

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Graduate Research Sequence and Capstone Restructuring

Initiating Unit or Individual: SOE—GCC

Contact Person's Name: C. Thomas e-mail: thomasc@ferris.edu phone: x2727

Date or Term of Proposal Implementation: _____

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- 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>C. Thomas</i>	11/17/09	<u>5</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support
Department Faculty	<i>Timothy E. Ellis</i>	11/17/09	<u>11</u> Support <u>0</u> Support with Concerns <u>2</u> Not Support
Department Head	<i>Lynza Ang</i>	12/4/09	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee	<i>M. Cronos</i>	2/1/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean	<i>Michelle Shiten</i>	2/1/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee	<i>Samuel R.</i>	2/24/10	<input checked="" type="checkbox"/> Support <u>7-0</u> <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate	<i>Richard Luffert</i>	2/24/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs	<i>Donald Flecken</i>	2/26/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)

Board of Trustees (Date Approved)

President's Council (Date Approved)

VRAA
FEB 24 2010
PROVOST

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1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

A careful analysis of the master's degrees capstone activities has prompted the SOE-GCC (School of Education Graduate Curriculum Committee) to reconfigure these course offerings.

First, we recommend that EDUC 699—Thesis be eliminated from all programs.

Second, we recommend that EDUC 680—Capstone Portfolio/Project be deleted and a modified course be developed to include options of thesis, project and portfolio. To that end, the committee has developed a new course EDUC 681 and adopted assessment criteria for each option within that course. Students will, upon consultation with their assigned faculty chair decide which option best suits their needs and supports their particular position, refer to Form E for full details.

Third, we recommend that we add EDUC 663 and delete EDUC 511, EDUC 661, and EDUC 662 for the following reasons:

- **The EDUC 511 introductory course is too intensive, for 3 credits, with emphasis on things like instrumentation, inferential statistics, experimental research, single subject research, and causal-comparative research.**
- **EDUC 661, a quantitative research option has never filled enough to offer it and no student has ever completed a quantitative thesis.**
- **The three-course sequence (EDUC 511, EDUC 661/662 and EDUC 680/699) is too demanding to be competitive in the Michigan marketplace.**
- **Accreditation bodies require that educational institutions and educators be data driven in their design and practice.**
- **That we are a practical university, and we maintain our integrity best when we focus on our core mission of developing practicing educators.**
- **The proposed new course (EDUC 663) will address the areas covered in these courses with the addition of data driven decision making.**
- **The redesign of the capstone course (EDUC 681) will allow students to choose from three different forms in order to show reflection and knowledge.**

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
EDUC	663	Principles of Data-Drive Decision Making for Educators
EDUC	681	Capstone- Project, Portfolio or Thesis

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
EDUC	699	Capstone Thesis
EDUC	511	Principles of Educational Evaluation and Research
EDUC	661	Quantitative Research Methods
EDUC	662	Qualitative Research Methods
EDUC	680	Capstone- Project/Portfolio

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
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
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3. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form B to GPC	Dec. 7, 2009		
Form C to Library	Dec. 7, 2009		

4. Will External Accreditation be Sought? (For new programs or certificates only)

_____ Yes X No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal are included.

Restructuring Graduate Capstone Sequence Proposal

Two faculty members abstained from voting at our SOECC meeting. One member did not want to see any changes to the sequence and did not feel that this proposal was necessary. The second faculty member wanted the entire sequence removed and did not agree to the proposed changes. All other faculty members agreed to the proposed changes.

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.
2. The University Graduate and Professional Council 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 Council. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Restructuring Graduate Capstone Sequence

Initiator(s): SOE-GCC

Proposal Contact: Cheryl Thomas **Date Sent:** 11/3/09

Department: SOE **Campus Address:** 408 BIS
(Please print)

Response from: Graduate and Professional Council

Chair: Anita Fagerman **Date Returned:** 12/23/09

Based upon Graduate and Professional Council review on 12/22/09(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 graduate and professional program issues at the university. Use additional pages, if necessary.

Cutting out the research component of a master's degree program may not be a wise move

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: Restructuring Graduate Capstone Sequence

Projected number of students per year affected by proposed change: 30

Initiator(s): <u>SOE-GCC</u>	
Proposal Contact: <u>Cheryl Thomas</u>	Date Sent: <u>11/16/09</u>
Department: <u>SOE</u> (Please print)	Campus Address: <u>BIS 408</u>

Liaison Librarian Signature: <u>Kristen L. Mosey</u>	Date: <u>12/14/09</u>
Dean of FLITE Signature: <u>Leah M. Mosey</u>	Date Returned: <u>12-15-09</u>

Based upon our review on 12/14/09 (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.

