

FERRIS STATE UNIVERSITY

IMAGINE MORE

School of Education

Graduate Handbook

Dear Graduate Student:

Welcome to Ferris State University's School of Education and Graduate degree programs. Our faculty are committed to giving our graduate students a positive learning experience that will equip them with the essential theory and skills necessary to meet their career ambitions. We believe that your decision to pursue a graduate degree is an investment into your future.

We have three master's degree programs that prepare our students for working in various capacities in the education field including: 1) Master of Education in Curriculum and Instruction, 2) Master of Science in Educational Leadership and 3) Master of Science in Career and Technical Education. These programs have concentrations to suit your career goals. One unique characteristic of our programs is the small class size which allows you to build personal connections with colleagues and instructors. Another feature of our programs is how faculty design and schedule their courses. Most of our graduate students work throughout the week which can make scheduling a challenge. The delivery format for graduate courses include synchronous online sessions and, at times, face-to face weekend sessions.

If you have questions, don't hesitate to contact one of our graduate faculty or email me at davidalban@ferris.edu. I look forward to working with you.

David J. Alban, Ph.D.

Associate Professor & Graduate Program Coordinator
School of Education

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School of Education Campus Location

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(231) 591-3511

College of Arts, Sciences & Education

Mission and Vision

Mission

The School of Education strives to graduate students who will secure careers as knowledgeable, participatory, and collaborative professionals; who adapt to, serve, and participate meaningfully in a diverse and rapidly changing state, nation, and world; and who model life-long learning and integrity in their professions, communities, and lives.

Vision

To create and maintain an environment in which the faculty, staff and students thrive by:

- Recognizing that we do important and meaningful work
- Promoting excellence
- Encouraging personal and professional development
- Supporting positive work experiences.

Outcomes and Assessments

Outcomes

Know – Knowledge for career entry and advancement

Do – Skills and strategies for career entry and advancement

Be like – Dispositions and behaviors for career entry and advancement

Assessments

Know – External tests and examinations, comprehensive exams, capstone projects

Do – Internships, student teaching, field placement, studies related to the workplace

Be like – Internships, etc., problem solving, ethics classes, capstone seminars

School of Education Graduate Program Goals/Outcomes

- Graduates demonstrate competence and application of data driven decision making through scholarly/technical writing, learning analytics, and project design and implementation (EDUC 663).
- Graduates demonstrate critical understanding of the social and political influences upon their respective fields (ECTE 500, EDUC/ECTE 516).
- Graduates will utilize the latest technology in their respective fields to enhance learning and increase productivity (EDUC 540).
- Graduates will demonstrate understanding of cultural competency and diverse learner needs in response to the ever-changing global society (ESPN, EDUC 508, EDUC 518, and EDUC 630).
- Graduates will design and evaluate instructional programs using best practices in their respective fields (EDUC/ECTE 504, EDUC 620, EDLE 520, ECTE 507, EDUC 681).

Master of Education, Curriculum and Instruction (MED C & I) Goals/Outcomes

Options

1. Subject Area
 2. Special Education
- Students in the M.Ed. will demonstrate ability to design a project and integrate scholarship in their specific area of inquiry within their field (Graduate Program Outcome 1,2,5).
 - Students in the M.Ed. will use technology to support communication, instruction, and learning (Graduate Program Outcome 3).
 - Students in the M.Ed. will use instructional practices to support access to quality education for all students (Graduate Program Outcome 4 & 5).

Master of Science, Career and Technical Education (MSCTE) Goals/Outcomes

Options

1. Post-Secondary Administration
 2. Training and Development
 3. Instructor
- Students in the MSCTE will demonstrate ability to design a project and integrate scholarship in their specific area of inquiry within CTE or their work-based field (Outcome 1,2,5).

- Students in the MSCTE will use technology to support decision-making, communication, training/instruction, and learning (Outcome 3).
- Students in the MSCTE will utilize data to make decisions on project need, design, implementation and evaluation for education and training (Outcome 1 and 5).

