additional Education

- | | |
|------|--|
| 1982 | Lansing Community College, Lansing, Michigan
Beginning, intermediate, and conversational Spanish classes |
| 1983 | University of Texas-Pan American, Edinburg, Texas
Texas Teacher Certification required course work |
| 1985 | University of Texas-Pan American, Edinburg, Texas
Intermediate Spanish |
| 1990 | University of Connecticut, Storrs, Connecticut
Sixth-year degree certification classes in gifted and talented education |
| 1991 | University of Texas-San Antonio, Edinburg, Texas
Elementary Science, Project Rise Participant |

1993 Mid-Management Certification course work at the University of Texas-Pan American, Edinburg, Texas

Professional Experience

1966-69 Shiawassee County Intermediate School District, Corunna, Michigan, Speech Therapist for grades 1-12

1969-72 Clinton Intermediate School District, St. Johns, Michigan, Speech Therapist for grades 1-12

1972-83 St. Johns Public Schools, St. Johns, Michigan, taught first, second, and third grades.

1986-87 University of Texas-Pan American, Edinburg, Texas, taught English as a Second Language.

1983-92 Edinburg Consolidated Independent School District, Edinburg, Texas, taught second and fifth grades. Fifth grade experience was in a magnet school for gifted and talented students.

1993-93 The University of Connecticut, Storrs, Connecticut, Research Assistant at The National Research Center in Gifted and Talented Children

Summer 93 The University of Connecticut, Storrs, Connecticut, taught summer classes at conference for teachers of gifted and talented students

1994-95 Western Illinois University, assistant professor in elementary education

Summer 94 The University of Connecticut, Storrs, Connecticut. Confratute an institute and conference for indepth study of gifted education. Taught courses on curriculum compacting and on coordinating gifted programs.

Summer 95 The University of Connecticut, Storrs, Connecticut

Summer 96 The University of Connecticut, Storrs, Connecticut

1995-97 Central Michigan University, assistant professor in elementary education, taught reading and educational psychology

1997-98 The University of Texas-Brownsville and Southmost College, lecturer in curriculum and instruction

- Summer 98 Central Michigan University, taught two secondary Content Area Literacy classes

- Summer 98 Idaho State University, guest lecturer, Edu Fest Conference, one week, taught the writing workshop, identification of Hispanic students for gifted programs, and a one hour session on genealogy.

- 1998-99 Central Michigan University, assistant professor, taught Corrective Reading, Reading in the Elementary School, and Educational Research and Evaluation

- 1999-03 Curriculum Assistant, Edinburg Consolidated Independent School District, Edinburg, TX

- 2003-present Professor, Education and Human Services, Ferris State University

- 2006 Adjunct professor, Central Michigan University, Traverse City Campus

Professional Activities

- 1974-76 First grade, grade level chairperson, St. Johns Public Schools

- 1984-86 Second grade, grade level chairperson, Edinburg Consolidated Independent School District

- 1986-88 Principal's Advisory Council, Edinburg Consolidated Independent School District

- 1988-90 Fifth grade, grade level chairperson, Edinburg Consolidated Independent School District

- 1990-91 *Sports Illustrated for Kids*, review board, New York, New York

- 1991-92 Superintendent's Advisory Council, Edinburg Consolidated Independent School District

- 1994-95 Advisory Committee for the Quad-City Library Facility, Western Illinois University

- 1995-97 Professional Education Council, member, Central Michigan University

1996-97	Teacher Education and Professional Development Scholarship Committee, member, Central Michigan University
1996-97	Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
1998-99	Promotion and Tenure Committee, member, Central Michigan University
1998-99	University, State, and Local Collaboration Committee, member NCATE preparation team
2003- 2009	Student Life Committee, member, Ferris State University
2003	School of Education Curriculum Council, member
2003	Participant at the Lilly West Conference, Pamona, CA, March, 18.
2003	Participant in WEBCT instruction. Sponsored by Bill Knapp. Ferris State University. Sept.-Oct.
2004	Participant at the 2003 Assessment Institute, Indianapolis, Indiana, November
2006-current	School of Education Graduate Committee, member
2006-current	College of Education Curriculum Committee, member, former Chair
2007-current	School of Education Tenure Committee, member
2008-current	Academic Senate member
2008-current	College Professional and Graduate Curriculum,committee member
2009-current	General Education Task Force Committee, member
2009-current	College tenure committee member
2009-current	Writing Intensive Task Force, member
2009-current	Tegrity Workshops online instruction tool participant

Professional Achievements

- | | |
|---------|---|
| 1974 | Nominated for Outstanding Young Teacher Award by staff, St. Johns, Michigan |
| 1985 | Completed Great Books Leader Training Course, Edinburg, Texas |
| 1986 | Passed Texas Examination of Teacher Competency, Edinburg, Texas |
| 1991 | Nominated by principal for Presidential Award for Excellence in Science teaching, Edinburg, Texas |
| 1991 | University of Texas-San Antonio Alliance for Education Mini-Grant writer and recipient |
| 1992 | Editorial Board, The National Research Center on the Gifted and Talented Newsletter, University of Connecticut, Storrs, Connecticut |
| 1996-97 | Board of Directors, Michigan Association of Gifted Educators, secretary |
| 1996-98 | Faculty Advisor, CLASS International Reading Association, Central Michigan University student organization |
| 1997 | Association of Teacher Educators Conference participant, Washington, D.C., CMU. |
| 1998-99 | Faculty Advisor, Kappa Delta Pi an International Honor Society in Education, Central Michigan University |
| 2002 | Washington D.C., Javitz Grant Reader, for the National Association of Gifted and Talented Education, August. |
| 2006 | Nominated for Outstanding Registered Student Organization Advisor of the Year. Kappa Delta Pi, Ferris State University. |

Professional Honors

- | | |
|------|---|
| 1984 | Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas |
| 1990 | Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas |

- 1991 Rho Chapter, Delta Kappa Gamma Local Scholarship, Edinburg, Texas
- 1991 Texas Association for the Gifted and Talented Scholarship, Austin, Texas
- 1992 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1992 Canterbury Elementary School PTA Scholarship, Edinburg, Texas
- 1992 University of Connecticut Research Fellowship, Storrs, Connecticut
- 1993 Alpha State, Delta Kappa Gamma Scholarship, Austin, Texas
- 1993 Phi Delta Kappa Graduate Scholarship, University of Connecticut Chapter
- 1996 Faculty Research and Curriculum Award to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1996 Dean's travel award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Faculty Research Curriculum Award, to attend Michigan Reading Conference, Grand Rapids, MI, Central Michigan University
- 1997 Delta Kappa Gamma, Professional Education Association, Certificate of Recognition for completion of dissertation, Delta Kappa Gamma State Conference, Grand Rapids, MI
- 1998 Faculty Research Curriculum Award to attend the Sixth Conference of the International Society for the Study of European Ideas in Haifa, Israel, Central Michigan University
- 2002 TIMME faculty award, Ferris State University, faculty development, Kellogg Ranch at Cal Poly, Pomona, CA.
- 2003-04 Faculty Research Grant to attend International Reading Association conference, Salt Lake City, Utah, presenter and attendee. Ferris State University

- 2005 TIMME faculty award, Ferris State University, to attend the 14th European Conference on Reading in Zagrab, Croatia. July, Presenter and attendee.
- 2005 Research Grant to attend the Heinemann Workshop, Harvey Daniels presenter on Literature Circles. Sante Fe, NM, January.
- 2005 National Association of Gifted Children, attendee and presenter, Louisville, KY, November.
- 2006 College of Education and Human Services grant money support to attend and present at the Michigan Reading Association Conference, Cobo Hall, Detroit, March.
- 2006 TIMME faculty award, Ferris State University, to attend and present at the National Association for Gifted Children Conference in Charlotte, North Carolina. November
- 2007 College of Education and Human Services support to attend and present at the Michigan Reading Conference, March, Grand Rapids, Michigan. Amway Center
- 2007 TIMME faculty award and Delta Kappa Gamma International Scholarship to attend and present at the 15th International Conference on Reading, Berlin, Germany, Aug.
- 2008 Education department and College of Education and Human Services support to attend the Michigan Reading Conference, Cobo Hall, Detroit, MI, March with four ERLA 516 graduate students.
- 2008 College of Education and Human Services to attend the National Academic Advising Association Conference. Grand Rapids, Michigan. Amway Center, April 7th. Attendee.
- 2008 College of Education and Human Services and Education Department support to attend the National Association for Gifted Children Conference in Tampa, Florida, Nov.
- 2009 College of Education and Human Services and Education Department support to attend the National Association for Gifted Children Conference in St. Louis, Missouri, Nov.

Professional Memberships

1974-current	Delta Kappa Gamma Society International, a professional teachers' organization, Rho Chapter
1987	Texas Classroom Teachers Association, Austin, Texas
1987	Canterbury Elementary PTA, Edinburg, Texas
1988	Texas Association for the Gifted and Talented, Austin, Texas
1988	Texas Congress of Parents and Teachers, Austin, Texas
1988	National Science Teachers Association
1988	Rio Grande Valley Science Association, Brownsville, Texas
1990-current	National Association for Gifted Children, Washington, D.C.
1992	Association for Supervision and Curriculum Development, Alexandria, Virginia
1992-94	Phi Delta Kappa, University of Connecticut Chapter, Storrs, Connecticut
1994-current	International Reading Association
1994	Illinois Reading Council
1994	Black Hawk Reading Council, Moline, IL
1995-current	Kappa Delta Pi International Honor Society in Education
1995-current	Michigan Reading Association
1996	Michigan Association of Gifted Educators
2007-current	Michigan Alliance of Reading Professors

National, State, and International Presentations

1993	"Exceptional Ability: Choice, Challenge, or Chance," National Association of Gifted Children, Atlanta, Georgia
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- 1994 "Tell Them For Me: Identification Measures for Gifted Mexican Americans" National Association of Gifted Children, Salt Lake City, Utah
- 1994 "Nonsense? High-Ability Students That Dropout of School" Texas Association for the Gifted and Talented, Fort Worth, Texas
- 1995 "Gifted and Out: Mexican American Female Dropouts" National Association of Gifted Children, Tampa, Florida preliminary findings
- 1996 "Essential Elements for Gifted-Child Parent Groups," National Association of Gifted Children, Indianapolis, Indiana
- 1997 "Bibliotherapy: Texts as Life Rafts in Turbulent Seas," Michigan Reading Association, Grand Rapids, Michigan
- 1997 "Coordinating Gifted Programs," Michigan Alliance for Gifted Education, East Lansing, Michigan
- 1997 "Gifted but Gone: High-Ability, Mexican-American, Female Dropouts," research strand, National Association for Gifted Children, November 5-9, Little Rock, Arkansas
- 1997 "Bridging the Gap: Technological Support for Migrant Students," National Association for Gifted Children, November 5-9, Little Rock Arkansas
- 1998 "Does Listening Influence Children's Appreciation of Texts?" Michigan Reading Association, Grand Rapids, Michigan, March 14.
- 1998 "Identity, Destiny, and Invention: The Role of the Mentor in Literary Achievement," Sixth Conference of the International Society for the Study of European Ideas, Haifa, Israel, August 16-21.
- 1998 "Identity, Destiny, and Invention," This presentation included new information from the European study of mentors and mentees. The National Association of Gifted Children, Louisville, Kentucky, November 5-7, 1998.
- 1998 "Identity, Destiny, and Invention," Texas Association for the Gifted and Talented, Dallas, Texas, December 10-12.
- 1999 "Young Leaders: Attributes of Effective Leadership," Michigan

- Reading Conference, Grand Rapids, MI, March, 15.
- 2000 "At Last: A Focus on Fine Arts," National Association for Gifted Children, Albuquerque, New Mexico, Nov. 8.
- 2001 "Standardized Testing: A Curse to Creativity?" National Association for Gifted Children Conference, Cincinnati, Ohio, November 9.
- 2002 "Engaging Readers in Comprehending Science Concepts Through Literature," Texas Association of Gifted and Talented, Houston, TX, Nov. 11.
- 2002 "Engaging Readers in Comprehending Science Concepts Through Literature and Brain-Based Learning Strategies," International Reading Association, San Francisco, CA, April 30, 2002.
- 2003 "Using Brain-based Learning Strategies and Pairs of Fictional and Nonfictional Literature to Engage Readers in Science." Orlando, Florida, International Reading Association, May 7.
- 2004 "Facilitating In-Depth Studies," National Association of Gifted Children, Salt Lake City Utah, November 7.
- 2005 "Effective Reading Programs that serve Bilingual Students," 14th European Conference on Reading. Presenter and attendee. Zagreb, Croatia. August 8.
- 2005 National Association of Gifted Children, attendee and presenter, "Single-Sex Classrooms," Louisville, KY, November.
- 2006 Michigan Reading Conference, Detroit, MI. attendee and presenter, "Stop the Press! Where Have all the Readers Gone?" March.
- 2006 National Association for Gifted Children, Charlotte, North Carolina, attendee and presenter, "Controversial Pathways: Current Research on Gender Specific Classes." November
- 2007 Michigan Reading Conference, Grand Rapids, MI attendee and presenter. "Do Single Gender Classes Improve Literacy?" March
- 2007 15th European Conference on Reading, Berlin, Germany, August 5-9

Presenter. "Controversial Pathways: Current Research in Gender Specific Literature Classes."

Workshop Presentations

- 1985 "Using Personal Stories to Improve Reading Skills," Edinburg, Texas
- 1989 "Curriculum Compacting," Edinburg, Texas, Elementary faculty presentation
- 1990 "Tessellation, A New Approach to Teaching Geometry," Edinburg, Texas.
- 1991 "Science for the Curious," Faculty inservice. Edinburg, Texas
- 1992 "Modifying Curriculum to Encourage Student Participation in the Learning Experience," Mansfield Public School, Mansfield, Connecticut, fifth grade teachers
- 1992 "Portfolio Assessment: We Can Assess the Many Strengths of Children," Andover Elementary School, Andover, Connecticut, staff inservice
- 1993 "Curriculum Compacting," Cheshire High School, Cheshire, Connecticut, staff inservice day
- 1994 "Valuing Literacy Learning Conference, Macomb, Illinois
- 1996 "Identifying Learning Styles." Central Michigan University, Professional Development Conference, Anspach Hall, sponsored by the Student Michigan Education Association.
- 1998 "My Ideal Gifted Education Program." Presentation before the Edinburg Parent Gifted and Talented Advocacy Group, April 30, 1998

Community and University Service

- 1996-97 Teacher Education and Professional Development Handbook Committee, member, Central Michigan University
- 1996-97 Co-advisor with Dr. Helen Gill, CLASS IRA, Central Michigan University
- 1996-97 Professional Education Council, member, Central Michigan University

- 1997-98 Brownsville Independent School District, Gifted and Talented Advisory Board, member, Brownsville, Texas, Monthly meetings
- 1997-98 Judge, Odyssey of the Mind Competition, Brownsville, Texas
- 1998 Judge, Texas Academic Decathlon Competition, Brownsville, TX, January 30-31, 1998
- 1998 Advisor, Kappa Delta Pi an international honor society in education, Central Michigan University.
- 1998 Co-advisor, CLASS IRA the university student branch of the international reading association, Central Michigan University.
- 1998 Met with the Idaho State Gifted Education Advisory Council to discussion identification measures used in gifted and talented programs.
- 2003-04 Member, Big Rapids Public Schools Curriculum Council
- 2003-current Co-advisor then sole Advisor, Kappa Delta Pi an international honor society in education, Ferris State University
- 2002-current Member of the College of Education Undergraduate Committee, former secretary and chair.
- 2006 Attended the Prism Writing contest reception to honor the writing of two of my students who had won awards. Crystal Schuberg and Bradley Moore.
- 2005-2006 Honored guest of the Student Athletic Association two years for faculty appreciation night.
- 2006-2008 Honored guest of Senior Send Off, Honors Program Banquet. Guest of Lacy Beehler, 2006, Kimberly Sams, 2007, and Jeremy Lebeau, 2008.
- 2007 Guest of Mitchell Faarsen, at Ferris Greek Awards Banquet.
- 2008 Prism Writing contest reception to honor Antoinette Rewa, student award winner. By invitation.
- 2008 Academic Senate.member.

2004-current Faculty adviser for Kappa Delta Pi an International Honor Society in Education

2008-current Faculty co-adviser for the Association of Future Educators

Publications

1996 Dissertation, "Gifted but Gone: High Ability, Mexican-American, Female Dropouts, University of Connecticut, August 1996

1997 "Scavenging the Newspapers," *Michigan Reading Association Newsletter*, News & Views on Reading, May, Volume 41, No. 4

1997 "Gifted, But Gone: High Ability, Mexican-American, Female Dropouts," The National Research Center on the Gifted and Talented *Newsletter*, Spring, 1997.

1998 "Portrait of a Life-long Learner," *Delta Kappa Gamma Bulletin*, Spring 1998, Volume 64 (3), pp. 5-8.

1998 "Essential Elements for Gifted-Child Parent Groups," *Tempo*, Texas Association for the Gifted and Talented Journal, Volume XVIII Issue 4, pp. 10-16.

1998 "Assignment in Intrinsic Motivation Yields Surprising Results," *Roeper Review*, acceptance letter dated September 15, publication pending in 1999.

1998 "Mentoring At Its Best," the National Research Center on the Gifted and Talented (NRC/GT) *Newsletter*, 1999.

Manuscript Reviews

1992 "Creativity as an Education Objective for Disadvantaged Students," by Dr. Mark A. Runco, The National Research Center on the

1992 "Some Children Under Some Conditions: TV and the High Potential Kid," by Dr. Robert Abelman, The National Research Center on the Gifted and Talented

1992 "Preparing for College: A Guide for Teachers, Parents, and Students" by Dr. Paula Olszewski-Kubilius and Avis Wright, The National Research Center on the Gifted and Talented

- 1992 "Admissions Programs of Residential Schools of Mathematics and Science For Academically Talented Youth," by Fathi A. Jarwan and John F. Feldhusen, The National Research Center on the Gifted and Talented.
- 2002 "Gifted and High School Dropouts: Personal, Family, and School Related Factors," by Joseph Renzulli and Sunghee Park, the National Research Center on the Gifted and Talented, May.
- 2003 "Explaining and Nurturing Latino High Achievement," by Patricia Gandara. The National Research Center on the Gifted and Talented.
- 2004 "Providing Effective Instruction to ESL Students in the Classroom," *Michigan Reading Journal*, October, 2004. Blind review.
- 2008 Promotion file review of Patrica Gallant, University of Michigan

Book Review

- 1995-96 *Politics of Art*, John Richard Bokina, published in September, 1997

KATHERINE KELLY MANLEY

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e-mail: manleyk@ferris.edu
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Home Address

17928 River Bluff Dr
Big Rapids, MI 49307
231-796-4216
231-796-3068 (FAX)
e-mail: drkittyfsu@yahoo.com

EDUCATION

Virginia Polytechnic Institute and State University, Blacksburg, VA.

Doctor of Education in Vocational and Technical Education, June, 1981.

Virginia Polytechnic Institute and State University, Blacksburg, VA.

Certificate of Advanced Graduate Study (CAGS) in Vocational and Technical Education, June, 1980.

Florida Atlantic University, Boca Raton, FL. Master of Education in Curriculum and Instruction with concentration in Business Education, August, 1974.

Florida Atlantic University, Boca Raton, FL. Bachelor of Science in Business Education, December, 1970.

Concord College, Athens, WV. Began work toward Bachelor of Science in Business Education

PROFESSIONAL EXPERIENCE

Ferris State University, Big Rapids, MI.

Professor-Graduate Programs, November, 1984 to present.

Provide leadership for a graduate program in Career & Technical Education. Developed and teach graduate level teacher education courses including Evaluation in Career and Technical Education, Principles of Educational Research, Implementing Total Quality Management in the Classroom; Project-Based Curriculum Development; Supervision and Instructional Improvement, Methods of School Improvement, and courses related to the Malcolm Baldrige National Quality Award Performance Criteria for educators. Direct research of graduate students working for Masters degree. Advise students on academic and vocational curricula. Serve on department, college, and university committees. Extensive state and national grant development and supervision. Finalist for Ferris State University Distinguished Teacher Award, 1993 and 1997; Recipient of the Michigan Association of Governing Boards of State Universities Distinguished Faculty Award, 1989 (Peer-

selection process). Promoted to Full Professor July, 1987; tenured November, 1989; merit award 2003.

The National Occupational Competency Testing Institute, Big Rapids, MI.

Senior Consultant, 1985 to present

Conduct workshops in the area of occupational job analysis (using a custom Turbo-DACUM process), test development (written and performance), data analysis, and cut score determination for business and industry clients. Clients include such prestigious clients as 3M; Toyota; General Mills; General Motors; Bosch; Caterpillar; Lucent Technologies; Walt Disney World; Kellogg; Philip Morris; Sony, etc..

Ferris State University, Big Rapids, MI.

Assistant Vice President for Curriculum and Instruction (Acting),
September, 1986-September, 1989. (half-time position)

Responsible for curriculum and faculty development and served as liaison with the Academic Senate and Office of Academic Affairs. Initiated and supervised the implementation of an academic program review program and a pilot student outcomes assessment project. Coordinated tenure, sabbatical leave, and research and faculty development grants. Member of the Deans' Council and the President's Cabinet. Initiated and served as acting Director of Timme Center for Teaching Excellence.

National Center for Research in Vocational Education, The Ohio State University,

Columbus, OH. Research Specialist and Coordinator, Institute Program,
The National Academy for Vocational Education, April, 1984 to November, 1984.

Coordinated the planning, promotion, and administration of cost-recovery professional development programs on a nationwide basis for vocational leaders and other appropriate audiences. Facilitated and conducted conferences, workshops and seminars consistent with planned scopes of work; supervised program staff in initiating, coordinating the arrangements of and administering professional development programs for appropriate audiences; developed promotional strategies and materials for the program and supervised staff in their implementation; developed budgets for professional development activities; developed field based arrangements for the support of programs through contracts, joint sponsorship and other linkages.

Dalton Junior College, Dalton, GA.

Instructional Coordinator, September, 1982 to April, 1984.

Virginia Polytechnic Institute and State University, Blacksburg, VA

Assistant Professor (non-tenure track), Research Associate/Project Director,

December, 1979, to August, 1982.

Virginia Polytechnic Institute and State University, Blacksburg, VA
Graduate Research Assistant, 1979.

Shiraz Iran Electronics Industries (I.E.I.) School, Shiraz, Iran
Business Education Teacher, 1975-79.

Palm Beach County Board of Education, West Palm Beach, FL.
Business Education Teacher and Department Chairperson, 1970-1975.

Jacob's Jewelry Store, West Palm Beach, FL.

SELECTED FUNDED RESEARCH & DEVELOPMENT

2006, Massachusetts Department of Education, Lead Consultant for NOCTI in developing 45 customized written and performance assessments for all CTE content areas.

2004, Pipe Trades Training Center of Santa Clara & San Benito Counties Trades Training Center, San Jose, CA. Curriculum Development Project for NOCTI, Initial project for Residential Plumber, \$250,000 with potential for 3 additional areas for over \$1,000,000

2003-2004, Lansing Community College, "Curriculum Development & Assessment Services," for NOCTI, approximately \$250,000.

January, 2003, Manufacturing Skills Standards Council of the National Skills Standards Project awarded to the National Occupational Competency Testing Institute. Will develop eight national certification test development aligned to the MSSC Production Manufacturing Standards—March and April, 2003.

November, 2002, National Survey of Teacher Testing for National Occupational Competency Testing Institute.

August, 1989, "Vocational-Technical Education Curriculum Project," Michigan Department of Education, Lansing, \$641,000.

October, 1989, "Vocational-Technical Education Personnel Development Project," Michigan Department of Education, \$390,000

May, 1986, "Connecticut Assessment of Educational Programs, Small Engine, Drafting, and Graphic Arts, Connecticut State Department of Education, Hartford, \$110,000. (2 year project)

January, 1984, "Automotive Mechanics Training Program for High School Drop-outs," GA Department of Education, Atlanta, GA, \$34,424.

January, 1984, "Displaced Homemaker and Re-Entry Women Project," GA Department of Education, Atlanta, GA, \$13,393.26.

January, 1984, "Counseling and Assessment Program," GA Department of Education, Atlanta, GA, \$20,976.46.

October, 1983, "Individual Referral for Job Training Partnership Act Clients," North GA Area Planning and Development Commission, Dalton, GA, \$65,480.

November, 1981, "CBE Teacher Assistance Program and In-service Summer Conference," VA Department of Education, Richmond, GA, \$73,401.

October, 1981, "Individualized CETA/Education Linkage Workshops for Prime Sponsor Localities," funded by Governor's Employment and Training Council, Richmond, VA, \$49,564.

October, 1981, "Continuation of CETA/Education Linkage Newsletter," funded by Governor's Employment & Training Council, Richmond, VA, \$32,451.

July, 1981, "Statewide Technical Assistance to Programs for Displaced Homemakers," funded by VA Department of Education, Sex Equity Office, Richmond, VA, \$25,107.

INTERNATIONAL WORKSHOPS/PRESENTATIONS CONDUCTED

"Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Palau High School's Instructional Academies, Koror, Palau, Micronesia, August, 2000

"Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of American Samoa High School's Instructional Academies, American Samoa Department of Education, Pago, Pago, American Samoa, December, 2000

"Skills Assessment and Certification Test Project For the Expansion, Improvement and Development of Kosrae Career Pathways and Instructional Academies, Kosrae State Department of Education, Federated States of Micronesia, Tofol, Kosrae, February, 2001

Presenter, "Learning Strategies," Hogeschool, Enschede, Netherlands, National Education and Technology Conference, November 6, 1999.

Presenter/Facilitator, Acer Computers, Global Operations, Acer Computer Distributor Meeting, Team 1990, Monte Carlo, Monaco and Kuala Lumpur, Malaysia, 1990.

International Program, Ferris State University, faculty, Belize Program for Secondary School Administrators, taught graduate courses in Belize City, Belize, 1986-1987.

International Program, Ferris State University, project coordinator, Belize Program for Secondary School Administrators, coordinated the six week intensive program, Summer, 1985 and Summer, 1986.

International Program, Ferris State University, project coordinator, Belize Program for Primary School Administrators, coordinated the six week intensive program, Summer, 1986.