PROGRAM, MAJOR, OR MINOR CHECK SHEET(S)

Insert both the current curriculum check sheet (if applicable) followed by proposed curriculum check sheet" and/or "academic program requirements" list.

- **LABEL CHECK SHEETS AS "FORM D CURRENT" and "FORM D PROPOSED."**
- **Checksheets should indicate total credits, General Education requirements per catalog guidelines (include course levels), and the minimum number of 300 and 400 level courses.**
- **Indicate all course prerequisites.**
- **Indicate any special admissions, continuation, or graduation requirements.**

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
INSTRUCTOR OPTION—36 Credits

NAME: _____

SID#: _____

COURSE	Core Requirements—15 Credit Hours Required		S.H.	GRADE
ECTE	500	Foundation & Organization of Career & Technical Education	3	
ECTE	516	OR Issues in Career & Technical Education		
ECTE	504	Curriculum Design in Career & Technical Education OR	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation		
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
ECTE	510	Evaluation in Career & Technical Education	3	
Education Requirements—8 Credit Hours Required				
ECTE	591	Internship in Career & Technical Education	2	
EDUC	661	Quantitative Research Methods OR	3	
	662	Qualitative Research Methods		
EDUC	699	Thesis OR	3	
EDUC	680	Capstone Project (advisor approval required)		
Education / Subject Area Electives—13 Credit Hours Required				
EDUC	512	Research Field Study	2	
ECTE	516	Issues in Career & Technical Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	2	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
ECTE	595	Content / Instructional Workshops & Seminars in Career & Technical Education	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding & Financing Educational Programs	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	660	Action Research	3	
ECTE	694	Graduate Topics in Career & Technical Education	1-3	
ECTE	697	Special Studies in Career & Technical Education	1-3	
OPTIONAL: Up to 6 of the required 13 elective credits may be taken at the graduate level in your major, minor or related field. (Consult your education & subject area advisors for recommended courses.)				

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
TRAINING AND DEVELOPMENT OPTION— 38 Credits

NAME: _____

SID#: _____

COURSE	Core Requirements— 18 Credit Hours Required	S.H.	GRADE
ECTE 504 EDUC 620	Curriculum Design in Career & Technical Education OR Advanced Integrated Curriculum Design & Evaluation	3 3	
EDUC 511	Principles of Educational Evaluation & Research	3	
EDUC 518	Diversity in the Classroom & Workplace	3	
ECTE 510	Evaluation in Career & Technical Education	3	
EDUC 661 662	Quantitative Research Methods OR Qualitative Research Methods	3	
EDUC 680 699	Capstone Project OR Thesis	3	
Educational Requirements—20 Credit Hours Required			
EDUC 501 EDUC 570	Principles of Teaching & Learning OR Teaching & Learning Theories in the Classroom	3	
ECTE 505	Training in Business & Industry	3	
ECTE 509	Occupational Analysis & Needs Assessment	3	
ECTE 521	Leadership & Organizational Dynamics	3	
EDUC 540 560	Educational Technology in the Classroom OR Advanced Applications of Educational Technology in the Classroom	3	
ECTE 650	Implementing Total Quality Management in Education	3	
ECTE 591	Internship in Career & Technical Education	2	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 4/08 li

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
POST-SECONDARY ADMINISTRATION OPTION—36 Credits

NAME: _____

SID#: _____

COURSE	Required Core— 21 Credit Hours Required	S.H.	GRADE
ECTE 500 ECTE 516	Foundation & Organization of CTE OR Issues in Career & Technical Education	3	
ECTE 504 EDUC 620	Curriculum Design in Career & Technical Education OR Advanced Integrated Curriculum Design & Evaluation	3	
EDUC 511	Principles of Educational Evaluation & Research	3	
EDUC 518	Diversity in the Classroom & Workplace	3	
ECTE 510	Evaluation in Career & Technical Education	3	
EDUC 661 662	Quantitative Research Methods OR Qualitative Research Methods	3	
EDUC 699 EDUC 680	Thesis OR Capstone project	3	
Education Requirements—15 Credit Hours Required			
EDUC 512	Research Field Study	2	
ECTE 521	Leadership & Organizational Dynamics	3	
EDUC 601	Curriculum Leadership & Development	3	
EDUC 606	Funding & Financing Educational Programs	3	
EDUC 630	School Law	3	
EDUC 635	School Personnel Management	3	
ECTE 591	Internship in Career & Technical Education	1-3	
ECTE 650	Implementing Total Quality Management in Education	3	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 4/08 li

