

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Elementary Ed. Curriculum Modification

Initiating Unit or Individual: School of Education

Contact Person's Name: Hikaru Murata e-mail: muratah@ferris.edu phone: 5364

Date or Semester of Proposal Implementation: 2009, Fall

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program Faculty	<i>Vignetta J. Ford</i>	2/17/09	<u>4</u> Support <u>0</u> Support with Concerns <u> </u> Not Support
Department Faculty	<i>Ed Thomas</i>	2/23/09	<u>15</u> Support <u> </u> Support with Concerns <u> </u> Not Support
Department Head	<i>Lynne Sng</i>	2/25/09	<input checked="" type="checkbox"/> Support <u> </u> Support with Concerns <u> </u> Not Support
College Curriculum Committee	<i>Mildred Houston</i>	2/25/09	<input checked="" type="checkbox"/> Support <u> </u> Support with Concerns <u> </u> Not Support
Dean			<u> </u> Support <u> </u> Support with Concerns <u> </u> Not Support
University Curriculum Committee	<i>Leonard Johnson/ph</i>	1/21/10	<input checked="" type="checkbox"/> Support <u>7-0</u> <u> </u> Support with Concerns <u> </u> Not Support
Senate	<i>Richard Duffer/ph</i>	1/21/10	<input checked="" type="checkbox"/> Support <u> </u> Support with Concerns <u> </u> Not Support
Academic Affairs	<i>Donald Fleck</i>	1/21/10	<input checked="" type="checkbox"/> Support <u> </u> Support with Concerns <u> </u> Not Support

* Support with Concerns or Not Support must include a list of concerns.

To be completed by Academic Affairs

 President (Date Approved) Board of Trustees (Date Approved) President's Council (Date Approved)

VPAA
 JAN 21 2010
 PROVOST

FORM A CONT.

1. Proposal Summary

This proposal is to add EDUC 435(3 credit) = Methods of Teaching Health/Physical Education in Elementary School to the teacher preparation program. Due to newly added Health and Physical Education standards in elementary education certification program, it is necessary to provide a new 3 credit hour class to meet all new standards and requirements. This course will replace EDUC 433/533

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

	Prefix	Number	Title
	EDUC	435	Methods of Teaching Health/Physical
Education	EDUC	535	<i>Methods of Teaching Health/Physical Education</i>

b. Courses to be Deleted From FSU Catalog:

	Prefix	Number	Title
	EDUC	433	Methods of Teaching Health/Physical
Education	EDUC	533	Methods of Teaching Health/Physical

c. Existing Course(s) to be Modified:

Prefix	Number	Title
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d. Addition of existing FSU courses to program

Prefix	Number	Title
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e. Removal of existing FSU courses from program

	Prefix	Number	Title
Education	EDUC	433	Methods of Teaching Health/Physical
Education	EDUC	533	Methodsof Teaching Health/Physical

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This form, with the first six blanks filled in, should be forwarded with the proposal to the chair/head of the affected department.
2. The affected department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal. Failure to respond is interpreted as support for the proposal.
3. The Proposing Department must respond to any concerns by the affected department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title EDUC 435

Initiator(s): Hikaru Murata

Proposal Contact: Hikaru Murata **Date Sent:** 2/10/09

Department: School of Education **Campus Address:** 415 Bishop
(Please print)

Responding Department : _____

Chair/Head/Coordinator: _____ **Date Returned:** _____

Based upon department faculty review on _____(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

Form D Current

FERRIS STATE UNIVERSITY
College of Education & Human Services - School of Education
BACHELOR OF SCIENCE DEGREE - ELEMENTARY
Professional Sequence

Required		Level I Professional Education Prerequisite Courses Teacher Education Candidates	Pre/Co requisite	Credit hour	Grade
Note: Students seeking admission to teacher education candidacy must meet all university requirements for admission to the specific program they wish to enter.					
EDUC	101	Introduction to the Profession of Teaching	None	1	
EDUC	251	Life Span Human Growth & Development*	EDUC 101	3	
EDUC	289	Principles of Teaching & Learning	EDUC 101	3	
Level II Professional Education Courses					
Note: Prior to admission to the Teacher Education Program and Level II courses, students must pass all sections of the Basic Skills Test and complete Level II Application.					
EDUC	303	School, Work, and Society		3	
EDUC	308	Teaching Strategies for Special Education and Diverse Populations		3	
EDUC	413	Instructional Planning & Delivery for Elementary Education [Application for field experience required]	LITR 326 EDUC 420	4	
EDUC	420	Teaching Reading in the Elementary/Middle School I	EDUC 413	3	
[It is strongly recommended that EDUC 421, 431, 432, and 433 be taken concurrently]					
EDUC	421	Teaching Reading in the Elementary/Middle School II	EDUC 420 Co-requisite: EDUC 431 EDUC 432	3	
EDUC	431	Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School [Application for field experience required]	EDUC 421	3	
EDUC	432	Methods of Integrating, Teaching, and Evaluating Math and Science in the Elem/M. School [Application for field experience required]	EDUC 421	3	
EDUC	433	Methods of Integrating, Teaching, and Evaluating, Art, Music, Health & P.E. in the Elementary/Middle School	EDUC 431 EDUC 432	1	
Note: Prior to enrolling in Level III courses, students must pass the Michigan Test for Teacher Certification for Elementary Education					
Level III Professional Education Courses					
EDUC	493	Elementary/Middle Directed Teaching Application Required	EDUC 499	6-12	
EDUC	499	Professional Seminar	EDUC 493	2	
			Total	38-42	