RECENT WORKSHOPS CONDUCTED

Keynote, "An Indepth Look at Instructional Strategies," Michigan Business Education Regional Conference, Grayling, MI June 25, 2004.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College, Cadillac, June 16, 2003.

Presenter, "Assessment Theory and Interactive Session," Health and Human Services Career Division, Lansing Community College, January 8, 2003.

Presenter, "The Learning College," Health and Human Services Careers Division, Lansing Community College, January 6, 2003.

Presenter, "Instructional Strategies for Postsecondary Faculty," Baker College-Muskegon, September 19, 2002.

Presenter, "Implementing Career Pathways," Fremont Intermediate School District, faculty inservice, Fremont, MI, October 7, 2002 and October 21, 2002.

Presenter, "New Century DACUM," State Leadership Conference for Vocational Administrators, Michigan Department of Career Development, August 2, 2001.

Presenter (with Dr. Nancy Cooley and Ellie Boyd), "Navigating the Quality Award Process in Post-Secondary Education," 107th NCA Annual Meeting of the Higher Learning Commission/NCA Annual Meeting, Chicago, IL, March 24, 2002.

Presenter, "Creating Successful Partnerships with Business & Industry, Organizations, and Universities," Organizational Development Conference, Linkages, Inc., Naples, FL, October 2-5, 2000. (Co-presenters Dr. Ray Ryan, NOCTI, and Jim Schultz, Director of Training, General Mills, Inc.)

Commencement Speaker, Ferris State University, Colleges of Education and Optometry, Mar 8, 1999.

"Leadership Development Program DACUM", for Western Michigan University, March 22-23, 2001, Lansing, MI

"Train-The-Trainer for Death Investigators" for Occupational Research and Assessment, Baltimore, MD, March 20-March 22, 2001 and St. Louis, MO, October 26-27, 2000.

CONSULTING

- The National Occupational Competency Testing Institute (NOCTI), Senior Consultant Conducted Occupational Job and Task Analysis, Occupational Skill Test Development (written and performance tests) and Cut Score Development for such companies/organizations as:
 - General Mills, Inc., 1997 (on going)
 - Quaker, Oakland, CA, 2001 & continuing
 - BAMA Companies, Tulsa, OK, 2004
 - Hershey Foods Corporation, Hershey, PA, 2003 and continuing
 - National Council for Skills Standards in Graphics Communication, 2004 and continuing (Stitcher certification)
 - United Association of Journeymen and Apprentices of the Plumbing, Pipefitting, and Sprinkler Fitting Industry, 2000-continuing
 - Sappi Fine Paper, Muskegon, MI, 2002-2004
 - City of Detroit, 1999 - 2000
 - Rubber Manufacturer's Association, 1999-2000
 - United Association United Association of Journeymen and Apprentices of the Plumbing and Pipefitting Industry of the United States and Canada (2001-2002)
 - Robert Bosch, Charleston, SC (1997)
 - Lucent Technologies, 1999
 - 3M, St. Paul, MN, 1997
 - Lithonia Lighting, Cochran, GA, February, 1997
 - American Boat and Yacht Council, 1997- continuing
 - Alcan Cable, Kansas, 1997
 - Kellogg, Battle Creek, 1998
 - Lance, Inc, Charlotte, NC, 1998
 - General Motors, Detroit, MI, 1997
 - Dayton Power and Light, Dayton, OH, 1997-1998
 - Kemper Insurance, Long Grove, IL, 1996-97
 - Toyota Motor Manufacturing, June, 1997
 - Philip Morris, Richmond, VA, 1996-1997
 - Utah Transit Authority, Salt Lake City, UT, 1996-1997
 - ARMCO, Bulter, PA, June, 1997
 - Duquesne Lighting, Pittsburgh, PA, May, 1997
 - Association of Rubber Manufacturing, 1998
 - National Institute Metalworking Standards Project, 1996-1997
 - GTE, Atlanta, GA, 1997
 - Smith & Nephew, Memphis, TN, 1996-1997
 - BICSI, Tampa, FL, 1996-1997
 - Union-Electric, St. Louis, MO, 1996
 - Digital Audio Disc Corporation, SONY, 1991-1995
 - Vista-United Telecommunications, Walt Disney World, Orlando, FL, December, 1994-January, 1995.
 - Nestle Chocolate Company, Franklin Park, IL, December 7-9, 1994.
 - St. Joseph Hospital, Detroit, MI, August, 1994.
 - Steelcase Corporation, Grand Rapids, MI, July, 1994.

- Recreation Vehicle Industry Association (RVIA), 1994-1995
- Caterpillar, Peoria, IL, June, 1994
- Department of Energy for Alternative Fuels Project, May 31-June 2, 1994, Nashville, TN.
- CIBA Vision, Atlanta, GA, 1994.
- Sony Music, Carrolton, GA, August-November, 1993
- Michigan State University, Lansing, MI, May-June, 1993.
- Tampa Electric Company, Tampa, FL, September, 1992-October, 1992.
- Dupont, DeLisle Plant, Pass Christian, Mississippi, April, May, and June, 1992.
- Reedy Creek Energy Systems, DisneyWorld, May, June, and July, 1992.
- Sebring Electric Company, Sebring, FL, April 20-21, 1992.

Lansing Community College, Lansing, MI, industry-based job analysis for curriculum development for newly funded M-TEC center. (2002-continuing). Conducted job analyses, curriculum gap analysis and course development sessions. (contract with NOCTI)

Technology Transfer Center, Ferris State University

- conducted job analyses and written test development, equipment skill performance checksheets for
- Diesel Technology Company
- Rubber Manufacturer's Association (1994-1997),
- Yoplait, Reed City, maintenance apprenticeship program

RECENT COMMITTEE INVOLVEMENT AT FERRIS STATE UNIVERSITY AND OTHER INSTITUTIONS

Proposal Development and Lead Curriculum Development, Pro-Mo-TEd (Professional, Modularized Teacher Education Program) for alternative certification of CTE teachers

Proposal Development for New Option in MSCTE, Educational Technology, cooperative with Master of Science in Information Technology program, 2002.

Chair, Academic Program Review Committee, MSCTE Program, 2002

Chair, Faculty Search Committee, Off-Campus Faculty Position, 2002.

Faculty Coordinator for Application, College of Education & Human Services, Michigan Quality Leadership Award Application, 2000-2001. The application lead to the Navigator award level and the first universities in Michigan to win an award.

RECENT SELECTED WORKSHOP ATTENDED

"Malcolm Baldrige Quality Leadership Award Examiner Training, May 26-28, 2004, Gaithersburg, MD. Selected to be on the Board of Examiners for 2004.

2004 Michigan Career Education Conference, "Teaching & Learning for Excellence", February 9-10, 2004.

2003 National Teacher Education Institute for Career & Technical Education, "Pathways to the Future: Preparing and Developing Secondary and Postsecondary CTE Teachers." Scottsdale, AZ February 3-5, 2003.

"Leadership: The Bridge to Change with Peter Senge", Scottsdale, AZ. TW Brawun & Associates, February 6-8, 2003.

"2002 Baldrige Regional Conference," October 2, 2002, Ritz Carlton Hotel, Dearborn, MI

"The 7th Annual Academic/Career/Technology Integrated Curriculum Conference, April 17-19, 2002, Las Vegas, NV, sponsored by the National Schools Conference Institute,

"Brain Research," Robert Sylvester, Ferris State University, March 22, 2002.

"Tegrity Web Learner Training", Big Rapids, MI, (one of five faculty chosen to be trained on the system) November 16, 2001.

"Malcolm Baldrige Quality Leadership Award Examiner Training", May 1-4, 2001, Gathersburg, MD. Selected to be on the Board of Examiners for 2001.

"Michigan Quality Council Leadership Award Examiner Training", May 19-21, 1999, April 4-6, 2000, and April 4-6, 2001, Auburn Hill, MI. Selected to be on the Board of Examiners for 1999-2001 and senior examiner for 2000 and lead senior examiner for 2001, 2002, 2003. Selected to be on the Board of Judges 2004

CURRENT PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development, Premier Member
American Career and Technical Education Association
Michigan Education Association (Ferris Faculty Association)
Vocational Industrial Clubs of America
Phi Delta Kappa (educational honorary)
American Educational Research Association
Iota Lambda Sigma, Ferris State University

Vitae
Hikaru Murata, Ph.D.

Office:	Home:
415 Bishop Hall	20425 Thornapple lane
Ferris State University	Big Rapids, MI 49307
Big Rapids, MI 49307	tel/fax: 231-796-3770
tel: 231-591-5364	
fax: 231-591-2043	email: muratah@ferris.edu

EDUCATION

- 1999 University of Kansas, Lawrence, KS
Ph. D. in Health, Sports and Exercise Sciences
Major: Physical Education. Minor: Curriculum & Instruction
- 1991 University of Kansas, Lawrence, KS
M. S. E. in Health, Physical Education, & Recreation
Major: Sports Psychology. Minor: Elementary Physical Education.
- 1985 Asia University, Tokyo, Japan
B.A. in Economics (International Relations)

TEACHING EXPERIENCE

- 2005-Present Assistant Professor Ferris State University
Health & Physical Education Coordinator
- Physical Education: Biomechanics, Current Issues in Health, Physical Education & Sports, Methods in Physical Education, Physical Education Activities, Advanced Fitness, Exercise Psychology, Professional Physical Educator. Test, Measurement, & Prescription First Aid & CPR
- Elementary Education: Methods in Elementary Education.
- PE Activity: Swimming, Strength Training, Introduction of Fitness, Self Defense
- 2002- 2004 Assistant Professor Missouri Western State University
- Physical Education: Test and Measurement in Physical Education, Kinesiology
- Health Education: Wellness and Fitness, Drug Education

PE Activity: Aerobics, Fitness Walking, Weight Training, Tae Bo.

1999-2002 Assistant Professor Davis & Elkins College

Physical Education: Measurement & Evaluation, Research Method & Interpretation, First Aid, Psycho-Social Aspect of Sports, Aquatics I (Swimming Technique Instruction,) Aquatics II (Lifeguard Training), Aquatics III (Water Safety Instruction)

Health Education: Current Issues in Health, Fitness for Life, Health Concepts, Safety Education, Family Life

PE Activity: Weight Training, Volleyball, Karate, Judo, Tae Bo, Swimming,

1988-1999 Graduate Teaching Assistant University of Kansas

Physical Education: First Aid, Lifeguard Training, Water Safety Instruction

PE Activity: Golf, Judo, Karate, Weight Training, Racquetball, Swimming

1996-1997 Instructor University of Kansas
KU Children's Swim Program

1984-1985 Teaching Assistant Asia University
PE Activity: Judo

HEALTH & SAFETY CERTIFICATIONS

American Red Cross Certifications: CPR Instructor, First Aid Instructor, Work Place First Aid Instructor, Lifeguard Instructor, Water Safety Instructor, Water Safety Instructor Trainer, Lifeguard Instructor Trainer Candidate

National Swimming Pool Foundation Certification: Pool & Spa Operator

FACULTY COMMITTEE SERVICES

2006-2007	Search Committee for Science Education position	Chair
2006-2008	Education Department Undergraduate Curriculum Committee	Chair
2007-Present	International Education Committee	
2008-Present	Distinguished Teacher Award Committee	
2005-2006	Curriculum Development (Physical Education Major)	Ferris State University

2002-2004	International Affairs Campus Safety and Parking Committee	Missouri Western State University
1999-2002	Faculty Senate Curriculum Development	Davis and Elkins College

ATHLETIC ADMINISTRATIVE EXPERIENCE

2004 – Present	International Advisor	Nippon Kempo Karate Federation
1997- 1999	President	United States National Collegiate Judo Association.
1995- 1997	Vice President	United States National Collegiate Judo Association.
1990- Present	President	Nippon Kempo Karate Federation of America
1988- 1999	Promotion officer	Kansas Judo Association

ATHLETIC EVENT EXPERIENCE

1997	Director	36th US National Collegiate Judo Championships
1994-1999	Commissioner	Sunflower State Games
1989-1999	Director	Regional Judo Tournaments University of Kansas

COACHING EXPERIENCE

1988-1999	Head Coach, Judo Club, University of Kansas	
1988-1996	Head Coach, Nippon Kempo Karate Club, University of Kansas	
1981-1985	Assistant Coach, Nippon Kempo Karate Club (Varsity Team)	Asia University

RESEARCH and OTHER PROFESSIONAL ACTIVITIES

2005	“Possibilities of Clinical Sport Therapy using the Characteristics of the Martial Arts” was published in Fukushima University Education Research Bulletin, vol. 48, June 2005	
2004	“Influence of Advanced Telecommunication Systems on the Procedures of the Emergency Medical Services (EMS) System” is currently in development	
2003	“A Scientific Analysis of Jigoro Kano’s Doctrine” was presented at the International Judo Research Symposium in Osaka, Japan, and has been submitted to the <u>Judo Journal</u>	

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

CULTURAL AFFILIATIONS

2002-2004	Member	Japan Club at Greater Kansas City
1999-2002	Member	Japan Club at Greater Pittsburgh
1998-1999	President	Japan Club at Greater Kansas City
1998	Vice Chairman	Japan Festival of Greater Kansas City

PROFESSIONAL AFFILIATION

1999 - Present	Member	Japan Research Association of Martial Arts
1988 - Present	Member	American Alliance for Health, Physical Education, Recreation & Dance
1988 - Present	Member	American Association for Active Lifestyles & Fitness
1988 - Present	Member	National Association for Sport and Physical Education

AWARDS

2001	Faculty Innovation Grant	Davis & Elkins College
2001, 2000, 1999	Faculty Travel Grant	Davis & Elkins College
2001	Individual Travel Grant	Appalachian College Association
1997	Judo	4th Degree Black Belt
1991	Nippon Kempo	5th Degree Black Belt

1990	Kendo	3rd Degree Black Belt
1980 & 1984	Nippon Kempo	Selected in the All Japan Tournament

References

Dr. Leon J. Greene, Ph.D.
Associate Professor, HSES
160 Robinson Gymnasium
University of Kansas
Lawrence, KS 66045
Tel # 785-864-5552
E-mail: jlj@ku.edu

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

Dr. Ed Rhudy
Professor, Recreation Management and Tourism
100 Campus Dr.
Davis and Elkins College
Elkins, WV 26241
Tel#304-637-1803
E-mail:erhudy@davisandelkins.edu

FERRIS STATE UNIVERSITY

Big Rapids, Michigan

NORMAN, KAREN LOUISE, ED.D

Professor

Employment: July, 1997 - Present

Academic Degrees

Doctorate in Education, Wayne State University, 1987-1992

Major: Curriculum and Instruction

Minor: Vocational Education

Dissertation Title: "Lifelong Learning Skills Needed by Michigan's Professional and Technical Workers as Perceived by Human Resource Managers" (1992)

Master of Arts, Western Michigan University, 1973-1980

Major: Education (Specialty: Teaching Disadvantaged Youth)

Minor: Business Education

Bachelor of Science, Western Michigan University, 1969-1971

Major: Business Education

Minor: General Business

Hold a Michigan continuing secondary teaching certificate (GX) and a Michigan full vocational authorization (VB). [Verified 4000 hours of valid work experience related to major and minor.]

Professional Experience

2002-Present	Ferris State University Professor
2002	Ferris State University Promotion to Professor
2001	Ferris State University Tenure Received
1999-2001	Ferris State University Associate Professor
1997-1999	Ferris State University, Big Rapids, Michigan

Associate Professor/Coordinator
 1996-1998 Baker College
National Faculty/Associate Professor
 1992-1996 Baker College, System
Director of Assessment & Institutional Effectiveness
 1988-1992 Baker College, Flint, MI
 Academic Dean (Allied Health & Office Administration)
 1987-1988 Baker College, Flint
 Academic Associate Dean (Allied Health & Office Admin.)
 1980-1987 Baker College, Flint
 Full-Time Faculty
 1988-1992 Baker College, Flint, Michigan
 Adjunct Faculty
 1973-1978 Goodrich Area Schools, Goodrich, MI
 Full-Time High School Teacher & Co-op Coordinator
 1971-1973 Flint Public Schools, Flint, MI
 Full-Time Temporary & Substitute Teacher

Professional and Academic Association Memberships

Association for Supervision and Curriculum Development (since 1996)
 Delta Pi Epsilon (since 2002)
 Ferris Faculty Association (since 1997)
 International Society for Business Education (since 2004)
 Michigan Business Education Association (35 years)
 Past President 1993
 President 1992
 President Elect 1991
 College/University Representative on Board 2003-2006
 Michigan Education Association (since 1971)
 National Business Education Association (since 1971)
 National Education Association (since 1971)

Professional Assignments and Activities

Ferris State University Committees

Academic Program Review Council Member	2000-2001
President's Summer School Task Force	Winter, 2001
Economic Education Council, FSU Co-Director	2001

Distinguished Teacher Awards Committee Member	2002-2003
Distinguished Teacher Awards Committee Chair	2003-2004
President's Accreditation Task Force	2005-2006

College of Education & Human Services (COEHS) and School of Education (SOE) Committees

COEHS Curriculum Committee Member	2000-2001
SOE Graduate Committee Member	2001-2002
SOE Tenure Committee Chair	2001-2002
COEHS Tenure Committee Member	2001-2002
	2003-2004
SOE Graduate Curriculum Committee Chair	2001-2002
SOE Graduate Curriculum Committee Member	2002-2003
Secondary Education Academic Program Review Committee Co-chair (produced and presented report)	2002-2003
SOE Tenure Committee Member	2001-Present
SOE Tenure Committee Chair	2003-2004
SOE Early Childhood Education Academic Program Review Panel	2004-2005
SOE Curriculum Committee Member	2001-present
SOE Curriculum Committee Secretary	2005, 2007, 2008
SOE Search Committees for Faculty Positions	2002, 2003, 2004
SOE Search Committee for Director	2005-2006
SOE Curriculum Committee Minutes Taker	2004-2006
SOE Undergraduate Curriculum Committee Member	2005-2006
SOE Charter Schools Ad Hoc Committee Chair	2005-2006
SOE Review Committee for Field Experience Member/Minutes Taker	2005-present
SOE Undergraduate Curriculum Committee Member	2009

Community Service

Big Rapids Schools Curriculum Council Member	1998-2001
Volunteer Artworks Arts Council	2004-2006
Annual Donations to Big Rapids Firefighters	2004-present
Habitat for Humanity Dinner, Reed City	March 17, 2007

Sabbatical collaborating with MOISD Personnel	Fall, 2008
MOISD Curriculum Meetings, monthly	Fall, 2008
MOISD Assessment Teacher Work Groups Math, Science	Fall, 2008

University, College, & Department Service

Faculty Recognition Dinner	April, 2001
CTE Teacher Educator Meeting, East Lansing	September, 2003
Mentor to four Non-tenured Faculty	2001-2005
Convention Facilitator, Michigan Business Education Association Annual Convention	October, 2004
Chair Curriculum Committee, Michigan Business Education Association	2004-2006
Chair Student Awards, Michigan Business Education Association	2003-2006
Faculty Recognition Dinner Presented Distinguished Teacher Awards	April, 2004
Attend Graduation Annually	2001-present
Volunteer Late Registrations Every Semester	2001-2007
Attend College Meetings and Annual Convocation	2001-present
Michigan Business Education Association Board Member (Four-Year Teacher Education Rep)	2003-2007
Sponsored five students as members of Michigan Business Education Association	2003-2004
National Business Education Association Awards Committee Member	2004-2005
Alumni Banquet (attended & presented)	2004, 2006, 2007
SOE Graduate Orientations (attended four)	2004-2006
Supplied SOE Graduate Curriculum Committee with Generic Syllabi for EDUC502 & 504 for Adjunct use	2004-2005
Assisted COB in updating Business Education and Marketing Education Majors; drafted the methods course for COB	2005
Mathematics Education Seminar at FSU	April, 2005
FSUS100 Section for Education Majors (teaching)	Fall, 2005
Field Experience Placement Sub-Committee	March 29, 2007

Professional Seminar (EDUC499) Volunteered to teach and review curriculum	Fall, 2007 & Spring, 2008, 2009
Mentor Teacher Dinner	Fall, 2007
Collaborative Dinner with Reed City Middle School Teachers/Administrators	Spring, 2008
Collaborative Dinner with Reed City High School Teachers/Administrators	Spring, 2008
DAWG Days	Spring, 2008
Graduate Thesis Committee Member	Spring, 2008
Morning Break Meeting with Mentor Teachers and Principals	Fall, 2009
Master's Student Thesis Chairperson	Fall, 2009
Volunteered to combine EDUC430 & 439 Traverse City and Big Rapids students into Weekend	Spring, 2009

Professional Development Activities

Science & Math Program Improvement Training, (SAMPI), Observing Lessons in K-12 Classrooms,"Mt. Pleasant, Muskegon, Shepard	March/May, 2001
Jim Crow Museum Facilitator's Training (FSU)	March/April, 2001
Problem-Based Learning Training (FSU)	July, 2001
Preparation & Delivery for EDUC330 Distance Learning Integrative Classroom (Traverse City & Big Rapids)	2001-2002
Spring Learning Institute (FSU)	March, 2002
SOE Retreat Planning, Attendance & Participation Presenter	2001-present
Lotus Notes Training	April, 2003
National Business Education Association Convention (attended, worked registration) Chicago	April, 2003
Michigan Business Education Association Convention (attended and presented) Grand Rapids, East Lansing, Novi, Kalamazoo Frankenmuth	2003, 2004, 2005, 2006, 2007
MBEA Region 2 Professional Development	June, 2004

FSUS100 Instructor Training	August, 2005
WebCT Training	May, 2005
National Middle School Association Regional Conference, Destin, Florida	February 8-11, 2007
LiveText Training	2007-2009
Marilee Bresciani, Assessment Expert (FSU)	September 27, 2007
MBEA Fall Convention, Frankenmuth, MI	October, 2007
Microsoft 2007 Training	Fall, 2007
Sabbatical Granted	Fall, 2008
Received Ferris Foundation Grant	Fall, 2008
Ferris Assessment Fair	Spring, 2008
Equity in the Classroom	Spring, 2008
Ferris Connect Training	July 22/23, 2009
Academic Advising Workshop	July 28, 2009
MBEA State Convention, Crystal Mountain, MI	October 22-23, 2009
National Middle School Association, Indianapolis	November 4-7, 2009

Grant Activities

Michigan Department of Career Development, Office of Career & Technical Preparation, Program Improvement Grant, Co-Writer and Participant, 2000-2001.

FSU School of Education and College of Arts & Science, Detroit Institute of Arts and Public School Partners, "Drawing on Diversity: A Comprehensive 6-12 Critical Thinking Curricula Development Program," Presenter and Participant, 2000-2001.

Textbook Review

Secondary School Teaching: A Guide to Methods and Resources, 3rd Edition, by Richard and Noreen Kellough. 2006.

Newsletter Publications

MBEA Today	Tips for Teachers: Using Props in Your Business Classroom (January, 2004)
MBEA Today	Tips for Improving Students' Reading Skills (June, 2004)
MBEA Today	Tips for Teachers: Websites (August, 2004)

Honors/Awards

Fall, 2008	Sabbatical Awarded from FSU to work with middle level teachers in the local ISD collecting and distributing best practices
Fall, 2008	Ferris Foundation Grant to support sabbatical
Spring, 2008	Merit Award at Professor rank from FSU
Spring, 2007	10-year Service Award from FSU
October 25, 2007	Distinguished Service Award received from the Michigan Business Education Association in recognition of outstanding leadership, service, and contributions to Business Education.
2005	Post-Tenure Review Accepted by FSU
Spring, 1993	President's Plaque received from the Michigan Business Education Association in appreciation for service as its' President.