Ferris State University – College of Education and Human Services
Masters of Education – Curriculum & Instruction
Experiential Education Concentration – 36 Credits

Name: _____

SID# _____

COURSE	Core Education Requirements – 15 Credit Hours Required:	S.H.	GRADE
EDUC 508	Instruction of Exceptional Learners	3	
EDUC 511	Principles of Education and Evaluation & Research	3	
EDUC 620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC 661 662	Quantitative Research Qualitative Research	3	
EDUC 680 699	Capstone Project (Prerequisite 662) OR Thesis (prerequisite 662)	3	
	Experiential Education Requirements—18 Hours Required		
RMLS 520	Philosophy and Methods of Experiential Education	3	
RMLS 540	The Environment and Experiential Education	3	
RMLS 550	Outdoor and Adventure Education Methods and Practices	3	
EDUC 516	Issues in Education	3	
EDUC 570	Teaching & Learning Theories in the Classroom OR	3	
CRIM 608	Organizational Leadership OR	3	
MMBA 625	Organizational Leadership and Corporate Citizenship	3	
RMLS 691	Experiential Education Practicum	3-8	
	Education Electives—Up to 6 Credit Hours Required		
EDUC 501	Principles of Teaching & Learning	3	
EDUC 518	Diversity in the Classroom	3	
ECTE 521	Leadership & Organizational Dynamics	3	
EDUC 595	Content/Instructional Workshops & Seminars	3	
EDUC 694	Graduate Topics in Education	3	
EDUC 697	Special Studies in Education	3	
EDUC 601	Curriculum Leadership & Development	3	
EDUC 606	Funding and Financing Educational Programs	3	

Ferris State University - College of Education & Human Services
Master of Education Degree - Curriculum & Instruction
Reading Endorsement Option* - 39 credits
 (BR Endorsement)

Name: _____ SS#: _____

Course		Core Requirements (18 credits)	S.H.	Grade
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	511	Principles of Education Evaluation & Research	3	
EDUC	662	Qualitative Research Methods	3	
EDUC	699	Thesis	3	
Reading Requirements				
ERLA	501	Understanding Literacy & Language Development	3	
ERLA	536	Elementary & Middle School Reading Instruction or	3	
	507	Literacy & Language Development for Young Children		
ERLA	511	Literacy and Content Learning or	3	
	522	Using Literature & Other Texts for Children & Young Adults		
ERLA	516	Trends & Issues in Literacy	3	
ERLA	530	Literacy Assessment	3	
ERLA	533	Students with Reading Difficulties	3	
ERLA	504	Integrating the English Lang. Arts for Elem./Middle School, or	3	
	539	Integrating Reading, Writing, & Lit. Across the Curriculum, or		
	550	Creating Learning Environments for Literacy Development & Diverse Populations		
ERLA	600	Curriculum & Professional Development for Literacy Programs, or	3	
	609	Developing Literacy Leaders		

* Note: This program is open only to those already holding a K-12 teacher certification. 4/08 li

Ferris State University – College of Education & Human Services
Master's of Education Option: Curriculum and Instruction
Special Education Endorsement Option* - 42 Credits