Master of Science, Educational Leadership (EDLE) Goals/Outcomes

- Students in the EDLE program will utilize data and well-designed research to create a shared vision, identify strategic goals, assess organizational effectiveness, and promote continuous school improvement (Graduate Program Outcome 1/NELP Standard 1).
- Students in the EDLE program will create and sustain a school culture conducive to student learning through the development and supervision of rigorous and coherent curricular and instructional programs (Graduate Program Outcome 5/NELP Standard 4).
- Students in the EDLE program will manage the operations, personnel, finances, and technology efficiently to optimize educational opportunities and foster community partnerships and relationships that support student and family needs (Graduate Program Outcome 3/NELP Standards 5 and 6).
- Students in the EDLE program will demonstrate global, critical, and systems thinking and problem solving through intuitively considering ethical, cultural, political, social, economic, and legal contexts when responding to educational issues (Graduate Program Outcomes 2 and 4/NELP Standards 2 and 3).

**School of Education
Graduate Program Disposition**

Dispositions	Proficient	Satisfactory	Developing
Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates clearly, proactively, and appropriately both in verbal and written forms with colleagues, instructors, and supervisors <input type="checkbox"/> Utilizes the progression of communication set forth by the department <input type="checkbox"/> Responds respectfully to diverse perspectives, cultures, and situations <input type="checkbox"/> Advocates for equity and inclusion of diverse populations in education 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates with minimal competency both in verbal and written forms with colleagues, instructors, and supervisors <input type="checkbox"/> Inconsistently utilizes the progression of communication set forth by the department <input type="checkbox"/> Responds with minimal respect for diverse perspectives, cultures, and situations <input type="checkbox"/> Supports with minimal support for equity and inclusion of diverse populations in education 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicates ineffectively both in verbal and written forms with colleagues, instructors, and supervisors <input type="checkbox"/> Disregards the progression of communication set forth by the department <input type="checkbox"/> Responds contemptuously to diverse perspectives, cultures, and situations <input type="checkbox"/> Resists equity and inclusion of diverse populations in education
Decision-Making	<ul style="list-style-type: none"> <input type="checkbox"/> Considers local, national, and global impact of solutions when making judgments <input type="checkbox"/> Supports ideas with credible sources <input type="checkbox"/> Discerns quality information from that which is irrelevant, inaccurate, or inconsistent 	<ul style="list-style-type: none"> <input type="checkbox"/> Considers limited impact of solutions when making judgments <input type="checkbox"/> Minimally supports ideas with credible sources <input type="checkbox"/> Confuses quality information with that which is irrelevant, inaccurate, or inconsistent 	<ul style="list-style-type: none"> <input type="checkbox"/> Neglects local, national, and global impact of solutions when making judgments <input type="checkbox"/> Fails to support ideas with credible sources <input type="checkbox"/> Disregards quality information from that which is irrelevant, inaccurate, or inconsistent
Self-Reflection and Improvement	<ul style="list-style-type: none"> <input type="checkbox"/> Pursues self-improvement through continual examination of personal assumptions, beliefs, and practices <input type="checkbox"/> Listens to feedback from others and makes any necessary adjustments 	<ul style="list-style-type: none"> <input type="checkbox"/> Pursues improvement when prompted by other individuals, but does not initiate the process <input type="checkbox"/> Listens to feedback from others and makes minor adjustments 	<ul style="list-style-type: none"> <input type="checkbox"/> Ignore opportunities for self-improvement <input type="checkbox"/> Ignores feedback from others and makes excuses for actions
Professionalism	<ul style="list-style-type: none"> <input type="checkbox"/> Complies with course, school, department, and university policies and procedures such as criteria for attendance, assignments, and plagiarism <input type="checkbox"/> Demonstrates professional dispositions as prescribed in their respective set of professional standards <input type="checkbox"/> Demonstrates honesty, reliability, and trustworthiness in decisions and work and takes proactive measures to uphold these traits <input type="checkbox"/> Engages in examining issues and implementing supported solutions 	<ul style="list-style-type: none"> <input type="checkbox"/> Complies minimally with course, school, department, and university policies and procedures such as criteria for attendance, assignments, and plagiarism <input type="checkbox"/> Demonstrates minimal standard for professional dispositions as prescribed in their respective set of professional standards <input type="checkbox"/> Demonstrates honesty, reliability, and trustworthiness in decisions and work <input type="checkbox"/> Examines issues and implements solutions when prompted 	<ul style="list-style-type: none"> <input type="checkbox"/> Neglects to follow course, school, department, and university policies and procedures such as criteria for attendance, assignments, and plagiarism <input type="checkbox"/> Exhibits behavior that counters professional dispositions as prescribed in their respective set of professional standards <input type="checkbox"/> Makes decisions and works in a manner that is contrary to professional values such as honesty, reliability, and trustworthiness <input type="checkbox"/> Implements solutions that are unsupported or out of context