Presentations

Drawing on Diversity	Presented and collaborated with public school grades 6-12 teachers developing curriculum outlines as foundation for classroom activities using artifacts or art objects and Visual Thinking Strategies to integrate curriculum and diversity issues. Big Rapids, MI (June, 2001)
Lesson Plan Ideas for New Teachers	Michigan Business Education Association Annual Convention, East Lansing, MI (October, 2004)
Student Teacher Orientation	Presented lesson planning review to over 75 FSU student teachers. Big Rapids, MI (August, 2003 & 2004)
Adjunct Teacher Orientation	Presented to and participated with the SOE adjunct teachers' orientation. Big Rapids, MI (August, 2004)

Be a Dynamic Demonstrator!	Michigan Business Education Association Annual Convention, Novi, MI (October, 2005)
Share & Brainstorm Best Practices	Michigan Business Education Association Annual Convention, Novi, MI October, 2005)
Secondary Education FSU	Reed City Schools Collaborative Dinner, Big Rapids, MI November 19, 2007
Classroom Assessment	SOE Department Retreat, Mt. Pleasant, MI October 12, 2007

Claire A. Rewold
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Education

Ph. D. Early Childhood Education
 Cognate – Educational Leadership
 Oakland University, Rochester, MI

1990 Master of Arts in Teaching - Early Childhood Education
 Oakland University, Rochester, MI

1983 Bachelor of Science – Human Resource Development
 Concentration in Early Childhood Education
 Oakland University, Rochester, MI

Certificates and Training

March, 2004 Temporary Vocational Authorization – State of MI
 #IF0000000102784 Expiration Date: 6/30/2010
 Child and Adult Care Services

June, 2003 PlaY – Playful Literacy and You - Trainer Series
 Oakland Intermediate School District, Mary Masson

Professional Positions

2008 – Present **Assistant Professor, Tenure-track**
 Early Childhood Education Department
 Ferris State University, Big Rapids, Michigan
 Undergraduate teaching in Associate's and Bachelor's programs
 Faculty Liaison for Tot's Place Child Development Center

2006 – 2008 **Full time Temporary Faculty**
 Early Childhood Education Department
 Ferris State University, Big Rapids, Michigan
 Undergraduate teaching in Associate's and Bachelor's programs
 Faculty Liaison for staff at Tot's Place Child Development Center

- 2003 – Present **Adjunct Faculty**
 Early Childhood Master’s Degree Program
 Oakland University, Rochester, Michigan
Courses taught:
 FE 509 – Family, Child and Learning in a Cultural Context
 FE 593 – Action Research Techniques in Education
 EC 650 – Practicum in Early Childhood (Thesis)
- 2003 – 2004 **Vocational High School Teacher – Early Childhood**
 Lapeer Education and Technology Center, Attica, MI
Teacher for high school juniors and seniors considering a career in child care. Two year program that provided students with a theory to practice experience.
Responsibilities included:
- *Preparation of high school curriculum aligned with state standards*
 - *Development of a preschool program based on best practice as defined by the National Association for the Education of Young Children (NAEYC)*
 - *Supervision of preschool teacher and bi-weekly program for 3- and 4- year olds*
 - *Attendance and grade reporting using on-line data system*
 - *Creation of Advisory Board that included teachers, parents and community members*
 - *Participation in staff meetings and in-service workshops and trainings*
 - *Preparation of students for participation in the annual Skills USA regional competition*
- 2002 - 2003 **Substitute Teacher – Lowry Center for Early Childhood Education**
Classroom teacher for children ages 18 month to 4 years
- 2001 –2003 **Co-Director, Eisenhower Higher Education Professional Development Grant**
Expansion of previous grant to include 8 additional districts from The Wayne County Alliance for Mathematics and Science
Responsibilities include:
- *Leading staff development workshops*
 - *Follow-up classroom visits*

- *Grant preparation, evaluation and year end reporting*
- 1999 – 2001 **Co-Director**, Eisenhower Higher Education Professional Development Grant
Collaborative staff development effort between Oakland University and The Crowley Early Childhood Center, Lincoln Park, MI.
Responsibilities include:
- *Leading staff development workshops*
 - *Follow-up classroom visits – modeling, dialoging with teachers, meeting with administrators*
 - *Grant preparation, evaluation and annual reporting*
- 1999 – 2001 **Adjunct Faculty** – Early Childhood Department
 Madonna University, Livonia, Michigan
Undergraduate Courses taught:
- CD 413-Parents and Teachers as Partners in Education*
CD 310-Language Development and Language Arts
CD 358-Curriculum Development in Early Childhood
- 1995 – Jan 1999 **Program Coordinator**, Lowry Center for Early Childhood Education, Oakland University, Rochester, MI.
Responsibilities included:
- Training and supervision of undergraduate field placement students;
 - Supervision of graduate students during summer practicum; staffing, reports, licensing, accreditation, budget, purchasing, University committees, parent communication, inservice workshops
- 1993–1995 **Head Teacher**, Preschool. Lowry Center for Early Childhood Education, Oakland University, Rochester, MI.
Responsibilities included:
- *planning and implementation of developmentally appropriate curriculum in all areas for 4 year olds;*
 - *supervision and evaluation of student staff;*
 - *parent conferences;*
 - *monthly newsletter contribution;*
 - *design and production of hands-on, age-appropriate learning centers and curriculum materials*

- 2000 – 2002** Graduate Assistant, **Department of Human Development and Child Studies, Oakland University, Rochester, MI**
- 1990–1993** Project Associate, Research Assistant. **Institute for Action Research, Oakland University, Rochester, MI.**
- 1986–1990** Graduate Assistant, **Department of Human Development and Child Studies, Oakland University, Rochester MI.**
- 1982 – 1986** Head Teacher, **Preschool. Lowry Center for Early Childhood Education, Oakland University, Rochester, MI.**

Service

- 2008 – Present** Advisor, **FSU Early Childhood Program at Delta College**
- 2008 – Present** Committee Chair, **Educational Undergraduate Curriculum Committee Ferris State University**
- 2006 – 2008** Committee Secretary, **Educational Undergraduate Curriculum Committee Ferris State University**
- 1990-1993* **Campus Coordinator, Oakland University Association for the Education of Young Children**
- 1991 **Committee Member, Eleventh Annual International Human Science Research Conference. Oakland University, Rochester, MI.**

Scholarship

Rewold, Claire. (2007). Contributing editor in Laurie Harris, *Biography for Beginners: African-American Leaders. Vol. 1* (Bethune, Carver, McCoy) Pleasant Ridge, MI: Favorable Impressions.

Rewold, Claire. (2006). Contributing editor in Laurie Harris, *Biography for Beginners: Inventors* (Bell, Birdseye, Braille, Deere, Goodyear, Kellogg, McCormick, McCoy, Pasteur). Pleasant Ridge, MI: Favorable Impressions.

Rewold, Claire. (2005). *The transition to kindergarten: Using an ecological model to evaluate district efforts*. Dissertation. Rochester, MI: Oakland University.

Rewold, Claire. (2003). Contributing editor in Laurie Harris, *Biography for Beginners: World Explorers* (Amundsen, Bering, Erik the Red, Erikson, Nansen, the Vikings). Pleasant Ridge, MI: Favorable Impressions

Rewold, C. (1992). *Michigan-New Zealand Beginning School Math Program. Songs, Books and Ideas. A Rainbow Book (Trial Version)*. Compiled in Collaboration with the New Zealand Teachers and the Varner House Staff. Institute for Action Research, Oakland University, Rochester, MI.

Miller, D. & Rewold, C. (1991). *Advanced Leadership Preparation in Early Childhood Education: A Study of the Availability of Ph.D. and Ed.D. Programs*. Occasional Paper #91-02-FS, October 1991, Oakland University, Rochester, MI.

Miller, D. & Rewold, C. (1991). *Advanced Leadership Preparation in Special Education: A Study of the Availability of Ph.D. and Ed.D. Programs*. Occasional Paper #91-03-FS, October 1991, Oakland University, Rochester, MI.

Rewold, Claire. (1989). Contributing editor in Laurie Harris, *Contemporary Fictional Characters* (Piercy, Zola). Gale Publishing Company, Detroit, MI.

Presentations

Rewold, Claire. (September 2008). *How children learn through play. A presentation for parents*. North Hills Christian Church, Birmingham, MI.

Rewold, Claire. (March 2007). *Guidance and discipline: A paradigm shift*. Michigan Association for the Education of Young Children Annual Conference. Grand Rapids, MI.

Rewold, Claire. (March 2006). *Preschoolers and math*. Workshop for preschool teachers sponsored by the Oakland Intermediate School District.

Rewold, Claire. (October, 2002). *Preschool Math – Using Collections to Foster Math Abilities*. Metro Detroit Association for the Education of Young Children Annual Conference. Troy, MI.

Rewold, Claire. (October, 2001). *Preschool and NCTM Standards 2000: How do they align?* Michigan Council of Teachers of Mathematics Annual Conference, Grand Rapids, MI.

Rewold, Claire. (March, 2001). *Curriculum Implementation with Continuous Improvement through Staff Development*. MiAEYC Annual Conference, Grand Rapids, MI.

Rewold, Claire; Berryman, Beth; and Gembinski, Rebecca. (April, 1997). *All Children Can Be Successful. Full inclusion at Oakland University's Lowry Early Childhood Center*. National Coalition for Campus Children's Centers Annual Conference, Washington, D.C.

Riley, Stephanie; Rewold, Claire; and Barney, Katie. (March, 1994). *Literature and Literacy in Early Childhood*. Bloomfield Township Public Library, West Bloomfield, MI.

Rewold, Claire and Bjornson, Cindy. (June, 1987). *Facilitating a Print Rich Environment for Four and Five year olds*. Avondale Public Schools, Avondale, MI.

Rewold, Claire. (June, 1987). Documentation and Display of Children's Work. St Basil's Conference Center, Lake Orion, MI.

Rewold, Claire and Bjornson, Cindy. (March, 1985). *Facilitating a Print Rich Environment for Four and Five year olds*. MiAEYC conference, East Lansing, MI

Rewold, Claire and Van Belle, Jane. (May, 1983). *A Review of the Research on Computers and Young Children*. Oakland University Conference "Helping Children into the Twenty-first Century," Rochester, MI.

Consulting

Rewold, Claire. (January, 2007). *Kindergarten Readiness*. Ward Presbyterian Church – Preschool Parent Meeting. Northville, MI.

Rewold, Claire. (May, 2006). *Kindergarten Readiness*. Franklin Elementary School, Pontiac, MI.

Rewold, Claire. (February, 2006). *The Wonderful Dilemma of Kindergarten Readiness*. Greater Detroit Cooperative Nursery Council, Franklin, MI.

Rewold, Claire. (January, 2006). *Kindergarten Readiness: Programs and Assessment*. United Way of Pontiac and Oakland Intermediate School District. Pontiac, MI.

Rewold, Claire. (November 2005). *Preschoolers and Math*. In-service training for Farmington Schools Early Childhood staff.

Professional Affiliations

Association for Supervision and Curriculum Development
Association for Childhood Education International
National Association for the Education of Young Children
Golden Key National Honor Society
Oakland University Alumni Association

Professional References

Dr. Sherri Oden
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Hersey, MI 49639
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thomasc@ferris.edu

EDUCATION

- May 2004 Doctor of Philosophy in Educational Leadership and Innovation, School of Education, University of Colorado at Denver, Denver, CO 80217.
Dissertation: "An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene."
- Jan 1991 – Doctoral Student, Educational Administration, College of Education, Wayne State
Aug 1992 University, Detroit, MI 48202. (Studies suspended because of distance.)
- Jul 1989 – Leadership Development Program, Ferris State University, Big Rapids, MI 49307.
May 1990 Administrative training at the secondary and post-secondary levels.
- Sep 1978 – Master of Arts in the Teaching of Business, summa cum laude. Graduate College,
Apr 1981 Business Education Department, Western Michigan University, Kalamazoo, MI
49008.
Master's Paper: "A Comparison of the Basic Business and Economic Knowledge Between Ninth Graders Who Have Had Basic Business Courses and Those Who Have Not."
- Sep 1975 – Bachelor of Science in Business Education, summa cum laude. College of
Jun 1978 Business, Business Education Department, Western Michigan University,
Kalamazoo, MI 49008.
Major: Business Education, Secretarial/Clerical
Minor: General Business

PROFESSIONAL EXPERIENCE IN EDUCATION

- Aug 2002 – Ferris State University, Big Rapids, MI 49307
Present **Full-time Tenure Track Faculty, School of Education**
- Jan 2002 – Ferris State University, Big Rapids, MI 49307.
Aug 2002 **Full-time Temporary Faculty, School of Education**

- Aug 1998 – Falcon School District 49, Sand Creek High School, Colorado Springs, CO
Dec 2000 80922. **Vocational Business Education Teacher.**
- Aug 1997 – Pikes Peak Community College, Colorado Springs, CO 80906. **Adjunct Business**
Dec 1997 **Faculty.**
- Aug 1992 – Coleman Community Schools, POB W, Coleman, MI 48618. **Principal, Coleman**
Jun 1997 **High School.**
- Aug 1989 – Macomb Community College, Warren, MI 48093. **Coordinator, Business/Public**
Aug 1992 **Service Cooperative Education.**
- Sep 1978 – Three Rivers High School, Three Rivers, MI 49093. **Instructor Vocational**
Aug 1989 **Information Processing** (including shared-time programs), Cooperative
Education Coordinator, Chairperson Business Education Department, Internal
Accountant, Student Council Advisor, BPA Advisor, Curriculum Council member,
county vocational committees member.
- Sep 1986 – Glen Oaks Community College, Centreville, MI 49032. **Instructor, Clerical**
Aug 1989 **Skills** (both on campus and at Florence Crane Women’s Correctional Facility--a
medium-security State prison).
- Sep 1986 – Three Rivers Adult High School, Three Rivers, MI 49093. **Instructor, Clerical**
May 1988 **and Computer Skills.**

BUSINESS EXPERIENCE

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

CERTIFICATION

Jun 1990 Michigan Secondary Administration Certificate
Michigan Central Office Administration Certificate

Apr 1981 Michigan Continuing Secondary Certificate
Michigan Permanent Vocational Certificate

SPECIALIZED TRAINING

1999 General Training on the Six-Trait Writing Model

1997 On-line Instruction Training through Convene.com

HONORS AND AWARDS

1978 Honored as a Michigan Business Education Association Student Teacher of the Year.

MEMBERSHIPS

Association for Career and Technical Education
Association for Supervision and Curriculum Development
Phi Delta Kappa
Michigan Association of Secondary School Principals

UNIVERSITY SERVICE

2005 - Academic Senate
Present

2005 - University Assessment Committee
Present

DEPARTMENTAL SERVICE

2006 Recording Secretary, Graduate Curriculum Committee

- 2006 Co-authored \$250,000 MDE Grant for MCCTE-FSU with Dr. Katherine Manley
Facilitating grant activities including developing standards and assessments for 33 Career-Technical Education programs in Michigan
- 2006 Facilitated departmental discussion on the expectations of master's degree students
- 2006 Worked with committee to develop draft of new administrative master's degree
- 2005 Facilitated departmental discussion on vision for SOE and desired requirements for SOE Director
Member, search committee for Director of SOE
- 2003 - Present ProMoTed Development Team Member, participated in the development of the Professional Modularized Teacher Education delivery system, developed EDUC 430 as modularized course
- 2003 - 2004 Chairperson, Graduate Curriculum Committee, School of Education, Ferris State University
- 2002 - Present Recording Secretary, School of Education Curriculum Committee, Ferris State University

COMMUNITY SERVICE

- 1995 – 1996 Board of Trustees, Midland Children and Family Services, Midland, MI 48640
- 2006 – Present Green Township, Parks & Recreation Board
Green Township, being trained as election poll worker for November, 2006 elections

PROFESSIONAL DEVELOPMENT

- 2007 TeAmerica Church Planting Assessment Center, Green Lake Conference Center. Completed "Strengths Finder", "Portrait Predictor", and "Golden Personality Type Profiler" as part of the assessment. These correlate directly to my areas of expertise as well as to my vocation and avocation.
- 2005 Participated in Professional Learning Community, "Enhancing On-line Learning"

Dream Big Conference for Growing Your Church, Grove City Church of the Nazarene
- 2004 TEACH 2004, Professional Development for Sunday School Ministries, International Church of the Nazarene, Flint, Michigan

Dream Big Conference for Growing Your Church, Grove City, Ohio.

PUBLICATIONS

"An Examination of Systemic Gaps in the Preparation of Sunday School Teachers in the Church of the Nazarene," Ph.D. dissertation.

"Establishing a Support System for Articulation," a position paper co-authored with Don Garrett, available through ERIC.

PRESENTATIONS

"Meet the New MCCTE Online," 2007 Michigan Conference on Career Education, February, 2007, Detroit, Michigan.

"An Innovative Alternative Approach to Certifying CTWE Teachers," 2006 Michigan Conference on Career Education, February 6, 2006, Grand Rapids, Michigan.

"Techniques for Working with Teens", and "CLT Professional Development for Sunday School Superintendents", presented at Team Day Conference, September 18, 2004, Cadillac, Michigan.

"Exploring the Relationships Among Teacher Attitudes Toward Inservice and Job Satisfaction," presented at UCEA Convention 2000, Albuquerque, New Mexico.

Appendix B: Survey results

Elementary Education -- Alumni survey

Edit

Design Survey Collect Responses Analyze Results

- View Summary**
- Browse Responses
- Filter Responses
- Crosstab Responses
- Download Responses
- Share Responses

Default Report **+ Add Report**

Response Summary

Total Started Survey: 14
Total Completed Survey: 14 (100%)

Show this Page Only

PAGE: ELEMENTARY EDUCATION ALUMNI SURVEY

1. What year did you graduate from FSU's Elementary Education program? [Create Chart](#) [Download](#)

		Response Percent	Response Count
2010		11.1%	1
2009		11.1%	1
2008		44.4%	4
2007		11.1%	1
2006		22.2%	2
Other (please specify) Show Responses			5
answered question			9
skipped question			5

2. What content minors and endorsements did you complete at Ferris State University? Please check all that apply. [Create Chart](#) [Download](#)

		Response Percent	Response Count
Early childhood endorsement		7.1%	1
Language arts		71.4%	10
Mathematics		21.4%	3
Science		21.4%	3
Social studies		71.4%	10
answered question			14
skipped question			0

2. What content minors and endorsements did you complete at Ferris State University? Please check all that apply. [Create Chart](#) [Download](#)

Other (please specify) Show Responses	1
answered question	14
skipped question	0

3. Are you currently employed as an educator?

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Yes		71.4%	10
No		28.6%	4
		answered question	14
		skipped question	0

[Show this Page Only](#)

PAGE: 2

1. What is your current position/job title?

[Create Chart](#) [Download](#)

		Response Percent	Response Count
Full-time elementary/middle school teacher		100.0%	9
Part-time elementary/middle school teacher		0.0%	0
Substitute elementary/middle school teacher		0.0%	0
Other (please specify) Show Responses			1
		answered question	9
		skipped question	5

2. What is the email address of your current supervisor or principal?

[Download](#)

	Response Count
answered question	6
skipped question	8

2. What is the email address of your current supervisor or principal?

[Download](#)

Show Responses 6

answered question 6

skipped question 8

3. How long have you been employed in your current position?

[Create Chart](#) [Download](#)

	Response Percent	Response Count
less than 6 months	10.0%	1
between 6 months and 1 year	0.0%	0
between 1 and 3 years	30.0%	3
between 3 and 5 years	50.0%	5
more than 5 years	10.0%	1
answered question		10
skipped question		4

4. How long did it take you to find a teaching position (in months)?

[Download](#)

Response Count

Show Responses 10

answered question 10

skipped question 4

5. What state/province are you employed in?

[Download](#)

Response Count

Show Responses 10

answered question 10

skipped question 4

Show this Page Only

1. The program helped me to acquire the content necessary for teaching in the subjects I am STATE CERTIFIED to teach in. [Create Chart](#) [Download](#)

		Response Percent	Response Count
Strongly agree		7.1%	1
Agree		57.1%	8
Neither agree nor disagree		14.3%	2
Disagree		21.4%	3
Strongly disagree		0.0%	0
answered question			14
skipped question			0

2. The program helped me to acquire the content necessary for teaching in the subjects I am CURRENTLY TEACHING in. [Create Chart](#) [Download](#)

		Response Percent	Response Count
Strongly agree		7.1%	1
Agree		35.7%	5
Neither agree nor disagree		28.6%	4
Disagree		28.6%	4
Strongly disagree		0.0%	0
answered question			14
skipped question			0

3. The coursework in the planned program and professional sequence of classes adequately prepared me to pass the BASIC SKILLS portion of the Michigan Test for Teacher Certification. [Create Chart](#) [Download](#)

		Response Percent	Response Count
Strongly agree		21.4%	3
Agree		71.4%	10
Neither agree nor disagree		7.1%	1
Disagree		0.0%	0
answered question			14
skipped question			0

3. The coursework in the planned program and professional sequence of classes adequately prepared me to pass the BASIC SKILLS portion of the Michigan Test for Teacher Certification. [Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Strongly disagree	0.0%	0
answered question		14
skipped question		0

4. How many times did you have to take the BASIC SKILLS portion of the Michigan Test for Teacher Certification before passing it? [Create Chart](#) [Download](#)

Response	Response Percent	Response Count
1	85.7%	12
2	14.3%	2
3	0.0%	0
4 or more	0.0%	0
answered question		14
skipped question		0

5. The coursework in my content minors adequately prepared me to pass the SUBJECT AREAS portions of the Michigan Test for Teacher Certification. [Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Strongly agree	14.3%	2
Agree	71.4%	10
Neither agree nor disagree	7.1%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
Does not apply/did not take	7.1%	1
answered question		14
skipped question		0

6. How many times did you have to take the SUBJECT AREA portions of the Michigan Test for Teacher Certification before passing it?

[Create Chart](#) [Download](#)

answered question 14
skipped question 0

7. The FSU School of Education requirements of a minimum GPA (generally 2.5 on a 4.0 scale) were high enough for the PLANNED PROGRAM (education classes).

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	7.1%	1
Agree	35.7%	5
Neither agree nor disagree	7.1%	1
Disagree	50.0%	7
Strongly disagree	0.0%	0
answered question		14
skipped question		0

8. The FSU School of Education's requirements of a minimum GPA (generally 2.5 on a 4.0 scale) were high enough for the PROFESSIONAL SEQUENCE.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	7.1%	1
Agree	28.6%	4
Neither agree nor disagree	14.3%	2
Disagree	50.0%	7
Strongly disagree	0.0%	0
answered question		14
skipped question		0

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

[Create Chart](#) [Download](#)

Response Response
answered question 14
skipped question 0

6. How many times did you have to take the SUBJECT AREA portions of the Michigan Test for Teacher Certification before passing it?

Create Chart Download

		Response Percent	Response Count
0 (did not take)		7.1%	1
1		92.9%	13
2		0.0%	0
3		0.0%	0
4 or more		0.0%	0
answered question			14
skipped question			0

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

Create Chart Download

	Percent	Count
Strongly agree	7.1%	1
Agree	28.6%	4
Neither agree nor disagree	7.1%	1
Disagree	57.1%	8
Strongly disagree	0.0%	0
	answered question	14
	skipped question	0

10. The elementary education program at Ferris State University appears to have prepared me as a teacher as well as that of my co-workers from other Michigan universities.

Create Chart Download

	Response Percent	Response Count
Strongly agree	14.3%	2
Agree	57.1%	8
Neither agree nor disagree	14.3%	2
Disagree	14.3%	2
Strongly disagree	0.0%	0
	answered question	14
	skipped question	0

11. I am pleased with my current employment situation.

Create Chart Download

	Response Percent	Response Count
Strongly agree	35.7%	5
Agree	42.9%	6
Neither agree nor disagree	7.1%	1
Disagree	7.1%	1
Strongly disagree	7.1%	1
	answered question	14
	skipped question	0

1. My academic advising was effective.

Create Chart Download

		Response Percent	Response Count
Strongly agree		14.3%	2
Agree		71.4%	10
Neither agree nor disagree		7.1%	1
Disagree		7.1%	1
Strongly disagree		0.0%	0
answered question			14
skipped question			0

2. The academic advising was consistent among advisors.

Create Chart Download

		Response Percent	Response Count
Strongly agree		14.3%	2
Agree		42.9%	6
Neither agree nor disagree		21.4%	3
Disagree		21.4%	3
Strongly disagree		0.0%	0
Do not know/no opinion		0.0%	0
answered question			14
skipped question			0

3. The academic advising in the content areas was helpful.

Create Chart Download

		Response Percent	Response Count
Strongly agree		7.1%	1
Agree		64.3%	9
answered question			14
skipped question			0

3. The academic advising in the content areas was helpful.

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Neither agree nor disagree	21.4%	3
Disagree	7.1%	1
Strongly disagree	0.0%	0
answered question		14
skipped question		0

4. I had the proper number of academic advisors.

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Strongly agree	7.1%	1
Agree	64.3%	9
Neither agree nor disagree	28.6%	4
Disagree	0.0%	0
Strongly disagree	0.0%	0
answered question		14
skipped question		0

5. How many academic advisors (content area, professional sequence, and general education) did you have while in the Elementary Education program?

[Create Chart](#) [Download](#)

Response	Response Percent	Response Count
1	71.4%	10
2	21.4%	3
3	7.1%	1
4 or more	0.0%	0
answered question		14
skipped question		0

Show this Page Only

What is the email address of you	How long did it take you to find a teaching position (in months)?	What state/province are you employed in?	Who was the most influential faculty member in your career among FSU faculty?	Based on your work experience, please identify two or three strengths of the program.	Based on your work experience, please make two or three suggestions to further strengthen the program.	What qualities/abilities/skills were expected of you upon your employment that were NOT included in your program at Ferris State University.
Open-Ended Response	Open-Ended Response	Open-Ended Response	Open-Ended Response	Open-Ended Response	Open-Ended Response	Open-Ended Response
pasmith@goaj.org	16 months	Arizona	Dr. David Pilgrim	Academic Advising, Helping acqulre certificate when graduating	Need more Reading classes if not a Reading minor, need to have more hours before student teaching	Knowing what to expect when administering standardized tests, learning what to do when not provided with basis for students to use
	4-5 months	Virginia	Dr. Lashaway		Classroom management	
						General content knowledge
jscudder@tesd.k12.az.us	I looked in Michigan for 6 months and did not find anything. I looked in Arizona and had a job within two weeks.	Arizona	Betsy Brown	The methods courses and the student teaching.	Higher expectations for the students. Have the students experience the classroom environment at the beginning of the program so the students who are guessing their career choice will know if teaching is what they want to do.	My situation is different because I had to do the out of state requirements when I was hired in Arizona.
	12 months	Coiorado	Nancy Lashaway-Bokina	Reading strategies, children's literature	Need more instruction on reading remediation	Teaching a multi-grade classroom
			Dr. Virginia Hines & Nancy Lashaway-Bokina	The Language Arts Minor was great!	The social studies minor is not up to par. I had a terrible time passing my certification test. Having some hands on experience with NWEA and other programs like that - would have been nice.	current testing and current curriculum

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cindy.king@cms.k12.nc.us	approximately 10 months	North Carolina	Gayle Slater	professional sequence, methods	classroom management in diverse demographics	need more exposure to state testing; need more experience with knowing and learning the State Standard Course of Study
			Dr. Lashaway-Bokina and Dr. Braunius			
	One month	Michigan	Amy Kavanaugh & Jody Pratt	The real life experience that staff could share and the teaching styles of some of the staff.	More emphasis on teaching writing Hands on practice with reading strategies	Teaching writing has been difficult because so much focus was on reading in the ELA minor. Teaching ELL students (strategies)
NA	48	Arizona	Dr. McCullough (sp). He taught me that math is easy if you look at it the right way.	Methods classes were very good.	Full Year of Student Teaching Passing the Basic Skills Test should exempt students from certain classes.	Classroom management skills. I needed more experience. That is why I suggest a full year of student teaching.
	3 months to find my first job, a year to find my next job after moving to a new state.	Illinois				
plove@alainlocke.org	1-3 months	IL	Nancy Lashway-Bokina	1) The two required minors helped me earn middle school endorsements in IL. 2) instructors like Dr. Lashway strongly benefit the program because she always used "real-world" strategies that were directly applicable to the classroom.	1) There were several weak professors in the education dept. at Ferris that didn't seem passionate about teaching when I was a student. 2) I think there should be more classes on preparing future teachers with strategies for classroom management.	1) Stronger classroom management skills. 2) Higher level of technology knowledge (smart board, LCD projector, etc.) 3) Experience with state standards and state standardized testing requirements

inmank@k12tn.net	0 months	Tennessee	too many to name, i loved all of my professors. 1. Dr. Lashaway 2. Dr. Brown (should NOT have gotten rid of her, she was amazing, cared so much for all of us, and prepared us for EVERYTHING) 3. Dr. Hines	I am currently employed and in my last semester of graduate school for speech-language pathology, however, I feel that I have adequate classroom management, I am prepared in planning activities, and nothing was a surprise to me when I entered the work force.	Have a year long student teaching experience and make sure you get placements across the board, not just in Kindergarten or Middle School but in both.	Nothing. At Ferris there was little left unsaid. We talked about bus duties, ball games, and all extra curricular activities and how to manage a rowdy classroom. I was very prepared.
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Elementary Education: current student survey Edit

Design Survey Collect Responses Analyze Results

- View Summary**
- Browse Responses
- Filter Responses
- Crosstab Responses
- Download Responses
- Share Responses

Default Report **+ Add Report**

Response Summary

Total Started Survey: 57
Total Completed Survey: 57 (100%)

PAGE: 1

1. Are you male or female?

Create Chart Download

	Response Percent	Response Count
Male	10.5%	6
Female	89.5%	51
answered question		57
skipped question		0

2. Which category below includes your age?

Create Chart Download

	Response Percent	Response Count
17 or younger	1.8%	1
18-20	21.1%	12
21-29	59.6%	34
30-39	5.3%	3
40-49	12.3%	7
50-59	0.0%	0
60 or older	0.0%	0
answered question		57
skipped question		0

3. Which of the following categories best describes your employment status?

 Create Chart  Download

		Response Percent	Response Count
Employed, working 1-39 hours per week		66.7%	38
Employed, working 40 or more hours per week		8.8%	5
Not employed, looking for work		12.3%	7
Not employed, NOT looking for work		8.8%	5
Retired		0.0%	0
Disabled, not able to work		3.5%	2
		answered question	57
		skipped question	0

3. Which of the following categories best describes your employment status?

Create Chart Download

answered question 57
skipped question 0

4. Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, or some other race?