Name: _____ SID: _____

Course		Core Requirements (12 credits)	S.H.	Grade
ERLA	501	Understanding Literacy and Language Development	3	
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	570	Teaching and Learning Theories in the Classroom	3	
EDUC	511	Principles of Education Evaluation & Research	3	
Special Education Requirements (18 Credits)				
ESPN	502	Communication, Collaboration and Consultation in Special Education	3	
ESPN	503	Behavioral Dimensions of Students with Special Needs	3	
ESPN	504	Development and Implementation of Individual Education Programs	3	
ESPN	505	Assessing Students with Special Needs	3	
EDUC	662	Qualitative Research Methods **	3	
EDUC	699	Thesis **	3	
Endorsement Area [Student must select one of the following endorsement areas]				
Teachers of Students with Cognitive Impairments (12credits)				
ESPN	530	Basic Concepts in Cognitive Impairments	3	
ESPN	532	Teaching the Student with Mild Cognitive Impairments	3	
ESPN	534	Teaching the Student with Moderate to Severe Cognitive Impairments	3	
ESPN	592	Directed Teaching- Special Needs	3	
Teachers of Students with Learning Disabilities (12credits)				
ERLA	533	Students with Reading Difficulties	3	
ESPN	520	Introduction to the Student with Learning Disabilities	3	
ESPN	522	Teaching the Student with Learning Disabilities	3	
ESPN	592	Directed Teaching- Special Needs	3	
Teachers of Students with Autism (12 credits) (Pending Approval) (Students choosing this area must also have full approval in one other area of Special Education)				
ESPN	540	Basic Concepts in Autism	3	
ESPN	542	Curriculum and the Autistic Child	3	
ESPN	546	Working with Parents and Professionals	3	
ESPN	592	Directed Teaching- Special Needs	3	
Teachers of Students with Emotional Impairments (12 credits)				
ESPN	550	Introduction to Students with Emotional Impairments	3	
ESPN	552	Teaching Students with Emotional Impairments	3	
ESPN	553	Assess., Develop., & Implementation of Behavior & Classroom Management	3	
ESPN	592	Directed Teaching- Special Needs	3	

*Note: This program is open only to those already holding a K-12 teacher certification.

**Note: ESPN 662 must be taken prior to ESPN 699 (ESPN 699 is the student's last course). 10/09 li

**FERRIS STATE UNIVERSITY—COLLEGE OF EDUCATION & HUMAN SERVICES
 MASTER OF EDUCATION DEGREE—CURRICULUM & INSTRUCTION
 SUBJECT AREA OPTION—36 Credits**

NAME: _____

SID#: _____

COURSE		Core Requirements—21 Credit Hours Required	S.H.	GRADE
EDUC	508	Instruction of Exceptional Learners OR Education Elective (see advisor)	3	
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	516	Issues in Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	661or 662	Quantitative Research Methods or Qualitative Research Methods	3 3	
EDUC	699	Thesis	3	
Education Electives—6 Credit Hours Required				
ECTE	521	Leadership & Organizational Dynamics	3	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	591	Internship	1-2	
EDUC	595	Content/Instructional Workshops & Seminars	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDUC	606	Funding & Financing Educational Programs	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
EDUC	694	Graduate Topics in Education	1-3	
EDUC	697	Special Studies in Education	1-2	
Subject Area Electives—9 Credit Hours Required				
Select 9 credits at the graduate level in subject-area major, minor, or related field.				

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 4/08 li

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

Name: _____

Student No.: _____

COURSE		REQUIRED CORE- 22 Credits	S.H.	GRADE
EDLE	500	Educational Leadership	3	
EDLE	520	Curricular Supervision	4	
EDLE	525	Personnel Administration	3	
EDLE	530	School Business Management	3	
EDLE	540	School & Community Relationships	3	
EDLE	691	Administrative Internship (all course work except EDUC 680)	3 + 3	
		EDUCATION REQUIREMENTS- 15 Credits Required		
EDUC	511	Principles of Educational Evaluation & Research	3	
EDUC	662	Qualitative Research Methods	3	
EDUC	661	Quantitative Research Methods	3	
EDUC	630	School Law	3	
ECTE	650	Implementing TQM in Education	3	
EDUC	680	Capstone Project	3	

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION

POST-SECONDARY ADMINISTRATION OPTION—34 Credits

Name: _____ SID# _____

COURSE		Required Core—19 Credit Hours Required	S.H.	GRADE
ECTE	500	Foundation & Organization of CTE OR	3	
ECTE	516	Issues in Career & Technical Education		
ECTE	504	Curriculum Design in Career & Technical Education OR	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation		
EDUC	518	Diversity in the Classroom & Workplace	3	
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio, or Thesis	3	
EDUCATION REQUIREMENTS—15 Credit Hours Required				
EDLE	500	Educational Leadership	3	
EDUC	601	Curriculum Leadership & Development	3	
EDLE	530	School Business Management	3	
EDUC	630	School Law	3	
EDLE	525	Personnel Administration	3	
ECTE	591	Internship in Career & Technical Education	1-3	
ECTE	650	Implementing Total Quality Management in Education	3	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 li

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
TRAINING AND DEVELOPMENT OPTION— 36 Credits