Code of Student Community Standards

The graduate programs in the School of Education are aligned with the rights, dignity, misconduct, and other procedures listed here:

<https://www.ferris.edu/administration/studentaffairs/judicial/Student-Code.htm>

Course Delivery

Graduate courses in the School of Education are offered in a variety of formats. Courses may meet in synchronous online sessions such as Zoom or Teams, face-to-face classroom sessions, or asynchronous online sessions. Sessions requiring formal meeting times occur on weekends throughout the semester.

There is a five-year period for students to complete the coursework for their selected program. Students are encouraged to take courses at any of our locations (when offered) throughout their time to ensure completing the program within that time.

Course Registration

Students need to contact their advisors or Graduate Coordinator to request registration for courses. Registration for fall semester usually begins in March, registration for summer semester begins in January, and registration for spring semester begins in October.

Upon admission, you will receive a program check sheet with a list of courses and the semesters they are available. The check sheet will assist you in planning your coursework over the expected timeline for completion. After developing your plan, search for courses at https://banner.ferris.edu:9000/pls/GOLD/bwckschd.p_disp_dyn_sched

It is helpful to provide your student number in communication with the Graduate Coordinator and your advisor. Please note that some courses require an application including ECTE 591, ECTE/EDUC 595, EDLE 691/692, and EDUC 681. There are deadlines for these applications. The applications are available at

<u>Semester</u>	<u>Application Deadline</u>
Spring	December 1
Summer	April 1
Fall	August 1

Applications for special courses are located here:

<https://www.ferris.edu/arts-sciences/departments/education/soe-app-forms.htm>

Certification Programs, Interim Occupational or adding an endorsement, are located here:

<https://www.ferris.edu/arts-sciences/departments/education/teacher-cert-office.htm>

Ferris Library for Information Technology and Education

A full range of online library services is available through Ferris State University's FLITE (Ferris Library for Information, Technology, and Education). A good place to begin is the [Education Research Guide](#). Students will use their MyFSU log in to access library materials from off campus. If you need help with research or have questions about using the library, please use the LiveChat at <https://www.ferris.edu/library/homepage.htm>

The Reference and Instruction Librarians serve the Ferris State University community by aiding with all levels of general and research-related information needs. The Education Research Guide is located here: <https://ferris.libguides.com/research/education-research>

Technology Assistance

Graduate students will use Canvas for discussions and submitting assignments in many of their courses. This learning platform is located within MyFSU so once admitted, establish your password and log in. The School of Education and Professors use Ferris email for correspondence. If you need assistance with technology, whether it is email, software, or Canvas, The Technology Assistance Center (TAC) is the place to contact. They are available through evenings and weekends to help. In fact, phone support is available 24/7/365: 877-779-4822. Please visit this site for more information at <https://ferris.edu/it/about/itsc.htm>.

Academic Writing

In the graduate program, students will be required to write research papers and develop research-based projects. FLITE databases are useful for accessing historical and current research on topics. Graduate classes in the social sciences require the use of the American Psychological Association (APA) to cite sources. Students can choose to purchase the most current APA Manual, use [FLITE Citations](#), or can use various online sites to support the APA format. One such helpful site is apastyle.org

Ferris State University also offers in person and online services through the Writing Center <http://www.ferris.edu/writingcenter/> The Writing Center has information on avoiding plagiarism, using text references, improving grammar, and other tools.

During the capstone course, in addition to APA, students need to follow the university policy for formatting theses and projects. This is available through your advisor, or capstone committee chairperson.

Master's Degree Program Flowchart

This flowchart describes the process of graduate degrees in the School of Education. Students should work with their advisors as they select and register for courses.

It is important to follow application deadlines for the internship and capstone courses. Students will develop their capstone during the research course, EDUC 663. During this semester students need to apply for a graduation clearance with the Graduate Program Coordinator as it is at least one semester before they plan to graduate.

After applying for the capstone course, EDUC 681, students will complete the project or thesis and present to the selected committee. Once the committee approves the capstone, the student has completed the graduate degree.