Create Chart Download

	Response Percent	Response Count
White	93.0%	53
Black or African-American	1.8%	1
American Indian or Alaskan Native	0.0%	0
Asian	0.0%	0
Native Hawaiian or other Pacific Islander	1.8%	1
From multiple races	3.5%	2
Some other race (please specify) Show Responses		1

answered question 57
skipped question 0

5. Where do you reside?

Create Chart Download

	Response Percent	Response Count
On campus	10.7%	6
Off campus	89.3%	50

answered question 56
skipped question 1

6. What are your minors and concentrations?

Create Chart Download

	Response Percent	Response Count
English language arts	61.4%	35

answered question 57
skipped question 0

6. What are your minors and concentrations?

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Mathematics	35.1%	20
Social studies	47.4%	27
Science	56.1%	32
Early Childhood education	29.8%	17
answered question		57
skipped question		0

7. How many credit hours have you earned? This number includes transfer and Ferris credit hours.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
0-30	8.9%	5
31-60	10.7%	6
61-90	21.4%	12
90-120	28.6%	16
120+	30.4%	17
answered question		58
skipped question		1

8. What part of the program are you currently enrolled?

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Level I: pre-education	31.6%	18
Level II: education methods	50.9%	29
Level III: student teaching	17.5%	10
answered question		57
skipped question		0

9. Please respond to the following questions as strongly agree, agree, neutral, disagree, or strongly disagree regarding the faculty in the School of Education.

[Create Chart](#) [Download](#)

answered question	57
skipped question	0

9. Please respond to the following questions as strongly agree, agree, neutral, disagree, or strongly disagree regarding the faculty in the School of Education. [Create Chart](#) [Download](#)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
My advisor is available during office hours.	37.5% (21)	33.9% (19)	16.1% (9)	7.1% (4)	5.4% (3)	3.91	56
My advisor has provided helpful guidance in my educational plan.	40.4% (23)	26.3% (15)	14.0% (8)	10.5% (6)	8.8% (5)	3.79	57
My professors have been available during office hours.	38.2% (21)	43.6% (24)	14.5% (8)	3.6% (2)	0.0% (0)	4.16	55
My professors have been approachable.	46.4% (26)	42.9% (24)	10.7% (6)	0.0% (0)	0.0% (0)	4.36	56
My professors have provided assistance when requested.	48.2% (27)	41.1% (23)	7.1% (4)	3.6% (2)	0.0% (0)	4.34	56
I have visited my professors during office hours.	33.9% (19)	26.8% (15)	26.8% (15)	10.7% (6)	1.8% (1)	3.80	56
I visit my advisor each semester as required.	49.1% (27)	32.7% (18)	10.9% (6)	3.6% (2)	3.6% (2)	4.20	55
						answered question	57
						skipped question	0

10. Please respond to the following questions as strongly agree, agree, neutral, disagree, or strongly disagree about the elementary education program and level I courses. [Create Chart](#) [Download](#)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
1. I am satisfied that I chose the elementary education program at Ferris State University.	45.6% (26)	33.3% (19)	10.5% (6)	10.5% (6)	0.0% (0)	4.14	57
2. The elementary education program is teaching me to be a caring teacher.	42.1% (24)	42.1% (24)	14.0% (8)	1.8% (1)	0.0% (0)	4.25	57
3. I feel confident of my academic knowledge in my minors.	43.9% (25)	42.1% (24)	12.3% (7)	1.8% (1)	0.0% (0)	4.28	57
4. I feel confident of my academic knowledge in my planned program.	50.9% (29)	38.6% (22)	8.8% (5)	1.8% (1)	0.0% (0)	4.39	57
5. I understand the ethics and professional behaviors required of teachers.	70.2% (40)	24.6% (14)	5.3% (3)	0.0% (0)	0.0% (0)	4.65	57
6. Child development	53.6%	32.1%	12.5%	1.8% (1)	0.0% (0)	4.38	56
						answered question	57
						skipped question	0

10. Please respond to the following questions as strongly agree, agree, neutral, disagree, or strongly disagree about the elementary education program and level I courses. [Create Chart](#) [Download](#)

coursework has prepared me to understand influences in the social development of children.	(30)	(18)	(7)				
7. Childhood development (EDUC 251) coursework has prepared me to understand influences in the physical development of children.	29.6% (16)	33.3% (18)	31.5% (17)	3.7% (2)	1.9% (1)	3.85	54
8. Child development coursework has prepared me to understand influences in the cognitive development of children.	40.0% (22)	40.0% (22)	20.0% (11)	0.0% (0)	0.0% (0)	4.20	55
9. Learning theory coursework (EDUC 289) has provided a foundational understanding of how students learn.	30.9% (17)	38.2% (21)	27.3% (15)	1.8% (1)	1.8% (1)	3.95	55
10. Learning theory coursework has provided an understanding of influences on student learning.	36.4% (20)	40.0% (22)	20.0% (11)	3.6% (2)	0.0% (0)	4.09	55
11. Learning theory coursework has provided an understanding of several learning theories.	35.8% (19)	43.4% (23)	15.1% (8)	5.7% (3)	0.0% (0)	4.09	53
						answered question	57
						skipped question	0

11. If you are or have been enrolled in EDUC 303, 413, 420, or 415 please answer the following questions. [Create Chart](#) [Download](#)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
12. I have an understanding of the diversity of learners.	55.6% (15)	33.3% (9)	11.1% (3)	0.0% (0)	0.0% (0)	4.44	27
13. I understand how to accommodate students with special needs.	51.9% (14)	14.8% (4)	29.6% (8)	3.7% (1)	0.0% (0)	4.15	27
14. I have an understanding of the social influences affecting American education.	48.1% (13)	29.6% (8)	18.5% (5)	3.7% (1)	0.0% (0)	4.22	27
15. I have an understanding of the political influences affecting American education.	44.4% (12)	33.3% (9)	18.5% (5)	3.7% (1)	0.0% (0)	4.19	27
16. I am confident in my ability to write outcomes and objectives.	48.1% (13)	37.0% (10)	14.8% (4)	0.0% (0)	0.0% (0)	4.33	27
						answered question	27
						skipped question	30

11. If you are or have been enrolled in EDUC 303, 413, 420, or 415 please answer the following questions.

[Create Chart](#) [Download](#)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
17. I have an understanding of curriculum standards and benchmarks.	51.9% (14)	33.3% (9)	11.1% (3)	0.0% (0)	3.7% (1)	4.30	27
18. I am confident in my knowledge about how to teach reading to students.	44.4% (12)	29.6% (8)	22.2% (6)	3.7% (1)	0.0% (0)	4.15	27
19. I am confident in my skills to teach reading to elementary education learners.	40.7% (11)	33.3% (9)	22.2% (6)	3.7% (1)	0.0% (0)	4.11	27
20. I know how to use technology in teaching.	44.4% (12)	44.4% (12)	11.1% (3)	0.0% (0)	0.0% (0)	4.33	27
21. I am capable of developing technology based learning for students.	46.2% (12)	46.2% (12)	7.7% (2)	0.0% (0)	0.0% (0)	4.38	26
answered question							27
skipped question							30

12. If you are or have been enrolled in EDUC 421, 431, 432, and 433/435 please answer the following questions.

[Create Chart](#) [Download](#)

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Rating Average	Response Count
22. I have the skills to use different models to teach social studies to students.	31.3% (5)	50.0% (8)	12.5% (2)	6.3% (1)	0.0% (0)	4.06	16
23. I can demonstrate different methods to teach science.	62.5% (10)	31.3% (5)	6.3% (1)	0.0% (0)	0.0% (0)	4.56	16
24. I am confident in my knowledge of reading strategies.	56.3% (9)	37.5% (6)	6.3% (1)	0.0% (0)	0.0% (0)	4.50	16
25. I am confident in my skills in the assessment of students' reading abilities.	50.0% (8)	43.8% (7)	6.3% (1)	0.0% (0)	0.0% (0)	4.44	16
26. I can use a variety of methods to teach mathematics.	56.3% (9)	37.5% (6)	6.3% (1)	0.0% (0)	0.0% (0)	4.50	16
27. I am able to develop effective lessons in the English language arts.	43.8% (7)	37.5% (6)	18.8% (3)	0.0% (0)	0.0% (0)	4.25	16
28. I can integrate several academic subjects into one lesson plan.	56.3% (9)	37.5% (6)	6.3% (1)	0.0% (0)	0.0% (0)	4.50	16
29. I am able to demonstrate skills in teaching physical	50.0% (8)	31.3% (5)	18.8% (3)	0.0% (0)	0.0% (0)	4.31	16
answered question							16
skipped question							41

12. If you are or have been enrolled in EDUC 421, 431, 432, and 433/435 please answer the following questions.

 Create Chart  Download

education to students.

30. I am confident in my ability to include health and physical education to students.

43.8%
(7)

43.8%
(7)

12.5%
(2)

0.0% (0)

0.0% (0)

4.31

16

answered question 16

skipped question 41

Elementary Education Faculty Survey Edit

Design Survey Collect Responses Analyze Results

- View Summary**
- Browse Responses
- Filter Responses
- Crosstab Responses
- Download Responses
- Share Responses

Default Report **+ Add Report**

Response Summary

Total Started Survey: 8
Total Completed Survey: 8 (100%)

PAGE: FACULTY SURVEY

1. My current role at Ferris State University is:

Create Chart Download

	Response Percent	Response Count
Tenure track faculty	100.0%	8
Adjunct faculty	0.0%	0
Other (please specify)		0
answered question		8
skipped question		0

2. During the last academic year my teaching load has been delivered at the following locations:

Create Chart Download

	Response Percent	Response Count
Big Rapids	75.0%	6
Flint	50.0%	4
Grand Rapids	37.5%	3
Traverse City	37.5%	3
Other (please specify)		0
answered question		8
skipped question		0

3. I teach primarily in which of the following programs (check all that apply):

Create Chart Download

	Response Percent	Response Count
answered question		8
skipped question		0

3. I teach primarily in which of the following programs (check all that apply): [Create Chart](#) [Download](#)

Program	Response Percent	Response Count
Career and technical education	25.0%	2
Early childhood education	0.0%	0
Elementary education	62.5%	5
Secondary education	37.5%	3
Special education	25.0%	2
Other (please specify) Show Responses		3
answered question		8
skipped question		0

4. The elementary education program is consistent with the mission of Ferris State University. "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." [Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Strongly agree	50.0%	4
Agree	37.5%	3
Neither agree nor disagree	12.5%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
answered question		8
skipped question		0

5. The overall quality of the elementary education program is excellent. [Create Chart](#) [Download](#)

Response	Response Percent	Response Count
Strongly agree	25.0%	2
Agree	62.5%	5
Neither agree nor disagree	12.5%	1
Disagree	0.0%	0
answered question		8
skipped question		0

5. The overall quality of the elementary education program is excellent.

[Create Chart](#) [Download](#)

Strongly disagree	0.0%	0
answered question		8
skipped question		0

6. The elementary education program is an integral part of the COEHS.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	75.0%	6
Agree	25.0%	2
Neither agree nor disagree	0.0%	0
Disagree	0.0%	0
Strongly disagree	0.0%	0
answered question		8
skipped question		0

7. The FSU administration at the college level provides the support the program needs to thrive.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	12.5%	1
Agree	37.5%	3
Neither agree nor disagree	12.5%	1
Disagree	37.5%	3
Strongly disagree	0.0%	0
answered question		8
skipped question		0

8. The internal policy and processes of the elementary education program enable the program to be successful.

[Create Chart](#) [Download](#)

	Response
answered question	8
skipped question	0

8. The internal policy and processes of the elementary education program enable the program to be successful.

[Create Chart](#) [Download](#)

	Percent	Count
Strongly agree	25.0%	2
Agree	62.5%	5
Neither agree nor disagree	12.5%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
answered question		8
skipped question		0

9. The admission requirements for the program are adequate.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	12.5%	1
Agree	62.5%	5
Neither agree nor disagree	25.0%	2
Disagree	0.0%	0
Strongly disagree	0.0%	0
answered question		8
skipped question		0

10. The number of full time tenure track faculty is sufficient to manage the program.

[Create Chart](#) [Download](#)

	Response Percent	Response Count
Strongly agree	0.0%	0
Agree	12.5%	1
Neither agree nor disagree	25.0%	2
Disagree	50.0%	4
Strongly disagree	12.5%	1
answered question		8
skipped question		0

11. The elementary education program produces graduates who have excellent knowledge of the subject matter in the field.

Create Chart Download

		Response Percent	Response Count
Strongly agree		25.0%	2
Agree		50.0%	4
Neither agree nor disagree		25.0%	2
Disagree		0.0%	0
Strongly disagree		0.0%	0
answered question			8
skipped question			0

12. The elementary education program provides ample opportunities for students to practice and increase their pedagogical skills through field experiences and other assignments.

Create Chart Download

		Response Percent	Response Count
Strongly agree		50.0%	4
Agree		37.5%	3
Neither agree nor disagree		12.5%	1
Disagree		0.0%	0
Strongly disagree		0.0%	0
answered question			8
skipped question			0

13. The elementary education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health.

Create Chart Download

		Response Percent	Response Count
Strongly agree		37.5%	3
Agree		50.0%	4
Neither agree nor disagree		12.5%	1
Disagree		0.0%	0
answered question			8
skipped question			0

13. The elementary education program produces graduates who have a commitment to student achievement and to student physical, social, and emotional health. [Create Chart](#) [Download](#)

Strongly disagree	0.0%	0
		answered question 8
		skipped question 0

14. List the strengths of the elementary education program. [Download](#)

	Response Count
Show Responses	5
answered question	5
skipped question	3

15. List the areas in which the elementary education program could be improved. [Download](#)

	Response Count
Show Responses	5
answered question	5
skipped question	3

	List the strengths of the elementary education program.	List the areas in which the elementary education program could be improved.
Other (please specify)	Open-Ended Response	Open-Ended Response
I have VERY little knowledge of the Elem Program, so feel my input is invalid.		
M.Ed.	Field exeriences. Attention from full time faculty.	Admission requirements could be higher. Clerical and advising support at off campus locations. Continuing to align curriculum with state standards--requires time for faculty to meet.
Foundations	Field placement opportunities Strong minor, except the ELA...needs major work!	Provide faculty who are experts in the field of reading and writing...currently there is no PhD in a tenure track position. Put more emphasis on use of technology for teaching and learning. Provide visionary leadership, the program has suffered tremendously in the past five years.
	Integrated methods block. Competent faculty	more field experience hours especially in the methods block. Better evaluations by all parties
	Flexibility in the program to meet the needs of students.	Need more minor options for students.
	The number of hours in the field, the requirements in the various courses, and the collaboration among faculty to help students succeed.	Add faculty.

Appendix C: Generic Syllabi

T.E.A.C.H
Transformative Experiential Assessment-driven Collaborative Holistic
School of Education
Ferris State University
EDUC 101: Introduction to the Profession of Teaching

Course description

Ethics, preparation for the MTTC, professional culture, conceptual framework, dispositions, pathways to certification, and the use of digital portfolios. Typically offered Spring and Fall. 1.000 Credit Hours

Outcomes for the course

Students will

- Gain an understanding of LiveText
- Develop an understanding (conceptual and physical framework) of portfolio assessment
- Develop an understanding of the School of Education Professional Behaviors policy
- Develop an understanding of school climate and appropriate demeanor in the public schools
- Prepare to take the Basic Skills Tests, the Michigan Test for Certification and the Subject Matter Tests.
- Identify and appropriate strategies that are basic to academic success
- Become aware of professional programs, associations and opportunities for professional growth
- Be able to articulate the components of TEACH (School of Education Conceptual Framework)

Texts: LiveText software available on-line or at the bookstore

MDE Standards

1,1.a,1.d,1.e, 1.f, 1.g, 1.j, 1.k, 2, 2.d, 4, 4.e, 5, 5.a, 5.d, 6, 6.a, 6.b, 7, 7.a, 7.g

Assignments

Extemporaneous essay: Students will write in class a short essay about why they have chosen the profession of teaching. This assignment will be completed during the first session of class.

Exemplary essay: (Hallmark Assignment) Students will write a formal essay derived from their extemporaneous essay. This work must demonstrate reflection, present evidence of course content, and follow APA style.

Portfolio: Students will submit evidence of their growth portfolio using the TEACH template. This portfolio must include a letter of introduction and have the exemplar essay embedded.

Class Attendance and Participation; Students are required to attend, come prepared, and participate in all class sessions.

Course calendar

Week one- Introduction of the concept of portfolio assessment, professional growth, and the use of LiveText

Week two- LiveText instruction in the use of the software, setting up TEACH portfolio

Week three- Professional behaviors, school culture, professional associations and networking

Week four- Studying and preparing for the Basic Skills Test, elements of the MTTC

Week five- TEACH and navigating the process of becoming a teacher

Course Policies:

The State of Michigan requires that all beginning teachers must meet the same criteria to be certified; no matter where you go to school, the same criteria must be met. The state is striving to regain its position as an educational leader, and by doing so expects ALL new teachers to be the best they can be. In order to be the best you can be and able to compete in the job market, you will need to commit yourself to excellence.

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 400-level education course.

Grading: The grading scale in this course is based on a 100-point system.

Extemporaneous Essay	15
Exemplar Essay	25
Portfolio	30
Attendance and Participation	30

How to calculate your grade:

Take the number of points you earned and divide it by the total possible points. An example: You earned a 2.8 on your critique. Divide the 2.8 by the possible points of 3.0 and you would have a 93%. To calculate your standing in the course add your total earned points by the total possible points of assignments to date. You are responsible for keeping track of your grades, and keeping your returned papers and assessments.

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

Simply stated, attendance, participation, and timeliness in this course are a requirement. 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 required 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 Dispositions Policy for clarification of expected behaviors. Offspring, canines, felines or other animals are not permitted in class.

All work submitted must be word processed unless otherwise stated. The work must adhere to APA publication style, follow the writing rubric for the course, and follow any specific protocol (i.e. journals, papers, 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 prior to the due date.*** Work that is submitted late will be graded with an initial point reduction of 40 percent for the first week or part thereof, 60 percent for the second week or part thereof, and will not be accepted if submitted 14 days or more after the initial due date.

Concerns with this class, as all others courses at Ferris State University, are to be directed initially 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.

Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education.

Changes may be made to this syllabus at the discretion of the instructor

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039

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

Hallmark Assignment Rubric

	6	5	4	3	2	1
Content and Ideas MI-T-PROV.1 MI-T-PROV.1.a	The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate.	The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate.	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness.	The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details.	The writing is only occasionally clear and focused. Ideas and content are underdeveloped.	The writing is generally unclear and unfocused. Ideas and content are not developed or connected.
Organization MI-T-PROV.1.c	The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text.	The writer's control over organization and the connections between ideas effectively moves the reader through the text.	The response is generally coherent, and its organization is functional.	There may be evidence of an organizational structure, but it may be artificial or ineffective.	There may be little evidence of organizational structure.	There may be no noticeable organizational structure.
Style and voice	The writer shows a mature command of language including precise word choice that results in a compelling piece of	The writer shows a command of language including precise word choice.	The writer's command of language, including word choice, supports meaning.	Vocabulary may be basic.	Vocabulary may be limited.	

	6	5	4	3	2	1
	writing.					
Conventions	Tight control over language use and mastery of writing conventions contribute to the effect of the response	The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.	Lapses in writing conventions are not distracting.	Incomplete mastery of over writing conventions and language use may interfere with meaning some of the time.	Limited control over writing conventions may make the writing difficult to understand.	Lack of control over writing conventions may make the writing difficult to understand.

Ferris State University

School of Education

Big Rapids, MI 49307

EDUC 251: Child and Adolescent Development

Course Credit: **3 semester credit hours**

Catalog Description: A study of the biological, cognitive, social and affective domains of human growth and development from the prenatal period through death; particularly as they apply to teaching and learning. Students are required to observe human behavior at different stages of development in a variety of field settings.

Course Instructional Outcomes:

- To identify and apply the essentials of major biosocial, cognitive, and psychosocial theories of developmental psychology. This outcome will be observed by acceptable performance on a pamphlet, field observation paper, and written exams.
- To identify individual and social factors in development and that interactions between individual and environment are two-directional, characterized by reciprocity. This outcome will be observed by acceptable performance on written exams.
- To communicate effectively in diverse settings with people from diverse experiences and situations. This outcome will be observed by acceptable performance in the field, as well as class presentations.
- Compare and contrast human development across several U.S. cultures including (but not limited to) African American, Asian American, Latino, Native American, Euro-American. This objective will be observed by acceptable performance on a written pamphlet and written exams.
- To compare and contrast how various systems (e.g. family, educational, economic, political, religious, etc.) affect the psychological development and health of individuals and various and diverse communities in the United States. This outcome will be observed by acceptable performance on a written pamphlet and written exams.

ENTRY-LEVEL STANDARDS FOR MICHIGAN TEACHERS:

- 1a. Synthesize, analyze, reflect upon, and write with clarity and structure about ideas, information, and data from a general and liberal education, and the relationships between the various disciplines;
- 1e. Understand and respect varying points of view and the influence of one's own and others' ethics and values

- 1f. Understand and respect individual differences, including those within the State Board of Ed. (SBE) universal education policy; i.e. culture, race, gender, religion, and ethnicity
- 1h. Understand the similarities and differences within our culture that support the importance of common good and responsible citizenship within our American society;
- 1j. Understand and respect individual differences, including the differences identified within the State Board of Education (SBE) Universal Education Vision and Principles
- 1l. Demonstrate the abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing)
- 2a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of students' cognitive, affective, physical, emotional, and social capacities
- 5a. Model the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation.
- 5b. Identify and use current research to reflect on and improve their practice related to content, pedagogy, and other factors that impact student achievement.
- 5d. Consider the effects of teacher dispositions, decisions and actions upon others (e.g., families, other professionals, and all students, including those with disabilities) and adjust interactions accordingly
- 6a. Understand the structure, function, purpose, and value of education and schools in a free, democratic, and pluralistic society;

The Instructor reserves the right to make needed and appropriate adjustments in this syllabus.

Required Text:

Author: Laura Berk
 Title: Infants, Children, and Adolescents (6th Edition)
 ISBN: 0205419283

Online Resources.

Michigan Curriculum Frameworks, Standards, and Benchmarks
http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

State Recommended/Developed Tools and Resources
http://www.michigan.gov/documents/toolsresources_21924_7.doc

Hallmark Assignment

Parent Pamphlet

Goal: Prepare a handbook that serves as a guide for parents. The handbook must target one of the following developmental ranges:

- Early Elementary
- Late Elementary
- Middle School
- Secondary

Remember to write for your audience which is parents – not a professor. You might want to consider a more conversational tone that will help the parent feel comfortable and confident in the material. Format is open, it may be a manual, a series of brochures or pamphlets, etc. Form follows function. I will grade form only to the extent that it adds to the clarity and understanding of the material. Since this will end up in your portfolio, you will probably want to make it attractive.

The content is to focus on describing for parents how they can support the development of their child. You should not only focus on what parents should do, but the reasons why they should or should not do certain things. You should be convincing about why parents should do the “right” things. Each section should be short enough to be easily readable, and yet long enough to be relatively informative and thorough. You should pay attention to format as well as content.

You will submit the three sections of the Manual or pamphlet together on or by the due date for the assignment. This pamphlet will be graded by the rubric shown in the assignment link.

Section 1: Physical Development (chapter 5)

Section 2: Cognitive Development (chapter 6)

Section 3: Emotional and Social Development (chapter 7)

Layout Considerations

- It should consist of at least six pages. If you use a half page folded layout then it should be at least ten pages.

- In addition, at least half the pages should have illustrations. These illustrations should not be more than $\frac{1}{4}$ of the total page surface.
- This handbook should be prepared with a title page, which should also be illustrated.
- Include a bibliography page that lists a minimum of five Internet resources that parents could access if they have further questions. Be sure to list the topic and give a short summary of the type of information available at the website (minimum of five additional sites).
- Type the text using a standard 12-point font, title page with a larger font and bibliography.
- Pages may be designed using some lists but if a list is used, it must be headed with a paragraph of information that explains why the list is useful. Most of the text should be a summary of information you have learned from your research, written in an essay format.
- Submit the finished work on the due date.