NOTE: A 2.75 GPA is required in your planned program minor and in the professional education course sequence, a 2.50 cumulative GPA is also required before directed and student teaching, students must obtain the appropriate GPA for their major(s)/minor(s) as established by each department. *NOTE: ECHE minors will replace EDUC 251 with EDCD 110 and 111 in Level I. NOTE: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C. 11/08 li

Form D Proposed

FERRIS STATE UNIVERSITY
College of Education & Human Services - School of Education
BACHELOR OF SCIENCE DEGREE - ELEMENTARY
Professional Sequence

Required		Level I Professional Education Prerequisite Courses Teacher Education Candidates	Pre/Co requisite	Credit hour	Grade
Note: Students seeking admission to teacher education candidacy must meet all university requirements for admission to the specific program they wish to enter.					
EDUC	101	Introduction to the Profession of Teaching	None	1	
EDUC	251	Life Span Human Growth & Development*	EDUC 101	3	
EDUC	289	Principles of Teaching & Learning	EDUC 101	3	
Level II Professional Education Courses					
Note: Prior to admission to the Teacher Education Program and Level II courses, students must pass all sections of the Basic Skills Test and complete Level II Application.					
EDUC	303	School, Work, and Society		3	
EDUC	308	Teaching Strategies for Special Education and Diverse Populations		3	
EDUC	413	Instructional Planning & Delivery for Elementary Education [Application for field experience required]	LITR 326 EDUC 420	4	
EDUC	420	Teaching Reading in the Elementary/Middle School I	EDUC 413	3	
[It is strongly recommended that EDUC 421, 431, 432, and 435 be taken concurrently]					
EDUC	421	Teaching Reading in the Elementary/Middle School II	EDUC 420 Co-requisite: EDUC 431 EDUC 432	3	
EDUC	431	Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School [Application for field experience required]	EDUC 421	3	
EDUC	432	Methods of Integrating, Teaching, and Evaluating Math and Science in the Elem/M. School [Application for field experience required]	EDUC 421	3	
EDUC	435	Methods of Integrating, Teaching, and Evaluating Health & P.E. in the Elementary/Middle School	EDUC 431 EDUC 432	3	
Note: Prior to enrolling in Level III courses, students must pass the Michigan Test for Teacher Certification for Elementary Education					
Level III Professional Education Courses					
EDUC	493	Elementary/Middle Directed Teaching Application Required	EDUC 499	6-12	
EDUC	499	Professional Seminar	EDUC 493	2	
			Total	40-44	

NOTE: A 2.75 GPA is required in your planned program minor and in the professional education course sequence, a 2.50 cumulative GPA is also required before directed and student teaching, students must obtain the appropriate GPA for their major(s)/minor(s) as established by each department. *NOTE: ECHE minors will replace EDUC 251 with EDCD 110 and 111 in Level I. NOTE: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C. 11/08 li

NEW COURSE INFORMATION FORM**Course Identification:**

Prefix:	Number	Title
EDUC	435	Methods of Teaching Health/Physical Ed

Course Description:

The purpose of this course is to integrate health physical education 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 class room. Health/Physical education 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.

Course Outcomes:

At the conclusion of this course, students will be able to;

1. Identify and explain in detail how physical education and a physically active lifestyle contribute the development of physical, emotional, and social health.
2. Design integrated learning tasks in which specific subject area content such as mathematics, language arts, science, and social studies will be coherently and meaningfully integrated with fundamental and creative movement, educational games, team-building and health related fitness activities.
3. Discuss the principles of movement concepts and motor development, growth, and learning.
4. Utilize the multiple intelligences theory and learning styles and addressing them in a physical education setting.
5. Demonstrate various types of feedback and the use of feedback to promote learning in a physical education setting.
6. Write lesson plans including appropriate standards, materials, student and teacher objectives, developmental analysis of content, instructional plan, and evaluation/assessment procedures.
7. Evaluate classroom activities to show how health and physical education are being integrated into their daily lessons.
8. Identify and explain in detail strategies shown to help in the prevention of heart diseases and cancers based on behavior modification of risk factors in the individual's routine including daily activities and caloric intake.
9. Demonstrate knowledge of tests appropriate for assessing skill, fitness, knowledge, and behaviors that contribute to health life styles.
10. Analyze and interpret current health and physical education resources and data, as well as present results and conclusions in an appropriate format.