Name: _____

SID#: _____

COURSE		Core Requirements— 16 Credit Hours Required	S.H.	GRAD E
ECTE	504	Curriculum Design in Career & Technical Education OR	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
ECTE	510	Evaluation in Career & Technical Education	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
Education Requirements— 20 Credit Hours Required				
EDUC	501	Principles of Teaching & Learning OR	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
ECTE	505	Training in Business & Industry	3	
ECTE	509	Occupational Analysis & Needs Assessment	3	
EDLE	500	Educational Leadership	3	
EDUC	540	Educational Technology in the Classroom OR	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	3	
ECTE	650	Implementing Total Quality Management in Education	3	
ECTE	591	Internship in Career & Technical Education	2	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 li

FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF SCIENCE in CAREER & TECHNICAL EDUCATION
INSTRUCTOR OPTION—33-34 Credits

Name: _____

SID#: _____

Course		Core Requirements— 12 Credit Required	S.H.	Grade
ECTE	500	Foundation & Organization of CTE OR	3	
ECTE	516	Issues in Career & Technical Education		
ECTE	504	Curriculum Design in Career & Technical Education OR	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	508	Instruction of Exceptional Learners	3	
ECTE	510	Evaluation in Career & Technical Education	3	
Education Requirements— 8 – 9 Credits Required				
ECTE	591	Internship in Career & Technical Education	1-2	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
Education/Subject Area Electives— 21 Credits Required				
ECTE	516	Issues in Career & Technical Education	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDLE	500	Educational Leadership	3	
EDUC	540	Educational Technology in the Classroom	3	
EDUC	560	Advanced Applications of Educational Technology in the Classroom	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
ECTE	595	Content/Instructional Workshops & Seminars in Career & Technical Education	1-2	
EDUC	601	Curriculum Leadership & Development	3	
EDLE	530	School Business Management	3	
EDUC	630	School Law	3	
ECTE	650	Implementing Total Quality Management in Education	3	
ECTE	694	Graduate Topics in Career & Technical Education	1-3	
ECTE	697	Special Studies in Career & Technical Education	1-3	
OPTIONAL: Up to 6 of the required 13 elective credits may be taken at the graduate level in your major, minor or related field. (Consult your education & subject area advisors for recommended courses.)				

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 LI

**Ferris State University – College of Education and Human Services
Masters of Education – Curriculum & Instruction
Experiential Education Concentration – 34 Credits**

Name: _____

SID: _____

Course		Core Education Requirements—	S.H.	Grade
		13 credits required		
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	620	Advanced Integrated Curriculum Design and Evaluation	3	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
		Experiential Education Requirements—		
		18 credits required		
RMLS	520	Philosophy and Methods of Experiential Education	3	
RMLS	540	The Environment and Experiential Education	3	
RMLS	550	Outdoor and Adventure Education Methods and Practices	3	
EDUC	526	Issues in Education	3	
EDUC	570	Teaching and Learning Theories in the Classroom <u>OR</u>	3	
CRIM	608	Organizational Leadership <u>OR</u>		
MMBA	625	Organizational Leadership and Corporate Citizenship		
		Field Experience Requirement:		
RMLS	691	Experiential Education Practicum	3-8	
		Education Electives—		
		Up to 3 credits required		
EDUC	501	Principles of Teaching & Learning	3	
EDUC	518	Diversity in the Classroom	3	
EDLE	500	Educational Leadership	3	
EDUC	595	Graduate Topics in Education	1-6	
EDUC	694	Special Studies in Education	1-2	
EDUC	697	Content/Instructional Workshops & Seminars	1-2	
EDUC	601	Curriculum Leadership and Development	3	
EDLE	530	School Business Management	3	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 LI

Ferris State University - College of Education & Human Services
Master of Education Degree - Curriculum & Instruction
Reading Endorsement Option* - 36 credits
(BR Endorsement)

Name: _____ SID#: _____

Course		Core Requirements—15 Credits	S.H.	Grade
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	620	Advanced Integrated Curriculum Design & Evaluation	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
		Reading Requirements—24 Credits		
ERLA	501	Understanding Literacy and Language Development	3	
ERLA	536	Elementary and Middle School Reading Instruction <u>OR</u>	3	
ERLA	507	Literacy & Language Development for Young Children	3	
ERLA	511	Literacy & Content Learning <u>OR</u>	3	
ERLA	522	Using Literature & Other Texts for Children & Young Adults	3	
ERLA	516	Trends & Issues in Literacy	3	
ERLA	530	Literacy Assessment	3	
ERLA	533	Students with Reading Difficulties	3	
ERLA	504	Integrating the English/Lang. Arts for Elem/Middle School <u>OR</u>	3	
ERLA	539	Integrating Reading, Writing, and Lit. Across the Curriculum	3	
ERLA	550	<u>OR</u> Creating Learning Environments for Literacy Development & Diverse Populations	3	
ERLA	600	Curriculum & Professional Development for Literacy Programs <u>OR</u>	3 3	
	609	Developing Literacy Leaders		