Resources:

- <http://parenting.org/> - Parenting skills, discipline
- <http://www.dearparents.com/> - Parents and technology
- <http://family.go.com/> - Activities, babies, food, education, parenting
- <http://www.familyeducation.com/home/> - Resources for parent/child involvement activities
- <http://www.theideabox.com/> - Early childhood educational ideas
- <http://amomslove.com> - Advice and support for at-home and working moms
- <http://www.fathers.com/> - Addresses how dads can actively participate in child rearing
- <http://npin.org/> - National Parent Information Network, all kinds of parenting information
- <http://www.netmom.com/> - Parenting newsletter
- <http://www.parentsoup.com/> - Every kind of parenting information imaginable
- <http://www.php.com/> - Resources for families with special needs
- <http://www.parentsplace.com/> - Practical information for parents
- <http://www.stepfamily.net/> - Resources for blended families

Note: The professor reserves the right to make needed and appropriate adjustments to the syllabus. This may include the addition, deletion or changing of assignments (graded or un-graded).

Disabilities

Students with documented disabilities are encouraged to make your disability known to the professor, and if you choose your classmates. I will gladly make all accommodations requested through the FSU Office of Disability Services. Sharing your disability condition with your classmates will allow us to discuss teaching and learning strategies from a first person perspective as we all strive to become better teachers.

T.E.A.C.H
Transformative Experiential Assessment-driven Collaborative Holistic
School of Education
Ferris State University
EDUC 289
Principles of Teaching and Learning

Required Texts

EdPsych: Modules, 1st Edition

Lisa Bohlin, PURDUE UNIV-WEST LAFAYETTE
Cheryl Cisero Durwin, SOUTHERN CONN STATE UNIV
Marla Reese-Weber, ILLINOIS STATE UNIV

Softcover, 688 pages, ©2009, ISBN-13 9780073378503

A Handbook for Classroom Management that Works

Robert J. Marzano, Barbara B. Gaddy, Maria C. Foseid

MDE Standards

1, 1.d, 1.g, 1.k, 2, 2.a, 3, 3.b, 4, 4.a, 4.b, 4.d, 4.g, 5, 5.a, 5.b, 7, 7.g

Professor's Note:

For many of you, this will be your first course in the College of Education. For a few of you, this course may come after you have taken other courses. Regardless of your program standing, this is a critical course in your quest to become a teacher. Until now, you have lived your academic life as a student. I am now asking you to start to think as a teacher. This means that I will be expecting you to reflect on how you might handle a situation, or how you might feel if you were the teacher in a situation, in addition to being the college student you are. For example, as a student you will probably ask the question, "what do I need to know to get a good grade on the test?" As a teacher, you would ask the question, "how well does this assignment motivate me to learn the material?" or "Is this way of assessing my learning a good one for my type of learning style?" Periodically you will be asked to "teach" the class in brief presentations. Start to pay attention to how "good" teachers present information. Do they use the whiteboard or other visual media, do they ask questions, do they give hands on tasks to practice and emphasize what they are teaching? This is your class. How much you get out of the class will result directly from how much you put into it! This is not just a class at the University; it is about the rest of your chosen life. Let's have fun with it, and make it a really great learning experience.

Catalog Description

The psychological principles underlying teaching and learning: learning theory, motivation, the exceptional learner, gender and cultural differences, individual differences, the development of self

concept, and classroom management strategies. Students are required to do a 15 hour field experiences in appropriate classroom settings. 3 credit hours

Learning Outcomes

Upon completion of EDUC 289/501, students will:

- 1) write and/or present to the class a comprehensive classroom management plan wherein they identify, describe and provide specific examples to illustrate disciplinary techniques and instructional procedures demonstrated by current research to help ensure a safe and orderly environment conducive to learning which takes into account the diverse needs of individual students.

Course Objectives (Aligned to the Mi State Teaching Standards)

- 1g. Structure the classroom to demonstrate the value of a free, democratic, and pluralistic society
- 1k. Understand technology and its use for gathering, processing, and communicating ideas and information
- II. Demonstrate the abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing).
- 2a. Apply knowledge of human growth, development, and learning theory to design and implement instruction for the continuing development of cognitive, affective, physical, emotional, and social capacities;
- 3b. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and provide connections beyond the classrooms to allow for substantive conversations among teachers and learners regarding subject matter acquisition;
- 4d. Design and implement a classroom management plan that utilizes respectful disciplinary techniques to ensure a safe, and orderly learning environment (e.g., instructional procedures utilizing positive behavioral support techniques) which is conducive to learning which takes into account diverse needs of individual students;
- 5a. Model the State of Michigan Professional Code of Ethics and engage in meaningful self-evaluation;
- 5b. Identify and use current research to reflect on and improve their practice related to content, pedagogy, and other factors that impact student achievement;
- 7g. Use technology to enhance professional development, practice, productivity, and communication

Hallmark Assignments

- Classroom Management Plan: Students will develop a classroom Management Plan that incorporates and aligns their philosophy, physical arrangement, strategies, diversity, and accommodations

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments: EDUC 289

Assignments, and when applicable, the rubric used to evaluate your assignment are located under "assignments" in WebCT. Please note the due dates, and be aware of the policy regarding late work.

Assignments include:

- Personality assessment assignment. Includes learning styles, multiple intelligences and conflict resolution style. 40 points
- Blooms Learning Objectives – 15 points
- Behavior Management Plan – 60 points
- 8 online quizzes from the Bohlin et al textbook 160 points
- Classroom Management Workbook Assignment TBD ____ points

Quizzes: All quizzes are open book and taken online. Please note, that these quizzes are timed. You will have only 45 - 60 minutes to complete the quiz (see specific quiz for exact time). I have found that this is plenty of time for those students who have read the material and outlined the chapters or otherwise indexed the reading material. It is not enough time to try to find all the answers without having read the chapters. NOTE; if you have a documented disability, please let me know and extended time can be an appropriate accommodation.

Student Responsibilities:

Please note that you are responsible for all text material assigned. Some of the text material may be lectured on in class, and some may not. Do Not assume that because I do not lecture on something in the text, that it may not be important. Sometimes I may feel that material from the text needs additional clarification, but if the text is self explanatory, I may choose not to spend time repeating what you have already read. Class time will be designed to enhance readings in the text, provide a forum for discussion, and in general make the text material come alive in an experiential context. The quizzes will be primarily on the material in the text, but may include material from class.

Grading Scale

Letter	Percentage		
A	100 – 96	C+	80 – 78
A-	95 – 91	C	77 – 74
B+	90 – 88	C-	73 – 71
B	87 – 84	D	70
B-	83 - 81	F	69 or less

Final Note: The professor reserves the right to make needed and appropriate adjustments to the syllabus. This may include the addition, deletion or changing of assignments (graded or ungraded).

Late assignment policy

Assignments are due on the date scheduled in the syllabus or under Ferris Connect or as amended by the professor. As a rule, assignments are not accepted late. In the rare case that I do accept a late assignment, this will result in a 30% deduction. Assignments later than three days will not be accepted. In no case will assignments be accepted after the semester ends. Exceptions will be made exclusively for the reasons stated in the attendance policy. Should you have an exceptional situation you may contact me to discuss a late submission. This should be done prior to the due date, not after.

APA Style

- **You are expected to use APA style in all your formal writing. If you use citations, they must be in APA style. See links on the Course Site for necessary style information**

Class Discussion

- *You have chosen to become a teacher! Passive learning is not an option! You are expected to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage a class with a relaxed atmosphere in which all students feel comfortable participating. The class will be more interesting and thought provoking if the whole class is engaged in the discussion therefore, it is very important that you read the material to be discussed before class. Feel free along the way to bring interesting materials to class to share and do not hesitate to ask questions.*

Academic Honesty

- *Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy at Ferris State.*

Disabilities

- Students with documented disabilities are encouraged to make your disability known to the professor, and if you choose your classmates. I will gladly make all accommodations requested through the FSU Office of Disability Services. Sharing your disability condition with your classmates will allow us to discuss teaching and learning strategies from a first person perspective as we all strive to become better teachers.

NOTE

- The professor reserves the right to change the syllabi as deemed appropriate. This may include the addition or deletion of assignments, assessments, readings, field visits etc., being graded or non-graded.

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Transformative Experiential Assessment-driven Collaborative Holistic
School of Education
Ferris State University

EDUC 303
School, Work, and Society

Course Description: (3 credit hours)

Structure, function, and purposes of schools, in society and how they are affected by various philosophies of education. Topics include financing education, traditional and contemporary philosophical views of education, the role of the school in society, the legal aspects of education, teachers' professional groups, and American education and the future.

Required Text(s)/Materials:

Text: Live Text Digital Portfolio Software (bookstore or online)

MDE Standards

1, 1.c, 1.d, 1.e, 1.f, 1.h, 1.i, 1.j, 1.k, 2, 2.d, 5, 5.a, 5.b, 6, 6.a, 6.b, 6.c, 7, 7.b, 7.g

Learning Outcomes:

Upon successful completion of EDUC 303, students will:

- 1) Identify, describe, and provide specific examples to illustrate a comprehensive understanding of the nature of teaching and learning within the historical, philosophical and cultural contexts of schools and communities in today's society.

Course Objectives:

- Demonstrate an understanding of race, gender, culture, language and ethnicity as determinants in schooling practices and policies
- Demonstrates an awareness of the interdependence between the school and community
- Demonstrate an understanding of socioeconomic status and stratification and their influence upon schooling and student achievement
- Demonstrates an understanding of the numerous and changing roles of teachers and schools in today's society
- Identify and discuss the roles and influences of the numerous stakeholders in the educational process
- Demonstrates an understanding of issues related to equity and accessibility in the practice of schooling and teaching
- Identify and discuss the history of education in the United States
- Discuss the governance and structure of schools in the United States

- Understands certification, endorsement, and state frameworks influencing professional educators licensure, practices, and roles
- Is aware of a variety of philosophical frameworks as determinants upon educational policy and practices
- Understand the political nature of education, including: governance, legislation, judicial decisions, funding, and community relations

Course Assignments:

You must save all your work for your digital portfolio!!!! Therefore make sure you have digital copies as well as hard copies of all your work.

Philosophy of education: (Hallmark) The student is required to provide a written work that articulates their education philosophy.

Course Policies:

- ❖ The State of Michigan requires that all beginning teachers must meet the same criteria to be certified; no matter where you go to school, the same criteria must be met. The state is striving to regain its position as an educational leader, and by doing so expects ALL new teachers to be the best they can be. In order to be the best you can be and able to compete in the job market, you will need to commit yourself to excellence.
- ❖ 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 400-level education course.
- ❖ Grading: The grading scale in this course is based on a 100-point system.

How to calculate your grade:

Take the number of points you earned and divide it by the total possible points. An example: You earned a 2.8 on your critique. Divide the 2.8 by the possible points of 3.0 and you would have a 93%. To calculate your standing in the course add your total earned points by the total possible points of assignments to date. You are responsible for keeping track of your grades, and keeping your returned papers and assessments.

94-100	A	90-93	A-	87-89	B+	84-86	B	80-83	B-
77-79	C+	74-76	C	70-73	C-	67-69	D+	64-66	D

- ❖ Simply stated, attendance, participation, and timeliness in this course are a requirement. Students missing more than 13% of classes or field experiences will fail, three tardies of five minutes or more will result in a letter grade reduction. An absence is an absence and will result in a 5% reduction in your final grade. You are expected to come to class or field experience prepared, having read the assigned texts and literature and completed any assignments. You must be ready to engage in class and on-line discussions, projects, and activities. Lack of

participation denotes a lack of preparedness and interest in the education profession, resulting in the potential of grade reduction. Demeanor in class and on the web is expected to exemplify the professional educator. You are to respect others and their opinions, provide constructive criticism, and engage as a responsible member of a democratic learning community. Please see the document entitled Professional Dispositions Policy for clarification of expected behaviors. Offspring, canines, felines or other animals are not permitted in class.

- ❖ All work submitted must be word processed unless otherwise stated. The work must adhere to APA publication style, follow the writing rubric for the course, and follow any specific protocol (i.e. journals, papers, 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 prior to the due date.*** Work that is submitted late will be graded with an initial point reduction of 40 percent for the first week or part thereof, 60 percent for the second week or part thereof, and will not be accepted if submitted 14 days or more after the initial due date.
- ❖ Concerns with this class, as all others courses at Ferris State University, are to be directed initially 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.
- ❖ Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education. The instructor reserves the right to submit student work to TurnItIn.com in an effort to assure integrity. Student names will be protected to adhere to FERPA guidelines. Should a student choose to protest the use of the software, they are to schedule an appointment with the instructor within the first week of classes so an alternative means may be found to hold the student to the same level of accountability as his/her peers.

Changes may be made to this syllabus at the discretion of the instructor

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039

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

Hallmark Assignment Rubric

	Target	Acceptable	Unacceptable
Philosophical orientation MI-T-PROV.1.a MI-T-PROV.5.a MI-T-PROV.5.g	Targeted performance is evidenced by a clear identification and thorough description of the student's philosophical orientation to teaching citing at least two references from the professional literature to support.	Acceptable performance is evidenced by the identification and description of the student's philosophical orientation to teaching citing at least one reference from the professional literature to support.	Unacceptable performance is evidenced by a missing or vague identification and incomplete description of the student's basic philosophical orientation to teaching with no references to support.
The School (1, 100%) MI-T-PROV.1.d MI-T-PROV.5.d MI-T-PROV.5.g	Targeted performance is evidenced by a through description of the role and function of the school in a free and pluralistic society	Acceptable performance is evidenced by a description of the role and function of the school in a free and pluralistic society	Unacceptable performance is evidenced by an incomplete description of the role and function of the school in a free and pluralistic society
The learner MI-T-PROV.1.g MI-T-PROV.2.a	Targeted performance is evidenced by a clear identification and thorough description of the basic needs, motivations, and responsibilities of the learner with at least two concrete examples to illustrate each.	Acceptable performance is evidenced by the identification and description of the basic needs, motivations, and responsibilities of the learner with at least one concrete example to illustrate each.	Unacceptable performance is evidenced by a missing or vague identification and incomplete description of the basic needs, motivations, and responsibilities of the learner with no concrete examples to illustrate.
Teaching and Learning MI-T-PROV.2.a MI-T-PROV.2.c MI-T-PROV.5.a MI-T-	Targeted performance is evidenced by a clear identification and thorough discussion of the pedagogical implications of the student's stated	Acceptable performance is evidenced by the identification and discussion of the pedagogical implications of the student's stated	Unacceptable performance is evidenced by a missing or vague identification and incomplete discussion of the pedagogical implications of the student's

PROV.5.g	philosophical orientation to teaching with at least two concrete examples to illustrate each.	philosophical orientation to teaching with at least one concrete example to illustrate each.	stated philosophical orientation to teaching with no concrete examples to illustrate.
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Generic Syllabi

EDUC 413- Instructional Planning and Delivery- Elementary/Middle School

Course Description: (4 credit hours) Theory with applied practice in planning instruction, classroom delivery techniques, and evaluating student performance. A clinical lab includes a 40 hour field experience in an educational environment. Simulated classroom activities will involve students in their first microteaching experience.

Field Placement: Placements are coordinated the field experience office. Students must successfully pass the field experience portion of the course in order to pass the course.

Required Materials:

- Eby, J.W., Herrel, A.L., Jordan, M. (2009). Teaching in the elementary school: A reflective action approach. 5th ed. ISBN # 978-0-13-502570-3
- Live Text Solutions Student Version: software for creating and storing lessons, unit plans, and portfolios (purchase through the bookstore or online \$109)
- Michigan Curriculum Framework, Standards, and Benchmarks

MDE Standards

1, 1.a, 1.b, 1.f, 1.g, 1.j, 1.k, 2, 2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h, 2.i, 2.j, 3, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 4, 4.a, 4.e, 4.f, 4.h, 5, 5.a, 5.b, 5.d, 5.e, 6, 6.d, 7, 7.a, 7.d, 7.e, 7.f

Course Objectives:

EDUC 413 students will:

- Demonstrate knowledge of Bloom™s Taxonomy by formulating lesson plans that meet different levels of the affective, cognitive and psychomotor domains.
- Design lesson plans that demonstrate an understanding of curricular alignment.
- Demonstrate various presentation and questioning techniques in class.
- Explore various teaching strategies to improve pupil self-concept.
- Demonstrate knowledge of various critical thinking models by developing activities that promote critical thinking for students.
- Effectively incorporate into lesson plans various methods of evaluating student learning.
- Identify and evaluate how the social, emotional, psychological and physical behaviors of students may affect learning.
- Identify strategies to create a positive physical, psychological and social environment where learning can take place for all students.
- Identify and discuss how various learning styles can affect the teaching/learning process.
- Apply approaches to curriculum design and delivery of instruction, which will contribute to the preparation of students for the world.
- Demonstrate the integration of technology into lesson planning.

Course Hallmark Assignments:

Save all your work for your digital portfolio. Create as many documents in LiveText as possible so the links will be direct.

- A. Field Experience:** Students must pass this portion of the course in order to pass EDUC 413. This course requires a series of observations and classroom participation in a local elementary or middle school in order to provide you with opportunities to gain first hand knowledge about education and schooling. You are expected to interact with students, teachers, and staff in a manner that will provide you with authentic experiences. Therefore you will be required to do some one-on-one tutoring, small group teaching, instructional activities with a learning center, grade papers, help plan and prepare lessons, monitor students in the classroom and other areas of the school.
- B. Digital Portfolio:** The preservice teacher will develop an electronic portfolio as an archive of their professional education and growth. The portfolio is the tool which will facilitate personal reflection, provide evidence of professional education, and ultimately be used as a tool in pursuing a position as an elementary teacher. You will be using skills learned in EDUC 101, a software program called LIVETEXT, and building upon knowledge learned in previous coursework. Each entry in the portfolio will be aligned with the Michigan Entry Level Standards for Teachers found at www.michigan.gov/mde. For example, you will include research papers, lesson plans, previous field experiences, and a resume in the portfolio. You will submit this through LiveText.
- C. Lesson Plans:** Students will submit four lesson plans in hard-copy format. These lessons must include essential elements of lesson planning, be fully scripted and adhere to sound writing principles. They are to be created using LiveText Software. A variety of formats will be used in an effort to familiarize students with different instructional strategies including direct instruction, inquiry-based, guided discovery, and web quest. These lessons will be added to the portfolio and should have correct spelling and grammar. Students may select one lesson plan to redo to improve their grade. Students will also present one lesson to the 413 class.
- D. Inventories:** In conjunction with the class and the field experience, students will discuss getting to know elementary aged students, classroom management strategies, and curriculum planning. Students will submit an interest inventory, curricular inventory, and management strategies inventory. These may be submitted with the field experience materials at the end of the semester.

Grading: Points will be deducted for any late assignments at the instructor's discretion. All course requirements must be completed at a C grade level or above.

If you are assigned an Incomplete, you will have one semester to complete missed work. Please note that I follow the FSU guidelines for granting an Incomplete. The incomplete should only be considered for extenuating circumstances that have led to a student 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 parent, injury, or military service. Instructors may wish to require suitable documentation. Students must be making reasonable progress in their coursework as

evidenced by completion of at least 75% of coursework at passing levels before assigning the incomplete.

Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education. Please visit www.ferris.edu/education for a list of policies.

Ferris State University Student Handbook, Bulldog Values

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. This applies to using lesson plans from the internet as well. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a) Quotes another person's actual words, either oral or written;
- b) Paraphrases another person's words, either oral or written;
- c) Uses another person's idea, opinion, or theory; or
- d) Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Students with a documented disability requiring a classroom accommodation should contact the instructor and/or the Disabilities Services Office at (231) 591-5039 or (231) 591-3772.

Rubrics Associated with EDUC 413 follow.

Assignment Name: Field Experience Inventories

Assignment description: In the field experience, students will observe and interview the classroom teacher in the following areas: classroom management and curriculum. To aid in planning and to make instruction more effective, students will create and use an interest inventory.

Interest, Classroom Management, and Curriculum Inventory:

The inventories align with the following MI Provisional Teacher Standards:

Curriculum Inventory: Curricular and Pedagogical Content Knowledge Aligned with State Resources 3. a-g, 4. A

Classroom Management: Effective Learning Environments, 4

Interest Inventory: Instructional Design and Assessment, 2.b, 2.e, 2.f, 2.g

Performance Assessment

	Mastered	Acceptable	Unacceptable
Alignment with MI-Prov Standards 2.b, 2.e, 2.f, 2.g, 3a-g, 4	Targeted performance is evidenced by addressing the standards for each inventory.	Acceptable performance is evidenced by addressing some of the standards for each inventory.	Unacceptable performance is evidenced by addressing a few of the standards for each inventory.
Theory to Practice Standards 2, 3, 4	Targeted performance is evidenced by five examples from the field experience that link theory to practice.	Acceptable performance is evidenced by three examples from the field experience that link theory to practice.	Unacceptable performance is evidenced by less than three examples from the field experience that link theory to practice.
Technical Standard 1.k	Targeted performance is evidenced by correct spelling, punctuation, and grammar.	Acceptable performance is evidenced by one or two errors in spelling, punctuation, and grammar.	Unacceptable performance is evidenced by more than two errors in spelling, punctuation, and grammar.

Lesson Plan Assessment: Direct, Guided Discovery, Inquiry, WebQuest

	Applied (25 pts)	Emerging (15 pts)	Developing (5 pts)
Instructional Strategy (20, 20%) MI-T-PROV.2.e MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.3.c	Targeted performance is evidenced by appropriate use of selected instructional strategy, inclusive of all elements, appropriate to content and developmental level, well defined teacher and student roles.	Acceptable performance is evidenced by appropriate use of selected instructional strategy, inclusive of all elements, appropriate to content and developmental level, defined teacher and student roles.	Unacceptable performance is evidenced by inappropriate use of selected instructional strategy, inclusive of some elements, questionable relationship to content and developmental level, minimally defined teacher and student roles.
Alignment and purpose (30, 30%) MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.d MI-T-PROV.2.e MI-T-PROV.2.f	Targeted performance is evidenced by appropriate standards, outcomes, and	Acceptable performance is evidenced by appropriate standards, outcomes, and	Unacceptable performance is evidenced by inappropriate standards and excessive outcomes, and

	Applied (25 pts)	Emerging (15 pts)	Developing (5 pts)
	objectives articulated. Strategies and assessment are aligned with exemplar evidence of planned learning and authentic assessment. Standards, outcomes, objectives, and assessment are linked.	objectives articulated. Strategies and assessment are aligned with strong evidence of planned learning and authentic assessment. Standards, outcomes, objectives and assessment are loosely linked.	objectives articulated. Strategies and assessment are aligned with some evidence of planned learning and authentic assessment. Standards, outcomes, objectives, and assessment are weakly linked.
Content and pedagogical knowledge (30, 30%) MI-T-PROV.1.a MI-T-PROV.1.c	Targeted performance is evidenced by clear understanding of content and pedagogical knowledge Content covered is factually correct, culturally relevant/responsive, and strong connections made to supporting disciplines. Pedagogical understanding strong in choice of scope of study, engagement of students and teacher in the learning process.	Acceptable performance is evidenced by clear understanding of content and pedagogical knowledge Content covered is factually correct, culturally relevant/responsive, and obvious connections made to supporting disciplines. Pedagogical understanding obvious in choice of scope of study, engagement of students and teacher in the learning process.	Unacceptable performance is evidenced by weak understanding of content and pedagogical knowledge Content covered is factually incorrect, culturally irrelevant/unresponsive, and weak connections made to supporting disciplines. Pedagogical understanding weak in choice of scope of study, engagement of students and teacher in the learning process.
Technical composition (20, 20%)	Targeted performance is evidenced by no grammar mistakes, composition is fluid	Acceptable performance is evidenced by less than three grammar mistakes,	Unacceptable performance is evidenced by more than three grammar mistakes, composition is

Applied (25 pts)	Emerging (15 pts)	Developing (5 pts)
and readability is excellent, well scripted and excellent use of tools available.	composition is fluid and readability is excellent, well scripted and good use of tools available	fluid and readability is adequate, scripted and makes some use of tools available.

Standards

Add Comment

MI-T-PROV.1

STANDARD: An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):

MI-T-PROV.1.a

> The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);

MI-T-PROV.1.c

> A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;

MI-T-PROV.1.f

> An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;

MI-T-PROV.1.g

> An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;

MI-T-PROV.1.h

> An understanding of the impact of technology and its use for gathering and communicating ideas and information;

MI-T-PROV.1.i

> An understanding of the similarities within our culture and their importance to the fabric of American society.

MI-T-PROV.2

STANDARD: A commitment to student learning and achievement, including the understanding and ability to:

MI-T-PROV.2.g

> Use multiple approaches to appropriately assess student abilities and needs to plan instruction;

MI-T-PROV.3

STANDARD: Knowledge of subject matter and pedagogy, including the understanding and ability to:

MI-T-PROV.4

STANDARD: e ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

MI-T-PROV.5

STANDARD: The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:

MI-T-PROV.6

STANDARD: Commitment and willingness to participate in learning communities, including the understanding and ability to:

MI-T-PROV.7

STANDARD: An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity

Assignment Name: TEACH Portfolio

Assignment description: Students will add hallmark assignments, lesson plans and inventories, to their TEACH Portfolio. Students will add the standards that are addressed by each of the hallmark assignments. Students will write the narrative description for each program outcome, TEACH, within the portfolio.

Standards

Standards 1-7: within the hallmark assignments, students address standards 3 & 4.