Assessment Plan:

Outcome	Quizzes	Presentation	Log	Reaction Paper	Project
1.	X				
2.		X			
3.		X	X		
4.					X
5.				X	
6.		X			X
7.	X		X	X	
8.	X				X
9.	X				
10.	X	X			X

Course Outline including Time Allocation:

Week 1	Topic Introduction & overview Quality of Education
2	Lesson plan Chapter 1 Introduction to Wellness, Fitness, & Lifestyle Mngmnt
3	Chapter 2 Basic Principles of Physical Fitness Chapter 3 Cardiovascular Endurance
4	Chapter 11 Cardiovascular Health Chapter 10 Stress
5	Chapter 4 Muscular Strength & Endurance Chapter 5 Flexibility & Low-Back Health
6	Age Appropriate Lesson in Field Experiences Age Appropriate Lesson in Field Experiences
7	Age Appropriate Lesson in Field Experience Age Appropriate Lesson in Field Experiences
8	Age Appropriate Lesson in Field Experiences Age Appropriate Lesson in Field Experiences
9	Age Appropriate Lesson in Field Experiences Age Appropriate Lesson in Field Experiences
10	Age Appropriate Lesson in Field Experiences Age Appropriate Lesson in Field Experiences
11	Age Appropriate Lesson in Field Experiences Age Appropriate Lesson in Field Experiences

- 12 Age Appropriate Lesson in Field Experiences
Age Appropriate Lesson in Field Experiences
- 13 Chapter 6 Body Composition
Chapter 7 Putting Together Fitness Program
- 14 Chapter 8 Nutrition
Chapter 12 Cancer
- 15 Chapter 13 Substance Use & Abuse
Review for Final Exam

Comprehensive Final

NEW COURSE INFORMATION FORM**Course Identification:**

Prefix:	Number	Title
EDUC	535	Methods of Teaching Health/Physical Ed

Course Description:

The purpose of this course is to integrate health physical education 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 class room. Health/Physical education 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. Students will write a research paper on a relevant topic in their respective content area and will present it to the class.

Course Outcomes:

At the conclusion of this course, students will be able to;

1. Identify and explain in detail how physical education and a physically active lifestyle contribute the development of physical, emotional, and social health.
2. Design integrated learning tasks in which specific subject area content such as mathematics, language arts, science, and social studies will be coherently and meaningfully integrated with fundamental and creative movement, educational games, team-building and health related fitness activities.
3. Discuss the principles of movement concepts and motor development, growth, and learning.
4. Utilize the multiple intelligences theory and learning styles and addressing them in a physical education setting.
5. Demonstrate various types of feedback and the use of feedback to promote learning in a physical education setting.
6. Write lesson plans including appropriate standards, materials, student and teacher objectives, developmental analysis of content, instructional plan, and evaluation/assessment procedures.
7. Evaluate classroom activities to show how health and physical education are being integrated into their daily lessons.
8. Identify and explain in detail strategies shown to help in the prevention of heart diseases and cancers based on behavior modification of risk factors in the individual's routine including daily activities and caloric intake.
9. Demonstrate knowledge of tests appropriate for assessing skill, fitness, knowledge, and behaviors that contribute to health life styles.
10. Analyze and interpret current health and physical education resources and data, as well as present results and conclusions in an appropriate format.

Assessment Plan:

Outcome	Quizzes	Presentation	Log	Reaction Paper	Project	Research Paper
1.	X					X
2.		X				
3.		X	X			
4.					X	
5.				X		
6.		X			X	
7.	X		X	X		
8.	X				X	
9.	X					
10.	X	X			X	X

Course Outline including Time Allocation:

Week 1	Topic Introduction & overview Quality of Education
2	Lesson plan Chapter 1 Introduction to Wellness, Fitness, & Lifestyle Mngmnt
3	Chapter 2 Basic Principles of Physical Fitness Chapter 3 Cardiovascular Endurance
4	Chapter 11 Cardiovascular Health Chapter 10 Stress
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- 12 Age Appropriate Lesson in Field Experiences
Age Appropriate Lesson in Field Experiences
- 13 Chapter 6 Body Composition
Chapter 7 Putting Together Fitness Program
- 14 Chapter 8 Nutrition
Chapter 12 Cancer
- 15 Chapter 13 Substance Use & Abuse
Review for Final Exam

Comprehensive Final

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201001 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix

EDUC

b. Number

435

c. Enter Contact Hours per week in boxes.