Performance Assessment

	Performance Assessment		
	Mastered	Acceptable	Unacceptable
Narrative Description Standards 1.a,1.c,1.f, 1.k, 1.l, 2.a, 2.d, 2.h, 2.j, 5.a, 5.b, 5.c, 5.d, 5.e, 6.a, 6.b, 7.a, 7.e, 7.g	Targeted performance is evidenced by a including a narrative for each program outcome. The writing is thoroughly developed with relevant details and examples for each outcome.	Acceptable performance is evidenced by a including a narrative for each program outcome. The writing is somewhat clear and focused; some examples are included for some program outcomes.	Unacceptable performance is evidenced by including a narrative for three program outcomes. The writing is somewhat focused. Ideas are underdeveloped and lack examples to support the program outcomes.
Hallmark Assignments 5.a, 5.b, 7.g	Targeted performance is evidenced by the inclusion of revised inventories and lesson plans as assigned in EDUC 413. A clear description of the hallmark assignments and connection to the program outcomes is included.	Acceptable performance is evidenced by the inclusion of all inventories and lesson plans as assigned in EDUC 413. Some have been revised and are in final form. There is a description of the hallmark assignment, but connection to the program outcomes is unclear.	Unacceptable performance is evidenced by the inclusion of some of the inventories and lesson plans as assigned in EDUC 413. The inventories and lesson plans need to be revised.
Standards 2, 3, 4	Targeted performance is evidenced by the inclusion of standards 2,	Acceptable performance is evidenced by two of the standards addressed in the	Unacceptable performance is evidenced by a lack of inclusion of the standards

Performance Assessment

Mastered	Acceptable	Unacceptable
3, and 4 from the MI Provisional Teacher Standards as addressed in the lesson plans and inventories.	lesson plans and inventories.	addressed in the lesson plans and inventories.

EDUC 413 Lesson Observation Reflection

Performance Assessment

Performance Assessment

	Target	Acceptable	Unacceptable
Reflection MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.c MI-T-PROV.2.e MI-T-PROV.2.f MI-T-PROV.2.h MI-T-PROV.4.a MI-T-PROV.4.b MI-T-PROV.4.c MI-T-PROV.4.d MI-T-PROV.4.f MI-T-PROV.5.a MI-T-PROV.5.b MI-T-PROV.5.e MI-T-PROV.7.a	Targeted performance is evidenced by writing shows great thought about teaching and learning. It connects to teaching and learning.	Acceptable performance is evidenced by writing shows some thought about teaching and learning.	Unacceptable performance is evidenced by writing shows little thought about teaching and learning.
Completeness MI-T-PROV.5.b	Targeted performance is evidenced by all aspects of the changes to be made to the lesson are addressed as well as changes in teacher behavior.	Acceptable performance is evidenced by some aspects of the changes to be made to the lesson are addressed as well as a change in teacher behavior.	Unacceptable performance is evidenced by a few changes to be made to the lesson are addressed, a change in teacher behavior may or may not be included.

Performance Assessment

	Target	Acceptable	Unacceptable
Technical MI-T-PROV.1.k	Targeted performance is evidenced by correct grammar and spelling. Composition is fluid and readability is excellent, well scripted, and excellent use of tools available. Document is typed.	Acceptable performance is evidenced by less than three errors in spelling or grammar. Composition is fluid and readability is excellent, good use of tools available. Document is typed.	Unacceptable performance is evidenced by more than three spelling or grammatical errors. Composition is fluid, readability is adequate, and makes some use of tools available. Document is typed.

Edit

Context

This writing assignment will be completed after the student is observed teaching a lesson in the field experience.

Purpose

The purpose of this writing assignment is for the student to self reflect on his or her practice. This assignment is consistent with standards 2, 4, 5, and 7 of the entry level teacher standards in Michigan.

Unit Plan Rubric

Context

In EDUC 431, the methods course for language arts and social studies, students will learn to integrate instruction. They will use their prior knowledge of teaching and learning including lesson design, to create an integrated unit of instruction. This is important as students will be teaching lessons in the field experience during the pre teaching sequence.

Assessor

The instructor of EDUC 413 will evaluate the unit plan.

Performance Assessment

Performance Assessment

	Mastered	Acceptable	Unacceptable
Subject Matter Knowledge MI-T-PROV.1.b MI-T-PROV.1.k	Targeted performance is evidenced by demonstrating integration of the language arts and social studies. Lessons that reflect an appreciation of general and liberal arts.	Acceptable performance is evidenced by partial integration of the language arts and social studies. Lessons that reflect an understanding of general and liberal arts.	Unacceptable performance is evidenced by minimal integration of the language arts and social studies.
Lesson Design & Assessment MI-T-PROV.3	Targeted performance is evidenced by the effective alignment between the standards, instruction, and assessments within the lessons.	Acceptable performance is evidenced by partial alignment between standards, instruction, and assessments within the lessons.	Unacceptable performance is evidenced by little, if any, apparent connection between standards, instruction, and assessment.
Unit Design MI-T-PROV.2	Targeted performance is evidenced by the effective alignment between lessons and the overall goal of the unit plan.	Acceptable performance is evidenced by partial alignment between lessons and the overall goal of the unit plan.	Unacceptable performance is evidenced by little, if any, apparent alignment between the lessons and the goal of the unit plan.
Effective Learning Environ. MI-T-PROV.1.g MI-T-PROV.1.k MI-T-PROV.2 MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.c MI-T-PROV.2.d MI-T-PROV.2.e	Targeted performance is evidenced by the inclusion of	Acceptable performance is evidenced by including some	Unacceptable performance is evidenced by not including

Performance Assessment

	Mastered	Acceptable	Unacceptable
MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.2.h MI-T-PROV.2.i MI-T-PROV.3.a	accommodations for diverse learners. This includes expansion opportunities for the unit plan, classroom management decisions, and strategies to the meet the needs of all learners.	general strategies for expanding lessons, accommodating learners, and managing the classroom.	accommodations for learners and/or classroom management.
Technical MI-T-PROV.1.a	Targeted performance is evidenced by correct spelling, punctuation, and grammar.	Acceptable performance is evidenced by five or fewer spelling, punctuation, or grammatical errors.	Unacceptable performance is evidenced by more than five spelling, punctuation, or grammatical errors.

Ferris State University
College of Education
Course Syllabus

EDUC 415 –Teaching Strategies for Special Education and Diverse Populations

Catalog Description

This course is designed to provide pre-service teachers an introduction to teaching strategies and other aspects of exceptional and diverse learners in the grades K-12. Content will include a brief historical perspective of the field of special education including legislation and litigation, causes of disabilities, academic and social characteristics, basic assessment and intervention procedures and teaching strategies. Discussions will include special education services/programming, the role of the family and community. Course content includes issues regarding the gifted child and diverse populations.

3 credit hours.

Course Outcomes:

1. Demonstrate an understanding of IDEIA, legislation and litigation leading to its development and the disability areas outlined in the law.
2. Develop strategies and identify resources that assist with the use of RtI, UDL, and DI which provide documentation in the pre-referral and referral process.
3. Identify resources that address the roles of the family, community and various school personnel and their involvement in the IEPT and/or IFSP process.

Course Objectives:

- The student will enhance their knowledge regarding the types of disabilities, their causes and the effects on learning k-12 students
- 1. The student will be able to discuss the pre-referral and referral processes
- 2. The student will be able to discuss the characteristics of the major areas of disability
- The student will be able to discuss the roles of the family, community and various school personnel as it relates to students with special needs and diverse populations
- The student will gain a knowledge base of teaching strategies for children with special needs
- The student will enhance their knowledge of legislation and litigation surrounding services for students with disabilities.
- The student will enhance their knowledge about the IEPT and IFSP process and the importance of the regular education teacher as part of the team.

Required Texts

Smith, Polloway, Patton & Dowdy, (2009). Teaching Students with special needs in inclusive settings, 5th Edition. Allyn & Bacon.

Student Responsibilities:

Please note that you are responsible for all text material assigned. Some of the text material may be lectured on in class, and some may not. Do Not assume that because I do not lecture on something in the text, that it may not be important. The quizzes will be primarily on the material in the texts.

Attendance and Participation Policy – Attendance and participation are required – Please contact the professor if you are unable to attend class.

Late assignment policy

Assignments are due on the date scheduled in the syllabus or as amended by the professor. Late assignments may result in up to a 50% deduction. Assignments later than one week will not be accepted. In no case will assignments be accepted during exam week or after the semester ends. Exceptions will be made exclusively for the reasons stated in the attendance policy. Should you have an exceptional situation you may contact me to discuss a late submission or the need for an incomplete. This should be done prior to the due date, not after.

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy at Ferris State.

Disabilities

Students with documented disabilities are encouraged to make your disability known to the professor, and if you choose your classmates. I will gladly make all accommodations requested through the FSU Office of Disability Services. Sharing your disability condition with your classmates will allow us to discuss teaching and learning strategies from a first person perspective as we all strive to become better teachers.

Disclaimer

The professor reserves the right to make changes to the syllabi as needed. This may include, but is not limited to graded and non-graded assignments, assessments, classroom activities, and readings.

Email

Students are responsible for checking the FerrisConnect email on a regular basis. All email communication regarding this course will take place within the course email.

Assignments**Hallmark Assignments:**

1. Pick one of the following Projects –

a. Disability Media Analysis Project (50 points)

This project is designed for you to critically examine the treatment of persons with disabilities in the media. While many factors influence our attitudes and perceptions, there can be no question that the barrage of media that we and our children are subjected to have a powerful influence on the way that we see the world. For this project you are to do the following:

1. Select a specific type of disability (Autistic, Physically Handicapped, and Visually Handicapped etc.). Select at least 3 media sources include some portrayal of that disability. This must include:
 - a. one movie or television show
 - b. five magazine articles or advertisements
 - c. two newspaper articles
2. Write a two to three page paper using the writing standards set forth in this syllabus. This should include a(n):
 - a. Abstract. One to two paragraphs summarizing your research
 - b. Introduction. Tell the reader what the purpose of this paper is and a brief description of what this paper is going to tell the reader
 - c. Body. This is where you elaborate on the details. What media did you choose, how did you go about picking this media, what obstacles did you encounter, and what did you find? Support your findings with other literature or opinions from other authors including what special education legislation/litigation has been developed for this disability area.
 - d. Conclusion. Here you get to add your opinion and perspective. How do you feel about what you found, what is your perspective on this, is this a good thing or a bad thing? What did you learn, how will this learning impact you as a teacher? Give examples or citations when possible and appropriate.

OR

b. Disability Experience (50 points)

The purpose of this assignment is to have you experience first-hand, the impact of a disability on your life. In this assignment you are to be disabled for a portion of a day. Exactly for how long will depend on the circumstances under which you experiencing the disability and the type of disability. However long, it should be long enough to impact a substantial portion of your daily life. For this project you are to do the following:

1. Select a specific type of disability (Autistic, Physically Handicapped, and Visually Handicapped etc.)
2. Make yourself disabled. This might include placing yourself in a wheelchair in you are physically disabled, or rendering your arm useless. You might bandage your eyes so you cannot see if you are choosing to be blind, or wear earplugs and noise canceling headphones to experience deafness. One student choose to be Cognitively Impaired and attended classes at her university which were way over her head such as a seminar on nuclear physics or injection plastic molding. Another student carried a mirror and

tried to read everything he saw in the mirror. Another student spoke to everyone in pig Latin throughout the day. Get creative as to how you make yourself disabled.

3. Write a two to three page paper using the writing standards set forth in this syllabus.

This should include a(n):

- a. Abstract. One to two paragraphs summarizing your research
- b. Introduction. Tell the reader what the purpose of this paper is and a brief description of what this paper is going to tell the reader
- c. Body. This is where you elaborate on the details. What disability did you choose, how did you go about making yourself disabled, what obstacles did you encounter, and what did you find? Support your findings with other literature or opinions from other authors including what special education legislation/litigation has been developed for this disability area.
- d. Conclusion. Here you get to add your opinion and perspective. How do you feel about what you found, what is your perspective on this, is this a good thing or a bad thing? What did you learn, how will this learning impact you as a teacher? Give examples or citations when possible and appropriate.

Disability Project: (200 points) You will be given a rubric for grading and outline for contents.

During the course of the semester you are expected to develop expertise in one of the disability areas or areas highlighted in your textbook. You may pick any one of the IDEA categories as well as ADD with or without Hyperactivity, an at-risk area or gifted and talented. You will compile a portfolio in of related articles, websites, teaching strategies, case studies, adaptive technology, information on resources in the community in which you think you will teach. It is up to you to be creative, informative, and useful to your colleagues and parents.

1. You will need to put together a resource manual that would be useful to you or a colleague and parents. This portfolio should include a variety of resources including a minimum of:

Part 1

- a. 15 peer reviewed journal citations, summary with annotated bibliography

Part 2

- b. 20 websites, (you may want to rate your websites)
- c. 15 books/videos on your specific topic, and

Part 3

- d. 15 – 20 samples of accommodations to lesson plans that can be used specifically for students with the disability,
- e. 15 resources for parents and/or students,

Part 4

- f. Contacts and resource pamphlets or information from organizations that specialize on your topic

- g. Other information that you believe would be useful for a person seeking more information about various disabilities,
- h. An annotated bibliography for all items in parts 1-3

Note: All of the above mentioned items must have an annotated bibliography.

References need to be accurately listed in your manual and should be from journals that are peer reviewed. Citations from popular press such as People or Time magazines are not acceptable nor are sources such as newspapers or USA Today magazine sections. You can go to FLITE to get more information about Peer Reviewed journals. You also need to include a summary of what the article is about. Do not copy what is in the abstract but put it in your own words. No more than a page for each article summary. Remember this is to be a useful for you, other teachers, and parents.

You must minimally include the following sections in your project

- 1. Introduction to the portfolio –**
- 2. Introduction to the disability/area.**
 - a. Definition
 - b. Eligibility criteria for IDEA services
 - c. Incidence rates
- 3. Resources for Teachers**
 - a. This section needs to provide both information specifically aimed at the teacher and
 - b. Resources for the teacher to use with students
- 4. Resources for Parents**
 - a. This section needs to provide both information specifically aimed at the parents and siblings and
 - b. Resources for a parent to use at home with their child
- 5. Resources for student self-advocacy**
 - a. In the end, all students with disabilities, unless severe and profoundly disabled, must learn to self advocate. This section should include information, resources directions, activities designed to help a student learn to self-advocate.
- 6. Strategies and resources** that will assist with the use of RtI, UDL, and DI which provide documentation in the pre-referral and referral process.

There are no hard and fast rules about this project, but students who have been graded well generally did some of the following:

1. Provided nice, easy to read tabs for all sections
2. Included a summary of each article they included
3. Described and rated the websites they linked to
4. Focused on the information that would be useful to a teacher to be effective in teaching

students with this type of disability.

5. Did **not** just download information from the internet
6. Included materials that a teacher might use, such as checksheets, teaching tool lists, etc.
7. Included in-depth materials in an appendix, rather than overloading the main sections with background materials
8. Summarized materials in tables or charts
9. Used personal experiences or the experiences of others to make the material come alive
10. Gathered far more information than they included and then spent time really thinking about the relevance, usefulness and truthfulness of the information they included.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Grading

Letter Percentage

A	100 – 96	C+	80 – 78
A-	95 – 91	C	77 – 74
B+	90 – 88	C-	73 – 71
B	87 – 84	D	70
B-	83 – 81	F	69 or less

Note: The professor reserves the right to make needed and appropriate adjustments to the syllabus. This may include the addition, deletion or changing of assignments (graded or ungraded).

FERRIS STATE UNIVERSITY
School of Education

EDUC 420
Teaching Reading in the Elementary/Middle School

Course Description: EDUC 420 examines theories and research-based principles of reading instruction from emergent literacy to literacy acquisition within the framework of English Language Arts standards for Grades K-4. Includes investigations of family and socio-cultural influences on literacy acquisition, cognitive, child, and language development, balanced literacy, assessment/evaluation, and strategies for preventing reading failure. Develops strategies for organizing instruction within a literate/print rich, literature-based environment, promoting basic conventions/rules for successful literacy acquisition, and designing instruction to meet the needs of all students.

Course Objectives:

Students completing this course will be able to:

1. articulate the relationship of emergent literacy and literacy acquisition to the boarder framework of national and state English Language Arts standards and benchmarks, and recognize literacy progression from K-4/3-8;
2. identify variables that influence literacy acquisition;
3. demonstrate an understanding of literacy acquisition and appropriate instructional practices, including interdisciplinary, thematic units;
4. design literacy instruction for all learners within print-rich environments and with adaptations for at-risk learners;
5. compare and contrast literacy programs, practices, materials, and methodologies;
6. become familiar with relevant research and major theories from general education and how they have influenced literacy education;
7. understand the instructional implications of research in special education, psychology, and other fields that deal with the differentiated instruction of students;
8. apply differentiated instruction for culturally diverse and exceptional children, in a learning community;
9. understand the importance of collaboration between parents, professionals;
10. be able to use an Informal Reading Inventory and other assessment strategies for the assessment of reading; and to
11. recognize the stages of literacy development and the experiences that support it.

Overview of assignments:

1. The learner will be able to make instructional decisions based on his/her knowledge about reading.
2. The learner will understand the differences among a top-down, interactive, and bottom-up model of reading.

3. The learner will produce seven activities that promote reading acquisition that may be used in his/her future classroom.
4. The learner will participate in the development of a thematic unit.
5. The learner will critique a number of award-winning children's literature texts.
6. The learner will participate in classroom discussions and visit end of the chapter websites that support information from the chapter (such as vocabulary, phonics, comprehension, etc.).
7. As part of the thematic unit, the learner will write 5 individual lesson plans that reflect knowledge of the discovery, inquiry, and direct lesson cycles.
8. The learner will become familiar with and use the *American Psychological Association* manual to document all sources.
9. The learner will understand and apply the Michigan Definition of Reading to lesson plans.
10. The learner will successfully pass three quizzes and a final exam over the assignment text, journal articles, and class discussions.

Required Course Materials:

Reutzel, D. R. & Cooter, R. B. Jr. (2008). *Teaching children to read: The teacher makes the difference (5th ed.)*. Upper Saddle River, New Jersey: Pearson.

Course Packet: Available at the University Bookstore.

Recommended Supplementary Texts:

American Psychological Association. (2002). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: American Psychological Association.

Graves, M. F., Juel, C., & Graves, B. B. (2007). *Teaching reading in the 21st century (4th ed.)*. Boston, MA: Pearson.

Gunning, T. G. (2005). *Creating literacy instruction for all students*. Boston, MA: Allyn & Bacon.

Roe, B. D. & Ross, E. P. (2006). *Integrating language arts through literature & thematic units*. Boston, MA: Allyn & Bacon.

Spandel, V. (2005). *Creating writers through 6-trait writing assessment and instruction (4th ed.)*. Boston, MA: Pearson.

Vacca, J. A. L., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, L. A. & McKeon, C. A. (2009). *Reading and learning to read (7th ed.)*. Boston, MA: Pearson.

MDE Standards

2, 2.a, 2.b, 2.c, 2.d, 2.e, 2.g, 2.h, 3, 3.a, 3.c, 3.d, 4, 4.a, 4.e, 5, 5.a, 5.b, 5.e, 7, 7.a, 7.d, 7.g

Assignments:

1. Children’s Literature Reviews: It is important to your future success to become thoroughly knowledgeable about *quality* children’s trade books.
Each of the following literature reviews must be typed and placed on individual 4 x 6 cards. As part of this requirement, please follow these guidelines:

For each Caldecott, Newbery, bibliotherapy, or multicultural book, prepare a card that contains the following information:

- A. In the right hand corner, **rate the text** using five as high and a one as low.
- B. At the center of the top of the card, place the **title of the book** on the first line using APA style of documentation. See course handout in packet that describes APA guidelines.
- C. In the top left hand corner of the card identify the genre as Caldecott, Newbery, Bibliotherapy, or Multicultural.
- D. In the center of the card write a two-paragraph **summary** of the text. Share your likes, dislikes, as well as anything you found unique about the text. Make sure that the information you share corresponds to the rating you give the text.
- E. In the bottom left hand corner of the card, identify the **content areas** that this text could be used to enhance (mathematics, social studies, character education, science, technology, language arts, and fine arts).
- F. Under the content areas, identify two or more themes that would benefit from/be enriched by the use of this text. See handout in the course packet to assist you.

It will be your responsibility to review 10 of the **Caldecott award or honor books, 10 Newbery Medal award or honor books, 10 Multicultural books, and 10 bibliotherapy books.**

The next five activities should include answer sheets, have the content area and grade level for their intended use clearly identified, and be referenced using APA documentation. Please use the colored folder to submit your work.

2. Lesson Plans: Four lesson plans. One that focuses on a content area and is a direct lesson, one that is a discovery lesson, one inquiry lesson, and one fine arts lesson.

Lesson Plan Rubric

	3	2	1-0
Mechanics			
The lesson is clear and user friendly			
Proper punctuation and standard grammar used			

Careful attention to spelling is evident			
A minimum of 4 lessons are included			
Lesson is submitted through LIVETEXT			
The intended grade level is identified			
Materials are listed			
Quality of Lessons			
Lessons are varied and engaging			
Lessons reflect various learning styles			
Lessons are developmentally safe and appropriate			
Handouts or worksheets that are mentioned in the lesson are included in the lesson appendix			
Objectives are clearly stated			
Michigan standards are identified			
Logical sequence was followed			
Assessment			
Assessment is identified in each lesson			
Assessment methods vary			
Assessment forms (rubrics or tests) are included in the lesson plans			
Extension of Activities			
A minimum of three were included in each lesson			
Total possible points: 54			

Children's Literature Review Rubric

	.50	.40	.30	.20	0
Reference reflects correct APA documentation					
Text content is rated by reviewer (1-5)					
VII. Interdisciplinary connections are identified (3)					
Mechanics (punctuation)					
Spelling					
Summary contains key content components and important details					
Personal reflection is included and matches rating					
Typed and on 4 X 6 card					
Total point value for each text (card) : 4					

TEACH

Transformative Experiential Assessment-Driven Collaborative Holistic

Ferris State University School of Education

EDUC 421 TEACHING READING ELEMENTARY-MIDDLE SCHOOL 2

[Faculty Contact Information]

Catalog Description:

Moves from emergent literacy to mature reading by examining research-based principles and methodologies for engaging students in meaningful reading/literacy instruction within the framework of English Language Arts standards (Grades 3-8). Explores concepts that enhance literacy independence and provides investigations of variables that influence reading success. Examines links to the writing process and other content areas through the integration of English Language Arts into the other content areas through thematic units. Pre-requisites:EDUC 420. Co-requisites:EDUC 431, 432 and 433.

Outcomes:

1. Demonstrate the ability to assess literacy strengths and weaknesses using formal and informal measures.
2. Create a product that provides students with an opportunity for choice, reinforcement of learning, self-assessment, and enrichment.

Required Texts/Materials:

Rubin, D. & Opitz, M. (2007). *Diagnosis and improvement in reading instruction* (5th ed.). Boston, MA: Allyn & Bacon.

Frank, C. B., Grossi, J. M., & Stanfield, D. J. (2006). *Applications of reading strategies within the classroom: Explanations, models, and teacher templates for content areas in grades 3-12*. Boston, MA: Pearson.

Additional Resources:

- LiveText Digital Portfolio Software (bookstore)
- Michigan Curriculum Framework and Grade Level Expectations
www.michigan.gov/mde (Curriculum & Instruction)

MDE Standards

1, 1.a, 1.g, 1.j, 1.k, 2, 2.a, 2.b, 2.c, 2.e, 2.f, 2.g, 2.i, 2.j, 3, 3.f, 4, 4.a, 4.f, 4.h, 5, 5.b, 5.e, 5.f, 7, 7.d, 7.e, 7.f, 7.g,

Hallmark Assignments:

1. Students will complete two MLPP assessments, two miscue analysis, or two Informal Reading Inventories.
2. EDUC 421 students will produce a Learning Center using a trifold backboard that allows elementary students an opportunity to work independently on multiple literacy skills, that provides for self-selection, and that encompasses all content areas, and provides for self-assessment

Other Assignments:

1. **Kidwatching:**

Class participants will be able to recognize and employ teaching techniques that ensure full engagement of students.

- a. Using Brian Cambourne's model of literacy learning (Rubin & Optiz, p. 142-handout) identify times in your field placement when literacy instruction is addressed encompassing each of the areas listed below:
 - Immersion
 - Demonstration
 - Expectation
 - Responsibility
 - Use
 - Approximation
 - Response
 - Differentiation

You will submit a paper that;

- a. introduces the topic and describes the classroom setting in which the experience took place,
 - b. defines each of the 7 areas, or conditions, necessary for learning,
 - c. *describes specific situations* within the classroom context in which each of the 7 areas + *differentiation are evidenced*, and
 - d. focuses on one child (use a pseudonym) in the classroom and objectively describe (through anecdotal notes) his/her behavior in regard to each condition.
2. **Complete a Michigan Literacy Progress Profile, Miscue Analysis, or Informal Reading Inventory evaluation on two students.**

MLPP- If you decide to use students from your field placement for this assignment, you will need to obtain permission from your classroom teacher and from the child's parent.

- a. Design an introductory letter that you will use to obtain parental permission.
- b. Include a permission/release form. You will need this to access the student's CA-60 if they are not one of the students in your EDUC 431/432 placement classroom.
- c. Ask your classroom teacher for suggestions. He/she should be able to assist you in locating a struggling reader.

- d. You will complete various literacy activities with this student as you learn to use the MLPP so make sure that the student is one with whom you may have continuous contact.
- e. A rubric will guide you through this project.

3. **You will prepare a Learning Center** which will include:

- a. the intended grade level,
- b. the standards that are being reinforced,
- c. activities that incorporate the multiple intelligences,
- d. materials and children’s texts,
- e. self-correcting forms,
- f. materials and suggestions that differentiate for students who are two grade levels above/below the intended grade level,
- g. interdisciplinary activities that include social studies, mathematics, science, fine arts and language arts,
- h. a tri-fold backboard,
- i. a three ring binder with directions for the learning center and that includes any handouts students will need to complete the activities,
- j. and a student evaluation form where students may evaluate the center.

4. **Grading Scale:**

95 -100 points = A	72 - 75 points = C
90 - 94 points = A-	70 - 71 points = C-
86 - 89 points = B+	66 - 69 points = D+
82 - 85 points = B	62 - 65 points = D
80 - 81 points = B-	60 - 61 points = D-
76 - 79 points = C+	0 - 59 points = F

MISCUE ANALYSES

	Applied	Emerging	Developing
Introduction MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.5.c MI-T-PROV.5.e	Applied performance is evidenced by a thorough description of each child, including the classroom context and teacher's input (if possible.)	Emerging performance is evidenced by a brief description of each child, with minimal reference to the classroom context.	Developing performance is evidenced by failure to describe each child and with no reference to the classroom context.
Rapport-	Applied performance is	Emerging performance is	Developing

<p>Building/ Information Gathering</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.h MI-T-PROV.4.b</p>	<p>evidenced by including the entire interview with the specific questions and each child's exact responses, including a summary of what was learned about this child's attitudes toward reading.</p>	<p>evidenced by including a partial coverage of the interview, with a brief overview of each child's responses.</p>	<p>performance is evidenced by merely mentioning the interview questions and answers, with no summation of each child's responses</p>
<p>Administering Informal Reading Inventory</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.c MI-T-PROV.2.g MI-T-PROV.4.f MI-T-PROV.4.h MI-T-PROV.5.e</p>	<p>Applied performance is evidenced by an accurate administration of the Informal Reading Inventory, evidenced by each child's marked graded word lists, the correct coding of each child's oral reading miscues, and each child's responses to the comprehension questions. An audiotape of the process is available for instructor review.</p>	<p>Emerging performance is evidenced by an attempt to administer the Informal Reading Inventory in the manner prescribed by the instructions. Coding is accurate and complete in most instances. An audiotape may be available.</p>	<p>Developing performance is evidenced by an attempt to administer the Informal Reading Inventory, with improper decisions about which aspects to include and may include incorrect coding. No audiotape is available.</p>
<p>Statistical Miscue Analysis</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.c MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.4.f MI-T-PROV.4.h MI-T-PROV.5.b MI-T-PROV.5.e</p>	<p>Applied performance is evidenced by the quantification of each child's oral reading miscues according to the pattern: "Does the child self-correct?"/If not, then ask: "Does the miscue look right?"[V], "Does the miscue sound right?"[S], "Does the miscue make</p>	<p>Emerging performance is evidenced by documentation of all miscues with some accurate identification of types of oral reading miscues and behaviors.</p>	<p>Developing performance is evidenced by the examinee's incomplete or inaccurate statistical coding or oral reading miscues.</p>

sense?"[M].

Professional Analysis

MI-T-PROV.1.a
MI-T-PROV.1.g
MI-T-PROV.1.k
MI-T-PROV.2.a
MI-T-PROV.2.b
MI-T-PROV.2.c
MI-T-PROV.4.f
MI-T-PROV.4.h
MI-T-PROV.5.b
MI-T-PROV.5.e
MI-T-PROV.7.g
MI-T-PROV.1.a
MI-T-PROV.1.g
MI-T-PROV.1.k
MI-T-PROV.2.a
MI-T-PROV.2.b
MI-T-PROV.2.c
MI-T-PROV.4.f
MI-T-PROV.4.h
MI-T-PROV.5.b
MI-T-PROV.5.e
MI-T-PROV.7.g

Applied performance is evidenced by a comprehensive narrative identifying and describing the patterns that are found in each child's Statistical Miscue Analysis data, using language that demonstrates a well-grounded understanding of the implications demonstrated by those reading patterns.

Emerging performance is evidenced by a partially-successful attempt to identify and describe the patterns noted from the Statistical Miscue Analysis data with some basic knowledge of the implications demonstrated by those reading patterns.

Developing performance is evidenced by a surface attempt to identify and describe the patterns noted from the Statistical Miscue Analysis data with little or no basic knowledge of the implications demonstrated by those reading patterns.

Instructional Strategies

MI-T-PROV.1.a
MI-T-PROV.1.g
MI-T-PROV.1.j
MI-T-PROV.1.k
MI-T-PROV.2.a
MI-T-PROV.2.b
MI-T-PROV.2.c
MI-T-PROV.2.e
MI-T-PROV.2.f
MI-T-PROV.2.g
MI-T-PROV.2.h
MI-T-PROV.2.i
MI-T-PROV.2.j

Applied performance is evidenced by the articulation of a variety of reading strategies (at least two) that address each pattern of miscues in each question category (i.e., Visual or graphophonic, Structure or syntax, Meaning or semantics).

Emerging performance is evidenced by the articulation of at least one reading strategy that addresses each pattern of miscues .

Developing performance is evidenced by a number of generic reading strategies that do not directly address the patterns of miscues.

MI-T-PROV.3.a
 MI-T-PROV.3.b
 MI-T-PROV.3.c
 MI-T-PROV.3.d
 MI-T-PROV.3.e
 MI-T-PROV.3.f
 MI-T-PROV.3.g
 MI-T-PROV.4.a
 MI-T-PROV.4.b
 MI-T-PROV.4.c
 MI-T-PROV.4.f
 MI-T-PROV.4.h
 MI-T-PROV.5.b
 MI-T-PROV.5.e
 MI-T-PROV.5.f
 MI-T-PROV.5.g
 MI-T-PROV.5.h
 MI-T-PROV.6.d
 MI-T-PROV.7.d
 MI-T-PROV.7.e
 MI-T-PROV.7.f
 MI-T-PROV.7.g

**Conclusions/
 Reflections**

MI-T-PROV.1.a
 MI-T-PROV.1.g
 MI-T-PROV.1.j
 MI-T-PROV.1.k
 MI-T-PROV.2.a
 MI-T-PROV.2.d
 MI-T-PROV.3.g
 MI-T-PROV.4.c
 MI-T-PROV.4.d
 MI-T-PROV.4.e
 MI-T-PROV.4.f
 MI-T-PROV.4.h
 MI-T-PROV.5.a
 MI-T-PROV.5.b
 MI-T-PROV.5.e
 MI-T-PROV.6.a
 MI-T-PROV.7.d
 MI-T-PROV.7.e
 MI-T-PROV.7.g

Applied performance is evidenced by an in-depth conclusion and reflection to answer the questions: "What did you learn about these particular readers?" "How does that knowledge impact your present thinking and how will it affect your future practices?"

Emerging performance is evidenced by a general conclusion and minimal reflection to summarize the learning from this project.

Developing performance is evidenced by a general conclusion with no reflection to summarize one's learning from this project.

Grading Scale:

95 - 100 points = A	72 - 75 points = C
90 - 94 points = A-	70 - 71 points = C-
86 - 89 points = B+	66 - 69 points = D+
82 - 85 points = B	62 - 65 points = D
80 - 81 points = B-	60 - 61 points = D-
76 - 79 points = C+	0 - 59 points = F

Course Policies:

Concerns with this class, as all other courses at Ferris State University, are to be directed initially 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.

If a student has a complaint about a grade, attendance, fairness, or a specific issue related to a classroom, the student must first meet with the instructor for the class. Usually the complaint and problems are resolved at this level. If the problem cannot be solved at the meeting with the instructor, the student needs to follow the complaint plan delineated in the steps below:

Step One: Write a statement explaining the complaint and present it to the department head.

Step Two: If the complaint is not resolved at the departmental level, the student should present the complaint statement to the Associate Dean.

Step Three: If the complaint continues to be unresolved, the student should present the written statement to the Dean. **The decision of the Dean is final.**

Students who choose to engage in dishonesty, plagiarism, cheating, or behavior unbecoming of a professional educator will be held accountable to the policies of Ferris State University and the School of Education.

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities Services Office, located in Arts & Sciences Commons 1017K, ext. 3772 or ASC 1021, ext. 5039.

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

KIDWATCHING: ENGAGEMENT ETHNOGRAPHIC STUDY RUBRIC

	Applied	Emerging	Developing
<p>Introduction</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a. MI-T-PROV.2.f MI-T-PROV.4.f MI-T-PROV.5.b MI-T-PROV.5.d</p>	<p>Applied performance is evidenced by a statement of purpose, a thorough description of the classroom’s literacy context, and the child selected.</p>	<p>Emerging performance is evidenced by a brief description of the class- room context and the child selected.</p>	<p>Developing performance is evidenced by failure to describe the classroom context and the child selected.</p>
<p>Cambourne’s 7 Conditions</p> <p>MI-T-PROV.1.a MI-T-PROV.1.g MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.4.f MI-T-PROV.5.b MI-T-PROV.7.g</p>	<p>Applied performance is evidenced by accurately and thoroughly defining the 7 conditions.</p>	<p>Emerging performance is evidenced by including a partial definition of the 7 conditions.</p>	<p>Developing performance is evidenced by merely mentioning the 7 conditions.</p>
<p>Classroom Evidence of 7 Conditions</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.c MI-T-PROV.2.f MI-T-PROV.3.a MI-T-PROV.3.b MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.f MI-T-PROV.5.b</p>	<p>Applied performance is evidenced by providing classroom examples that coincide with each condition.</p>	<p>Emerging performance is evidenced by minimally alluding to classroom examples.</p>	<p>Developing performance is evidenced by failure to identify classroom examples.</p>
<p>Engagement of One Student in regard to the 7 Conditions</p> <p>MI-T-PROV.1.a</p>	<p>Applied performance is evidenced by the documentation (with field notes) of the selected child’s level of engagement (5</p>	<p>Emerging performance is evidenced by minimal documentation (without field notes)</p>	<p>Developing performance is evidenced by no reference to the selected child’s level</p>

	Applied	Emerging	Developing
MI-T-PROV.1.j MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.e MI-T-PROV.5.b MI-T-PROV.5.d	[totally absorbed] to 1 [totally detached]) for each condition.	of the selected child's level of engagement for each condition.	of engagement for each condition.
Conclusion MI-T-PROV.1.a MI-T-PROV.1.j MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.e MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.2.j MI-T-PROV.3.a MI-T-PROV.3.d MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.a MI-T-PROV.4.f MI-T-PROV.5. MI-T-PROV.5.b	Applied performance is evidenced by a comprehensive review of the findings, implications of those findings, recommendations for increased engagement (if appropriate), and a reflection of how this project contributed to the pre-service teacher's learning.	Emerging performance is evidenced by a brief review of the findings, with minimal reference to implications, recommendations, and reflection.	Developing performance is evidenced by no summation or reflection.
Organization and Conventions MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.7.e MI-T-PROV.7.g	Applied performance is evidenced by clearly-articulated ideas, well organized structure, and appropriate word choice with impeccable spelling, grammar, and mechanics.	Emerging performance is evidenced by some dis-organization and from three to five conventional errors.	Developing performance is evidenced by a lack of organization and more than five conventional errors.

MINI LESSON RUBRIC

	Applied	Emerging	Developing
<p>Title, Grade Level, Standards, Objectives</p> <p>MI-T-PROV 1.a. MI-T-PROV.1.g MI-T-PROV 1.k MI-T-PROV 2.a MI-T-PROV 2.b MI-T-PROV.3.a MI-T-PROV.3.b MI-T-PROV.3.d MI-T-PROV.3.e MI-T-PROV 7.e</p>	<p>Applied performance is evidenced by including a title, a grade level, appropriate LA GLCEs, and specific objectives. Explicit rationale is given for the way in which this lesson meets evidenced needs.</p>	<p>Emerging performance is evidenced by an incomplete listing of LA-GLCE standards and vague objectives. General rationale is provided for the importance of this content within a context.</p>	<p>Developing performance is evidenced by failure to identify one or more of the following: title, grade level, LA-GLCE standards, and specific objectives. No rationale is given for its curriculum context.</p>
<p>Resources</p> <p>MI-T-PROV.1.a MI-T-PROV.1.g MI-T-PROV.1.k MI-T-PROV.2.a. MI-T-PROV.2.f MI-T-PROV.3.b MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.f MI-T-PROV.7.e MI-T-PROV.7.g</p>	<p>Applied performance is evidenced by a comprehensive listing of the materials needed to teach this lesson in a creative and engaging manner.</p>	<p>Emerging performance is evidenced by a partial listing of the materials needed to teach this lesson with some creativity.</p>	<p>Developing performance is evidenced by an incomplete listing of the materials needed to teach this lesson. Little creativity is involved.</p>
<p>Initiating Activity</p> <p>MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a. MI-T-PROV.2.f MI-T-PROV.2.h MI-T-PROV.2.i MI-T-PROV.3.a MI-T-PROV.3.b MI-T-PROV.3.d MI-T-PROV.3.e</p>	<p>Applied performance is evidenced by providing an introduction (what it is) that “hooks” the learners and makes a connection to a specific need (why do it).</p>	<p>Emerging performance is evidenced by providing an introduction that makes a connection to a specific need.</p>	<p>Developing performance is evidenced by failure to provide an engaging introduction that identifies an obvious need.</p>

	Applied	Emerging	Developing
MI-T-PROV.3.g MI-T-PROV.4.a MI-T-PROV.4.b MI-T-PROV.4.f MI-T-PROV.5.b			
Core Activity	Applied performance is evidenced by explicit instruction (how to do it) through providing information, sharing numerous examples, and involving students in guided practice that gradually releases the responsibility to them.	Emerging performance is evidenced by explaining to students what they are to do by providing at least one example and some guided practice.	Developing performance is evidenced by telling students what they are to do with minimal examples and little or no guided practice.
MI-T-PROV.1.a MI-T-PROV.1.j MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.e MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.2.h MI-T-PROV.2.i MI-T-PROV.2.j MI-T-PROV.3.a MI-T-PROV.3.b MI-T-PROV.3.c MI-T-PROV.3.d MI-T-PROV.3.e MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.a MI-T-PROV.4.b MI-T-PROV.4.c MI-T-PROV.4.f MI-T-PROV.5.b MI-T-PROV.7.e			
Closure Activity	Applied performance is evidenced by providing students with an authentic opportunity to implement the concept immediately and apply it in independent spaced practice over time.	Emerging performance is evidenced by giving students an opportunity to authentically apply the concept immediately.	Developing performance is evidenced by giving students a worksheet or a non-authentic opportunity to practice the concept.
MI-T-PROV.1.a MI-T-PROV.1.k MI-T-PROV.2.a MI-T-PROV.2.b MI-T-PROV.2.c MI-T-PROV.2.e MI-T-PROV.2.f MI-T-PROV.2.i MI-T-PROV.2.j MI-T-PROV.3.1			

	Applied	Emerging	Developing
MI-T-PROV.3.b MI-T-PROV.3.c MI-T-PROV.3.d MI-T-PROV.3.e MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.a MI-T-PROV.4.b MI-T-PROV.4.c MI-T-PROV.4.d MI-T-PROV.4.f MI-T-PROV.4.g MI-T-PROV.7.e			
Assessments			
Students			
MI-T-PROV.2.b MI-T-PROV.2.c MI-T-PROV.2.f MI-T-PROV.2.g MI-T-PROV.2.e	Applied performance is evidenced by the pre-service teacher's assessment of student learning in authentic ways.	Emerging performance is evidenced by the pre-service teacher's assessment of student learning in non-authentic ways.	Applied performance is evidenced by the preservice teacher's failure to assess student learning.
Self			
MI-T-PROV.1.a MI-T-PROV.1.i MI-T-PROV.2.g MI-T-PROV.3.f MI-T-PROV.3.g MI-T-PROV.4.f MI-T-PROV.5.b MI-T-PROV.5.d MI-T-PROV.5.e	Applied performance is evidenced by the pre-teacher's reflective self-assessment of the lesson, with specific examples of what went well and what could be improved.	Emerging performance is evidenced by the pre-teacher's reflective self-assessment with generic examples of what went well and what could be improved.	Developing performance is evidenced by the pre-teacher's general comments about the lessons with minimal reflection.
Mentor Teacher			
MI-T-PROV.4.g MI-T-PROV.5.c MI-T-PROV.5.e	Applied performance is evidenced by the inclusion of the mentor teacher's written assessment of the lesson.	Applied performance is evidenced by the pre-teacher's reporting of the mentor teacher's verbal feedback after the lesson.	Developing performance is evidenced by a failure to produce either verbal or written documentation of the

mentor teacher's
feedback.

**Organization
and
Conventions**

MI-T-PROV.1.a
MI-T-PROV.1.k

Applied performance is evidenced by clearly-articulated ideas, well organized structure, and appropriate word choice with impeccable spelling, grammar, and mechanics.

Emerging performance is evidenced by some dis- organization, plus up to five conventional errors.

Developing performance is evidenced by a lack of organization and more than five conventional errors.

EDUC 431

Methods of Teaching, Integrating, and Evaluating Language Arts and Social Studies in Elementary/ Middle School

Ferris State University

Instructor Contact Information:

Name, office hours, email, telephone

Class Meetings:

Day, time, classroom

Required Materials:

Sunal, C. & Haas, M. (2005). *Social studies for the elementary and middle grades: A constructivist approach*. 3rd ed. Boston, MA: Pearson Education, Inc. ISBN # 0-205-46488-2.

Livertext

Course Description:

Language Arts and Social Studies Methods

Examines current social studies content and instructional methodology that children engages in reading, writing, and inquiry as they study the six basic social studies themes consistent with state and national standards: history, geography, economics, civics, public discourse/decision making, and citizen involvement. Students investigate the themes within an interdisciplinary context that promotes reading and writing. The course includes organizing for instruction, unit development, standards-based, classroom assessment models, and integrating language arts into social studies.

MDE Standards

1, 1.a, 1.g, 1.k, 2, 2.a, 2.b, 2.e, 2.f, 2.i, 2.j, 3, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 3.g, 4, 4.a, 4.e, 4.f, 4.h, 5, 5.b, 5.c, 6, 6.e, 7, 7.a, 7.c, 7.d, 7.e, 7.f, 7.g

Professional Standards for Michigan Teachers:

1. Subject matter knowledge base in general and liberal education: a, b, g, k
2. Instructional design and assessment: a-i
3. Curricular and pedagogical content knowledge aligned with state resources: a
4. Effective learning environments: f
7. Technology operations and concepts: d, e

Course Outcomes:

- Articulate the relationship between Social Studies and English Language Arts in the Michigan Curriculum Framework.
- Design instruction that provides opportunities for broad reading, writing, listening, and speaking within social studies.
- Design instruction that connects social studies with the world beyond the classroom by engaging students in content area knowledge and skills related to responsible citizenship including disciplinary knowledge, thinking skills and democratic values.
- Develop instructional and assessment resources that promote authentic teaching, learning and assessment.

Hallmark Assignments:

**Rubrics will be posted on Ferris Connect or Livetext, distributed, and discussed in class. The instructor reserves the right to update the syllabus and assignments.

1. Unit Plan xxx pts.: This thematic unit will include several lessons that integrate English Language Arts and Social Studies. Students may use the lesson formats of their choice within LiveText, including the Learning Cycle Lesson Format from the textbook. The final lesson will be a culminating activity.
2. Field Experience Documentation xxx pts.: Mentor teacher mid and final evaluation, completed field experience spreadsheet, lesson evaluation.
3. Lesson Reflection xxx pts.: Students will be observed and evaluated as they teach a social studies or language arts lesson in the field experience. Students will then write a reflection about what they learned from the experience including what went well and what they would do differently. In this reflection the connection between language arts and social studies from the lesson plan should be articulated.

Field Experience:

An 80 hour field experience accompanies the content instruction in the methods classes (EDUC 431/531 and 432/532). Placements are made through the Director of Student Teaching and Field Experiences for your campus. You may not complete the 80 hours in a block, it must be spread over the semester, a few days each week, so you will have a more realistic experience. Plan a schedule that meets both your mentor teacher's and your needs, and stick to it.

Be sure to share the documents from FSU with your mentor teacher including the welcome letter, field assignments, evaluation form, schedule, and contract. Your mentor teacher will evaluate your work through an evaluation form that must be submitted as soon as you have completed your 80 hours.

The instructor for EDUC 431 will observe and evaluate the teaching of one lesson in the field experience placement. There is also a field assignment spread sheet with assignments for you to complete in the elementary or middle school classroom.

It is also your responsibility to conduct yourself in a professional manner and to keep your mentor teacher informed about any assignments that are due in a timely manner. Maintain the weekly time log. Please make arrangements with your mentor teacher on how to contact him/her if you are going to be late or absent. Maintain a consistent schedule with your mentor teacher of arrival and departure times.

***Important FSU Policy*:**

Passing this course is contingent upon the successful completion of the field experience component including attendance of all required hours, adhering to professional dispositions, submitting all required documentation, and other assignments required by the instructor. You will need to retake the course and the field experience.

Prerequisites:

EDUC 413

EDUC 420

Level II Paperwork

Live Text Digital Portfolio Software

Attendance: Attendance is required for all classes. Points will be deducted for absences. It is your responsibility to notify the instructors prior to class if you will be absent. Contact a classmate for missed notes.

Grading Scale:

Letter Grade	Percentage
A	94-100
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	64-67
D-	60-63

F

59 & below

Late Assignments: Assignments must be submitted by the due date. The potential grade for an assignment will drop ½ letter grade for each day it is late. Any assignment more than one week late will not be accepted.

* All written work will be evaluated for content, construction, and grammar. Proofread your work.

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

COURSE SYLLABUS

EDUC 432: Teaching Methods in Math and Science for Elementary and Middle School
EDUC 532: Teaching and Evaluation of Math and Science in Elementary and Middle School
3 semester credit hours
Spring 2011

This syllabus, course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances

I. CATALOG DESCRIPTION:

This course provides students with a vision and understanding of elementary mathematics and science curricula that reflect state and national standards. Investigation of current best practices of instruction and effective assessment strategies are emphasized.

II. COURSE OUTCOMES

Through course assignments and class participation, students will gain an understanding of the ways research and theory in mathematics and science education relate to instructional practices. This course is designed to help you:

1. Understand the theory that guide best practices in mathematics and science teaching. This will be assessed by student performance on the analysis of two journal articles during the semester as well as the reflective portfolio.
2. Create integrated activities and units of study that offer elementary students authentic mathematics and science in real world context. This will be assessed by student performance on the creation of an interdisciplinary unit.
3. Develop and use appropriate assessment tools for science and mathematics. This will be assessed by student performance on an interdisciplinary unit.
4. Use appropriate mathematics and science standards and benchmarks when planning instruction. This will be assessed through the use of an instructional unit.
5. Choose appropriate strategies, grouping arrangement, resource materials and visual displays for learning science and mathematics. This will be assessed through an instructional unit and field observation.
6. Describe how the student exemplifies the Professional Standards for Michigan Teachers in mathematics and science. This will be assessed through a reflective portfolio.

III. REQUIRED TEXTBOOK, RESOURCES, AND MATERIALS

Required Texts:

Bass, J., Contant, T., and Carin, A. (2009). *Teaching science as inquiry, 11th edition*. Pearson Education, Inc; Upper Saddle River, New Jersey.

Van de Walle, J., Karp, K., and Bay-Williams, J. (2010). *Elementary and Middle School Mathematics: Teaching Developmentally, 7th edition*. Pearson Education, Inc; Upper Saddle River, New Jersey.

Live Text, united streaming version

Suggested Resources for Science Activities

Bosak, S.V. (1998). *Science is....* Ontario, Canada: The Communication Project.
ISBN 0-590-74070-9 (800-772-7765) ** Great Resource!!**

AIMS (Activities Integrating Mathematics and Science). (888-733-2467)

GEMS (Great Explorations in Math and Science). (510-642-7771) *** Great Resource!!***

Science and Mathematics Education Journals with Elementary Teaching Foci:

Journal of Elementary Science Education

Science Education

School, Science, and Mathematics

Elementary School Science

Journal of Science Teacher Education

Science and Children

Associations

National Science Teachers Association (NSTA)

www.nsta.org

National Science Foundation (NSF) 1800 G St. N.W., Wash., DC 20550

www.nsf.gov

American Association for the Advancement of Science (AAAS) Wash., DC

www.aaas.org

National Council of Teachers of Mathematics (NCTM)

www.nctm.org

American Mathematical Society

www.ams.org

Online Resources

Michigan Curriculum Frameworks, Standards, and Benchmarks

http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf

State Recommended/Developed Tools and Resources

http://www.michigan.gov/documents/toolsresources_21924_7.doc

Entry Level Standards for Michigan Teachers

http://www.michigan.gov/documents/elstandards_21890_7.doc

IV. METHODS OF INSTRUCTION

This class will be taught using a variety of methods, including but not limited to, short lectures, discussions, laboratory exercises, and classroom presentations. You will be constructing your own philosophy of teaching science and mathematics by experiencing the activities of math and science through the eyes of children. Interaction between instructor and student as well as student to student will be emphasized, so it is crucial that each student comes to class having read the assigned material and prepared to discuss important points.

V. COURSE REQUIREMENTS AND EXPECTATIONS

Keep a copy of all assignments. In the unlikely event that an assignment is lost, the burden of proof that you completed the assignment rests with you. Turn in a paper copy of all assignments unless otherwise noted.

The instructor reserves the right to refuse any late assignment. If an assignment is accepted past the time of the due date it will be subject to reduction of one letter grade of the assigned value per day unless there are GREAT extenuating circumstances (medical or legal).

Attendance is mandatory. Unexcused absences will have a negative impact on your professional behaviors and grade. Each absence after the second will result in a half-letter grade reduction of the overall grade. It is expected that you will telephone or e-mail me in advance of an absence. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide me a notice of the date(s), in writing, by the second class meeting. Students will lose credit for being excessively tardy, excused or not.

Assignments and Course Requirements

- **Journal Article Critiques:** This assignment requires you to read, summarize, and critique two articles (one mathematics, one science) from professional journals. You may choose articles from the journals listed in the course syllabus, or you may use other journals provided you obtain approval from the instructor. Additional details provided in class. Each article review is worth 5 points toward your total grade for a total of 10 points.
- **Field-based observation/analysis of Elementary Math and Science Lessons.** You must observe your mentor teacher present one math and one science lesson. The “Elements of Inquiry Teaching” in the addendum and the end of this syllabus may be used as a general guideline for observing the lesson. More details provided in class. Each lesson observation is worth 5 points toward your total grade for a total of 10 points.
- **Field Experience Requirement (Demonstration of Teaching Competence):** Students will perform an 80-hour block field experience (with EDUC 431) in the public schools in the areas of elementary language arts, social studies, mathematics and science. Those taking only EDUC 432 are required to perform 40 hours. The placement office will place you in a school. Do not self-

place. During the course of those hours you are expected to present two lessons (one mathematic, one science) to the class. Each of these lessons MUST be a guided inquiry lesson. I will observe one of the lessons, while the mentor teacher will evaluate the second lesson. As I will be observing lessons for approximately fifty students this semester, it is imperative that you plan early. Prior arrangements are required, and each reservation will be made on a first come, first served basis. Lesson plans will be sent to me in LiveText at least 72 hours in advance of the proposed lesson in order for me to review the lesson and provide feedback. Each lesson should be between 30 and 60 minutes in length – use the normal period of time the classroom teacher would use for each subject. The lesson plans are worth 5 points each for a total of 10 points toward your total grade, while the delivery of the lesson will be considered pass/fail along with the balance of the field experience. (Please refer to **Appendix G “Pre-Student Teacher Evaluation”** in the FSU Pre-Student Teaching Guide.