LECTure 2

LAB 1 INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Methods of Teaching Health/PE

(Limit to 30 characters/spaces.)

e. College Code: ED f. Department Code: SCED

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix _____ Number _____ See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The purpose of this course is to integrate health physical education components into regular classroom settings. Health/Physical education 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.

p. Term(s) Offered: Fall & Spring (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Prerequisite: Level II admission. Co-requisite: EDUC 431 & EDUC 432.

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Donald Johnson 1/24/10

Donald Ellis 1/24/10

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADTL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201001 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r, See manual for clarification.

a. Course Prefix

EDUC

b. Number

535

c. Enter Contact Hours per week in boxes.

LECTure 2

LAB 1 INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Methods of Teaching Health/PE

(Limit to 30 characters/spaces.)

e. College Code: ED f. Department Code: SCED

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

j. May Be Repeated for Added Credit: Check (x) Yes No

k. Levels: Check (x) Undergraduate Graduate Professional

l. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes No

n. Equivalent course: Prefix _____ Number _____ See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

The purpose of this course is to integrate health physical education components into regular classroom settings. Health/Physical education 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 will write a research paper detailing how health related components of physical fitness can be integrated with academics in their content area.

p. Term(s) Offered: Fall & Spring (See instructions for listing.) q. Max. Section Enrollment: 25

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Prerequisite: Level II admission. Co-requisite: EDUC 531 & EDUC 532.

UCC Chair Signature/Date:

Sherwood Johnson/ph 1/21/0

Academic Affairs Approval Signature/Date:

Donald [Signature] 1/25/0

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

(x)

b. Number

433/

c. Enter Contact Hours per week in boxes.

LECture

LAB

INDEpendent Study – Check

Practicum:

Seminar:

d. Full Course Title:

UCC Chair Signature/Date:

Leonard Johnson/ph 11/21/00

Academic Affairs Approval Signature/Date:

Ronald Flecken 1/14/10

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

DELETE COURSE
Course Data Entry Form

FORM F

Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Year See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

LECTure

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Full Course Title:

UCC Chair Signature/Date:

Donald Johnson 1/26/10

Academic Affairs Approval Signature/Date:

Donald Flickinger 1/26/10

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. **FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.**

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: EDUC 535 Methods of Teaching Health/Physical Education in Elementary School

Projected number of students per year affected by proposed change: 10 _____

Initiator(s): <u>Hikaru Murata</u>	
Proposal Contact: Hikaru Murata _____	Date Sent: <u>10/8/09</u>
Department: School of Education _____ Campus Address: 415 Bishop _____ (Please print)	

Liaison Librarian Signature: <u>Kristen L. Mott</u>	Date: <u>10/13/09</u>
Dean of FLITE Signature: <u>Lah M. Money</u>	Date Returned: <u>10-13-09</u>

Based upon our review on 10/13/09 (date), FLITE concludes that:


- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

*Course replaces current methods courses EDUC 433 + EDUC 533
No additional purchases beyond current new materials are required.*



Paula L Hadley-Kennedy/FSU
01/19/2010 07:40 AM

To Leonard R Johnson Jr <johnsole@ferris.edu>
cc hadleyp@ferris.edu, KristenMotz@ferris.edu
bcc
Subject Re: Form C for EDUC 435/535 still missing 

I have a Form C for EDUC 535 dated Oct. 13, 2009, signed by Kristen and Leah.

Paula

Leonard R Johnson Jr <johnsole@ferris.edu>

01/18/2010 04:53 PM

To KristenMotz@ferris.edu
cc hadleyp@ferris.edu
Subject Re: Form C for EDUC 435/535 still missing

I thought I had found a signed copy today when going through proposals with Paula (??)

I placed it in an updated proposal. Paula will rescan the entire proposal and send out a new link. In the meantime, I'll call her and see if I can figure out exactly what the form was for and if I may somehow have been mistaken.

Leonard

KristenMotz@ferris.edu wrote:

>
>
>
>
> I had administrative staff upstairs go looking for the Form C for this
> course/these courses, and we still haven't had a request. There isn't one
> in the packet, or I'd download it, print it, and sign it to get things
> started. Could Hikaru send one over here so I can get the process rolling
> upstairs?
>
> Thanks.
>
> Kristy
>
> Kristy Motz
> Library Instruction Coordinator
> 140H FLITE
> 231-591-3625
> motzk@ferris.edu
> ----- Forwarded by Kristen L Motz/FSU on 01/18/2010 04:24 PM -----