- **Interdisciplinary unit w/ EDUC 431 (HALLMARK ASSIGNMENT)**

This assignment will require the student to use evidence of unit planning as well as the formation of detailed lesson plans for an interdisciplinary unit. This assignment will be co-graded by Dr. Ing and myself, and will count towards your final grade in both EDUC 432 and EDUC 431. The unit will count for 30 points toward your overall grade in EDUC 432. The assignment will utilize the Understanding by Design approach, which emphasizes “backwards design.” As such, your unit plan will consist of four parts

- An introduction that describes why you chose the theme you did, as well as a description of the audience.
- A desired results section, which will list five to seven unit objectives that are linked to the state standards for your grade level.
- Assessment evidence, which will include the design and inclusion of three assessments, one of which must be summative. At least one of the assessments must be performance-based.
- Ten lesson plans of a variety of formats. Each of the four major areas (LA, MA, SC, and SS) must be emphasized twice, and they should all include interdisciplinary connections, including to art, music, PE, and technology. Each lesson plan will include two accommodations for differentiated instruction, with at least ten different categories total (including ELL).

- **Science AND Mathematics reflective portfolio (HALLMARK ASSIGNMENT)**

This portfolio will integrate and describe your experiences with particular activities, demonstrations, presentations and discussions in and out of class. The portfolio is organized around the seven Professional Standards for Michigan Teachers, and the student is expected to combine theory and practice to show progress towards meeting those standards. A variety of evidence (lesson plans, assessments, journal articles, etc...) will be used to show the student’s views towards each of the standards. This assignment will serve as the final assignment for the course, and is correspondingly indicative of the student’s best work. This assignment will be worth 40 points towards the total grade.

- **Research Paper (EDUC 532 students ONLY)**

This eight to ten page paper should focus on one aspect of math or science education. Topics might include, “best practices in science education,” or “teaching math to English Language Learners.” This paper should be written using 12 font, double spaced, one inch margins using at least seven references. Please see instructor for topic choices prior to proceeding with the paper.

Grading Structure

The point values obtained from assignments will be converted to the following quality points derived from the Grade Point Average (GPA) grading system.

- | | |
|---|------------------------------------|
| 1. <i>Journal Article Reviews</i> | <i>[5 points each = 10 points]</i> |
| 2. <i>Field Observations</i> | <i>[5 points each = 10 points]</i> |
| 3. <i>Lesson Plans</i> | <i>[5 points each = 10 points]</i> |
| 4. <i>Mathematics/Science Unit</i> | <i>[30 points]</i> |
| 5. <i>Reflective portfolio</i> | <i>[40 points]</i> |
| 6. <i>Research Paper(EDUC 532 only)</i> | <i>[20 points]</i> |

<i>EDUC 432</i>		<i>EDUC 532</i>	
A =	95 - 100	A =	95-100%
A- =	92 - 94	A- =	92-94%
B+ =	89 - 91	B+ =	89-91%
B =	86 - 88	B =	86-88%
B- =	82 - 85	B- =	82-85%
C+ =	79 - 81	C+ =	79-81%
C =	76 - 78	C =	76-78%
F =	0 - 75	F =	0-75%

Operational Definitions for Grades

Note: Late assignments will not be accepted unless a verifiable medical or legal excuse is provided. All assignments must be typed! The grading system will follow that of the FSU catalogue. Please arrive on time for class. Consistently late arrivals may be counted as an absence at the discretion of the instructor. The following expectations are used for each letter grade range:

- | | |
|---------|---|
| A Range | Evidence of <u>excellent</u> work and performance; a standard by which other new professionals in the field may be evaluated. |
| B Range | Evidence of <u>good</u> work and performance; has demonstrated a high degree of professional growth and achievement. |
| C Range | Evidence of <u>fair</u> work and performance; has adequately fulfilled the basic requirements for the course. |

F Complete lack of fulfilling above criteria for the course, or 3 or more unexcused absences.

VI. EXAMS

The reflective portfolio will serve as the final exam for this course.

VIII. VII. ACADEMIC INTEGRITY

IX. [taken from the Ferris State University Code of Student Community Standards (Student Handbook) 2008-2009]

The university may discipline a student for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following:

1. Cheating

A student may not use unauthorized assistance, materials, information, or study aids in any academic exercise, nor should a student give assistance, materials, information, or study aids to another student in any academic exercise.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.

3. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic misconduct.

4. Interference

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes but is not limited to the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she quotes or paraphrases another person's words,

either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

6. Violation of Course Rules

A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

VIII. DISABILITIES

Students with documented disabilities are encouraged to make your disability known to the professor. I will gladly make all accommodations requested through the FSU Office of Disability Services.

IX. CALENDAR AND TOPICAL OUTLINE

FSU Policy on Religious Observances:

All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide me a notice of the date(s), in writing, by the second class meeting.

Major topics covered in class

(Note that class activities and/or demonstrations will accompany each major topic. Some topics may be added or deleted.)

I) Promoting Math and Scientific Literacy for Elementary Students (Bass Ch. 1, 2; Van De Walle Ch.1, 2)

- Knowledge and understanding (Kinds of Knowledge)
- Exploring and discovering (Processes)
- Imagining and creating (Creativity)
- Feeling and valuing (Attitudinal)
- Habits of mind
- Standards
 - Background and connections:
 - Strands of science (NSES)
 - 1) The Nature of Matter; 2) Energy; 3) Force and Motion; 4) Processes That Shape the Earth; 5) Earth and Space; 6) Processes of Life; 7) How Living Things Interact with Their Environment; 8) Nature of Science.
 - Strands of mathematics (NCTM)
 - Content standards: number and operations, algebra, geometry, measurement, and data analysis and probability
 - Process standards: problem solving, reasoning and proof, communication, connections, and representation
 - Goals and reform issues

II) Children's Learning and Thinking in Math and Science (Bass Ch. 3, 9; Van De Walle Ch. 3)

- Teaching for critical thinking & problem solving
 - Developmental talents of children:
 - Piaget, Vygotsky, Bruner, Ausubel
 - Concept mapping & linkages
 - Prior knowledge & children's misconceptions
 - Interdisciplinary connections
- III) **Planning and Practice of Teaching Math and Science** (Bass Ch. 4, 5; Van De Walle Ch. 4)
- Classroom management
 - Student involvement
 - Questioning skills
 - Planning instructional objectives
 - Lesson planning
 - Classroom environment/strategies for teaching
 - Direct instruction
 - Guided-discovery
 - Inquiry, including safe laboratories
 - Cooperative learning
 - The learning cycle
 - Process skill development
 - Reflective teaching
- IV) **Strategies for Assessing Elementary Science/Math** (Bass Ch. 6, 7; Van De Walle Ch. 5)
- Assessment and evaluation
 - Purposes of assessment
 - Types of assessment related to time (diagnostic, formative, summative) and type (informal, traditional, and performance)
 - Use of rubrics in assessment
 - Types and purposes of questions
- V) **Using Technology and Internet Resources** (Bass Ch. 8; Van De Walle Ch. 7)
- Use of calculators and computers in mathematics
 - Selecting and using software
 - Resources on the internet
- VI) **Equity in Math and Science** (Bass Ch. 10; Van De Walle Ch. 6)
- Reaching students with special needs
 - Multiculturalism
 - Informal Education

Appendix A: Portfolio Assignment for Standards in Math and Science Education

Purpose: The purpose of this assignment is for the student to reflect upon the relevant literature and his/her experiences in order to understand and apply the seven Entry-Level Professional Standards for Michigan Teachers (PSMT), the concept of inquiry, as well as philosophy of education, to their practice.

Your folio focus: A student in a Math and Science Methods Course wishes to convey his/her knowledge of how his/her understanding of math and science education will enable him/her to be successful as a teacher and facilitate student learning of math and science concepts and inquiry habits of mind via the PSMT.

How will you demonstrate your learning? You may demonstrate your learning through the inclusion of a variety of materials. Journal articles, lesson plans and assignments, and other relevant experiences are all worthy examples of how you have met the PSMT in math and science. In **ALL** cases each piece of evidence must have a rationale. A *rationale* is a statement or explanation attached to each piece of evidence which describes **why** it is included, and **what** it is evidence of. It should provide a connection to theory and/or practice, and contribute to the portfolio focus.

Organizing your portfolio for submission

1. You will use the template provided in LiveText to write the narratives for each section related to the Professional Standards and the Statement of Inquiry. All supporting documents (journal articles, lesson plans, created tests, etc...) will be submitted as an attachment at the end of the relevant section.
2. The last section of the portfolio you will include a reflective statement – after you have reviewed your own portfolio. Having reviewed the evidence you submitted, provide an overall statement related to your portfolio. What have you learned from this process? How do you envision yourself as a teacher?
3. Please make sure that each section of your portfolio is representative of your best writing. A clear statement related to each standard regarding how you have met the standard, sources of your inspiration for the standard, and a strong analysis of how your experiences enable you to meet the standard are required.

Questions concerning the substance of the portfolio

1. Has the student met the stated purpose of the portfolio?
2. Does each section of the portfolio have a thesis or main theme?
3. Does the thesis/main theme relate directly to the standard or topic given?
4. Has the author provided evidence for each standard or topic?
5. Did the writer produce complete sentences?
6. Is the portfolio free from basic grammatical errors?

If the answer to any of the above questions is “no” then the highest grade awarded for the portfolio will be some form of “C.” If many of the above questions are “no,” then the grade will be lower. In addition, the following criteria will be used to determine student grades in the “A” to “C” range.

7. Does the portfolio contain a variety of evidence types for each standard or topic?
8. Is there analysis for each piece of evidence in the portfolio?
9. Is there evidence that the student has sought connections between theory and practice?
10. Is there evidence of analysis, synthesis, evaluation, creativity, and reflection in the portfolio?

Suggestions for completing the portfolio:

Start now! (Week 1)

Ask Questions!

Think Creatively!

Rubric for EDUC 432/532 Portfolio Assignment

1. Has the student met the stated purpose of the portfolio?	Yes	No	Areas of concern
2. Does each section of the portfolio have a thesis or main theme?	Yes	No	Areas of concern
3. Does the thesis/main theme relate directly to the standard or topic given?	Yes	No	Areas of concern
4. Has the author provided three pieces of evidence for each standard or topic?	Yes	No	Areas of concern
5. Did the writer produce complete sentences?	Yes	No	Areas of concern
6. Is the portfolio free from basic grammatical errors?	Yes	No	Areas of concern

If the answer to any of the above questions is “no,” then the highest grade awarded for the portfolio will be some form of “C.” If many of the above questions are answered “no,” then the grade will be lower. In addition, the following criteria will be used to determine student grades in the “A” to “C” range.

7. Does the portfolio contain a variety of evidence types for each standard or topic?	Applied: The student uses three different types of evidence for most sections	Emerging: The student uses two different types of evidence for most sections	Developing: The student uses one type of evidence for most sections
8. Is there analysis for each piece of evidence in the portfolio?	Applied: The student applies the evidence to the standard in all cases	Emerging: The student applies evidence to the standard in most cases.	Developing: The student does not apply evidence to the standard in most cases
9. Is there evidence that the student has sought connections	Applied: The student applies the	Emerging: The student applies	Developing: The student has not

between theory and practice?	evidence and experiences to each standard.	evidence OR experience to all standards, or may use both evidence AND experience to some standards.	applied evidence or experience to most standards.
10. Is there evidence of analysis, synthesis, evaluation, creativity, and reflection in the portfolio?	Applied: The student shows evidence of higher order thinking and originality in the portfolio. The student has reflected upon his/her experiences in relation to the standards.	Emerging: The student shows some evidence of higher order thinking but lacks reflection or originality in the portfolio.	Developing: The student shows little evidence of higher order thinking or reflection. Responses summarize instead of enlighten.

EDUC 435/535 Method of Teaching Health/Physical Education in Elementary School

Course Description:

The purpose of this course is to integrate physical education and health components into regular classroom settings. More specifically, this course is designed to assist students in understanding how health and physical education can be integrated into elementary school subjects such as mathematics, science, English, history, or social studies. Physical education/health teaching methods and strategies will be included with specific emphasis on designing, delivery of learning experiences and tasks, providing an appropriate learning environment and assessment. Students are introduced to health concepts that should be a part of every class as well as health related components of physical fitness that can be integrated with academics. Emphasis placed on the instructional content development, student motivation, and inclusion techniques, along with observation tools.

Textbook : Fit & Well, 6th Ed. Core Concepts and Lab in Physical Fitness and wellness. Fahey, Insel and Roth(2007) ISBN: 0073029084

Course Outcomes: At the conclusion of this course, students will be able to

1. Integrate the health and physical education components into the regular elementary school curriculum.
2. Discuss the importance of how physical education and a physically active lifestyle contribute to the development of physical, emotional, and social health and wellness.
3. Demonstrate the knowledge of multiple intelligences, various learning styles and feedback, and address them to promote learning in a physical education setting.
4. Demonstrate the ability to write lesson plans including heading materials, student and teacher objectives, developmental analysis of content, instructional plan, safety problems, and evaluation procedures.
5. Evaluate classroom activities to show how health and physical education are being integrated into their daily lessons.

Hallmark Assignments

1. One 25 minutes long in-class and one 30 minutes long field teaching presentations that include health and physical education components in the regular elementary school subjects with appropriate lesson plans.

Standards:

Candidates will know and demonstrate an understanding of how to teach:

MI.1.6.1

Strategies and life skills that examine the relationship of safety, social-emotional health, healthy eating, physical activity, disease prevention, alcohol, tobacco, and the other drug use to health and learning.

MI.1.6.4 Appropriate decision making precesses relative to healthy life choices.

MI.1.7.1

Concepts of health-related physical fitness, including cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition, utilizing Frequency, Intensity, Type, and Time/duration of exercise (F.I.T.T.T. Principle) which impact students skills, knowledge, and behaviors that contribute to healthy lifestyles.

MI.1.7.2

Concepts of motor development, including movement concepts and motor skills that impact students skills, knowledge, and behaviors that contribute to healthy lifestyles.

MI.1.7.3

Concepts of personal/social development to impact students' skills, knowledge, and behaviors that contribute to healthy lifestyles.

	Target (5 pts)	Acceptable (3 pts)	Unacceptable (1 pt)
Contents Knowledge (50, 50%)	Targeted performance is evidenced by clear understanding of content and knowledge Content covered is factually correct and strong connections made to supporting disciplines. .	Acceptable performance is evidenced by clear understanding of content and knowledge. Content covered is factually correct and obvious connections made to supporting disciplines.	Unacceptable performance is evidenced by weak understanding of content and knowledge. Content covered is factually incorrect and weak connections made to supporting disciplines.
Level of performance (17, 17%)	Targeted performance is evidenced by appropriate standards, three areas of objective, and outcomes articulated. Strategies and assessment are aligned with exemplar evidence of planned learning and authentic assessment.	Acceptable performance is evidenced by appropriate standards, three areas of objective, and outcomes articulated. Strategies and assessment are aligned with strong evidence of planned learning and authentic assessment.	Unacceptable performance is evidenced by inappropriate standards and three areas of objectives, and excessive outcomes articulated. Strategies and assessment are aligned with some evidence of planned learning and authentic assessment.
Instructional Strategy (17, 17%)	Targeted performance is evidenced by appropriate use of selected instructional strategy including descriptions, demonstrations, delivery, and implementations, appropriate to content and developmental level, well defined teacher and student roles	Acceptable performance is evidenced by appropriate use of selected instructional strategy including descriptions, demonstrations, dlivery, and implementations, appropriate to content and developmental level, defined teacher and student roles.	Unacceptable performance is evidenced by inappropriate use of selected instructional strategy including some of descriptions, demonstrations, delivery, and implementrations, questionable relationship to content and

**Technical
Composition**
(16, 16%)

		developmental level, minimally defined teacher and student roles.
Targeted performance is evidenced by no grammar and spelling mistakes, composition is fluid and readability is excellent, well scripted and excellent use of tools available.	Acceptable performance is evidenced by less than three grammar and spelling mistakes, composition is fluid and readability is excellent, well scripted and good use of tools available.	Unacceptable performance is evidenced by more than three grammar and spelling mistakes, composition is fluid and readability is adequate, scripted and makes some use of tools available.

Ferris State University - School of Education
DIRECTED (STUDENT) TEACHING

EDUC 491, 493, 495, 592, 594, KCED 489

COURSE DESCRIPTION:

During this 15-week experience, student teachers receive practical experience under the guidance of supervising teachers in planning for teaching, managing classrooms, and directing learning activities of pupils. Student teachers are given increasing responsibility for directing the activities of the classroom group to the point of assuming full responsibility. Student teaching is assigned at the appropriate levels in elementary or secondary public schools or post-secondary settings.

CREDITS: 6-12 semester credits

PREREQUISITE: Corequisite with student teaching (EDUC499/599)

COURSE OUTCOMES:

1. Demonstrates the ability to consistently plan and deliver effective units and lessons to a group of age- and content- appropriate students. Judged by periodic and final evaluation rubrics, the Student Teaching Guide and the Student Teaching Rubric.
2. Collaborate effectively and cooperatively with students, teachers, staff, administrators, parents and other members of the community. Judged the Professional Behaviors Rubric.

COURSE OBJECTIVES:

- Demonstrate preparation, organization and readiness to teach.
- Create detailed unit and lesson plans.
- Maintains a classroom climate conducive to teaching and learning.
- Utilize and assess the effectiveness of various teaching and learning strategies.
- Participate in a variety of professional development activities.
- Reflect on the roles and responsibilities of a teacher.
- Practice accepted professional ethics including respect for confidential information, classroom behavior, dress, mannerisms, and language.
- Seek and accept advice and help from on-site supervising teachers.
- Follow the cooperating schools' educational policies and practices.
- Attend and participate in school meetings and activities, i.e. department meetings, faculty meetings, parent conferences, etc.

GENERAL RESPONSIBILITIES OF STUDENT TEACHERS:

1. Read the contents of the Student Teaching Guide.
2. Register with FSU for the appropriate student teaching course and EDUC 499 or 599 Professional Seminar.
3. Complete student teaching assignment: six (6) hours a day, five (5) days a week for a

Journal

Keep a weekly journal of observations and reflections about your experiences and every Friday email this current journal to your University Supervisor. Include such things as activities that seemed to work and those that didn't, rewarding experiences and disappointing ones and any professional concerns or difficulties. Refer to the list of topics for this semester.

Observation Reports (refer to Student Teaching Guide for requirements)

Four (4) observation reports of visits to other classrooms are required. Due between: _____ and _____.

For example, observe in the following classrooms:

- a. ½ day in a secondary special education classroom
- b. ½ day in a classroom in your major or minor
- c. ½ day in an elementary classroom
- d. ½ day in a middle school classroom in your major or minor area

Photo Release

If you will be taking pictures and videos of your student teaching experience, you need the approval of all the students' parents (or student(s) if over 18). Note: The school may already have a release on file.

Student Teaching Performance Evaluation

Two periodic reports are required. Present these to your on-site supervising teachers for completion before the end of the fifth and tenth weeks of the semester. Be sure to dialogue with your supervising teacher about the evaluation, and then give each evaluation to your university supervisor. Keep a copy for your file and your on-site supervisor; be sure signatures and dates are complete. The original form should be submitted to your university supervisor for academic records.

A final evaluation is also required. Present this to your on-site supervising teacher(s) before or during the last week of your assignment.

EDUC 499/599 Professional Seminar:

Attendance is required at all sessions for 30 documented hours.

EVALUATION PROCEDURE:

Successful completion of student teaching requires a minimum B- (2.75) grade. The grading standards for directed/intern teachers are:

- | | |
|---------------|--|
| A through B- | = Academic credit, recommendation for certification. |
| C+ through D- | = Academic credit, no recommendation for certification. |
| F | = No academic credit, no recommendation for certification. |

ADDITIONAL ASSIGNMENTS (per university supervisor):

The final grade will be determined by using the following procedure:

1. Throughout the student teaching experience, the university supervisor will discuss the student teacher's progress and performance with the on-site supervising teacher/supervisor.
2. The university supervisor will evaluate the student teacher's instructional notebook(s), journal, and observation reports.
3. Using the above information and the periodic and final evaluations, the university supervisor will assign the final grade.

A. UNIVERSITY SUPERVISOR OFFICE HOURS/CONTACT INFORMATION:

Available:

Office/Home:

Phone:

E-mail:

Notes:

1. Students who are removed from a field experience assignment by the host school, due to substandard or professional performance, may receive a failing grade for the course.
2. Students who do not successfully complete student teaching and retake the course will also be required to retake the Professional Seminar (EDUC 499 or 599).

A NOTE ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University's Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).

Ferris State University

School of Education

EDUC 499/599

Professional Seminar

COURSE DESCRIPTION:

This course focuses on the role of the student teacher and the art of teaching. Group discussions, projects, and activities will be designed by students to aid conceptualization of the teaching and learning process. This seminar will provide additional classroom management techniques, effective communication in the teaching and learning, sharing innovative instruction and assessment methods, as well as discussing major topics of interest in general education, subject area, and pedagogy. The student will prepare a professional portfolio. Successful completion of this seminar is required for final achievement of the student teaching experience.

CREDITS: 2 semester credits **PREREQUISITE:** Corequisite with student teaching

EDUC 491/492/493/495/496 – 592/593)

COURSE CONTENT

Student Teaching Orientation:

- Student Teaching Requirements/Expectations
- University Supervisor Role/Responsibilities

Student Teaching Seminar Topics:

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

Student Teaching Semester Wrap-up

- Last Minute Certification Information
- Career Services: Job Search Information

REQUIRED/OPTIONAL MATERIALS:

Payne, R. (1996). A Framework for Understanding Poverty. aha! Process, Inc.

Wong, H. (1998). The First Days of School. Mountain View, CA: Harry K. Wong Publications.

Handouts

ATTENDANCE:

This class requires attendance at all sessions and active participation. Cancellations due to weather will be determined by 10:00 a.m., and students will be notified.

ASSIGNMENTS:

Discussion and Participation. Time will be devoted to group participation and discussion. We may group according to subject area and/or whole class participation. Bring your problems, questions, concerns and ideas to share, support and collaborate with others.

Parent Letter:

Write an introductory letter to the students' parents the first week of your assignment. This should include an explanation of who you are and why you are in the classroom, length of stay, how to contact you, your goals, etc. The letter should be approved by your supervising teacher and university supervisor.

Assumption of Responsibilities:

This is a calendar of weeks written with your supervising teacher indicating when you are to assume the responsibilities of your classroom. You must have complete control of the classroom for the full day, all periods, for a minimum of four (4) weeks up to the norm of six (6) weeks. Usually lead teaching begins by the sixth (6th) week and goes through the twelfth (12th) week. It is a gradual progression of assuming responsibilities and then letting go of responsibilities.

Classroom Schedule:

Present your university supervisor, as soon as possible, with a complete schedule of your day and week.

Prepare a Professional Portfolio:

Create a professional portfolio. Portfolio must be in a 3-ring binder and/or LiveText media or CD.

Create a professional portfolio. Include the following:

A. **Cover letter:**

May be specific or generic

B. **Resume:**

Limit to one or two (1-2) pages

C. **Educational Philosophy:**

A brief position paper of your philosophy of teaching/education (minimum 1 page)

D. Autobiography:

A minimum of one typed page

E. Letters of reference:

Include two (2) letters

F. Performance evaluation(s):

One or two (1-2)-performance appraisals related to teaching Experience

(EDUC 339/439/502/413/431/531/491/493/492/592/593).

G. Media/Technology:

Include two (2) pieces of educational media (mountings; lettering samples; overhead transparencies; instructions sheets; slides; videos; posters; bulletin boards and/or media) appropriate for your subject area.

H. Instructional Planning:

Include a unit plan and two (2) lesson plans: one from major and minor subject areas.

I. Include any four (4) of the following topics:

These may be in the form of actual work or a position paper that describes your beliefs or values regarding each educational topic. (Refer to handouts.)

1. Multiple Instructional Strategies:

Include/Design an experiential/cooperative/interactive learning activity.

2. Adapting Instruction for Individual Needs:

Define your approach to educational diversity in multicultural education; various learning/personality styles; exceptional learners, etc.

3. Assessment of Student Learning:

Alternative Assessment: Demonstrate your knowledge and implementation of alternative assessment strategies. Include examples

4. Communication/Counseling Skills:

Describe effective communication and listening techniques for successful rapport with students and parents. (Conducting parent conferences, motivating students and addressing misbehavior, etc.)

5. Classroom Motivation and Management Skills:

Explain how you will establish classroom routines and rules; ways your classroom environment will promote warmth, learning and acceptable behavior; motivate and promote intrinsic learning. How will you handle misbehavior with the least disruption of the flow of a lesson?

6. Knowledge of Subject Area:

Demonstrate that you understand the central concepts, tools of inquiry, and structure of your subject area(s) and can create learning experiences for students.

7. Knowledge of Human Development and Learning:

Demonstrate your understanding of how students learn and develop, and that you can provide learning opportunities that support students intellectual, social, and personal development.

8. Professional Commitment and Responsibility:

Explain how you are a reflective practitioner who continually evaluates the effects of your choices and actions on others (students, parents, colleagues, etc.), and actively seek out opportunities to grow professionally.

SCORING AND GRADING:

Successful completion of professional seminar requires a minimum B- (2.75) grade. The grading standards for Professional Seminar are:

Grading scale:	100- 96 = A	76 - 73 = C
	95 - 90 = A-	72 - 70 = C-
	89 - 87 = B+	69 - 67 = D+
	86 - 83 = B	66 - 63 = D
	82 - 80 = B-	62 - 60 = D-
	79 - 77 = C+	59 - 0 = F

Students who do not successfully complete student teaching and retake the course will also be required to retake the Professional Seminar course.

NOTE: ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University's Disability Services Office. Staff from this office can be found in the room 310 of the Starr building (telephone extension 5039), or room 317 of the Starr building (telephone extension 3772).