* Note: This program is open only to those already holding a K-12 teacher certification. 12/09 li

Ferris State University – College of Education & Human Services
Master's of Education Option: Curriculum and Instruction
Special Education Endorsement Option* - 43 Credits

Name: _____

SID#: _____

Course		Core Requirements—16 credits	S.H.	Grade
ERLA	501	Understanding Literacy & Language Development	3	
EDUC	508	Instruction of Exceptional Learners	3	
EDUC	570	Teaching & Learning Theories in the Classroom	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
Special Education Requirements—15 credits				
ESPN	502	Communication, Collaboration and Consultation in Special Education	3	
ESPN	503	Behavioral Dimensions of Students with Special Needs	3	
ESPN	504	Development and Implementation of Individual Education Programs	3	
ESPN	505	Assessing Students with Special Needs	3	
Endorsement Area (Students must select one of the following endorsement areas)				
Teachers of Students with Cognitive Impairments—12 credits				
ESPN	530	Basic Concepts in Cognitive Impairments	3	
ESPN	532	Teaching the Student with Mild Cognitive Impairments	3	
ESPN	534	Teaching the Student with Moderate to Severe Cognitive Impairments	3	
ESPN	592	Directed Teaching—Special Needs	3	
Teachers of Students with Learning Disabilities—12 credits				
ERLA	533	Students with Reading Difficulties	3	
ESPN	520	Introduction to the Student with Learning Disabilities	3	
ESPN	522	Teaching the Student with Learning Disabilities	3	
ESPN	592	Directed Teaching—Special Needs	3	
Teachers of Students with Autism—12 credits (Pending Approval)(Students choosing this area must also have full approval in one other area of Special Education)				
ESPN	540	Basic Concepts in Autism	3	
ESPN	542	Curriculum and the Autistic Child	3	
ESPN	546	Working with Parents and Professionals	3	
ESPN	592	Directed Teaching—Special Needs	3	
Teachers of Students with Emotional Impairments—12 credits				
ESPN	550	Introduction to Students with Emotional Impairments	3	
ESPN	552	Teaching Students with Emotional Impairments	3	
ESPN	553	Assess., Develop., and Implementation of Behavior & Classroom Management	3	
ESPN	592	Directed Teaching—Special Needs	3	

*Note: This program is open only to those already holding a K-12 teacher certification. 12/09 li

**FERRIS STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN SERVICES
MASTER OF EDUCATION DEGREE—CURRICULUM & INSTRUCTION
SUBJECT AREA OPTION—34 Credits**

Name: _____

SID#: _____

Course		Core Requirements—19 Credits	S.H.	Grade
EDUC	508	Instruction of Exceptional Learners <u>OR</u> Education Elective (See Advisor)	3	
EDUC	516	Issues in Education	3	
EDUC	518	Diversity in the Classroom & Workplace	3	
EDUC	620	Advanced Integrated Curriculum Design and Evaluation	3	
EDUC	663	Principles of Data-Driven Decision Making for Educators	4	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	
Education Electives—6 Credits Required				
EDLE	500	Educational Leadership	3	
EDLE	530	School Business Management		
EDUC	540	Educational Technology in the Classroom		
EDUC	601	Curriculum Leadership and Development	3	
EDUC	630	School Law	3	
EDUC	591	Internship		
EDUC	595	Graduate Topics in Education	1-6	
EDUC	694	Special Studies in Education	1-2	
EDUC	697	Content/Instructional Workshops & Seminars	1-2	
Subject Area Electives—9 Credits Required				
Select 9 credits at the graduate level in subject-area major, minor, or related field				

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 li

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

Name: _____

Student No.: _____

COURSE		REQUIRED CORE- 22 Credits	S.H.	GRADE
EDLE	500	Educational Leadership	3	
EDLE	520	Curricular Supervision	4	
EDLE	525	Personnel Administration	3	
EDLE	530	School Business Management	3	
EDLE	540	School & Community Relationships	3	
EDLE	691	Administrative Internship (all course work except EDUC 680)	3 + 3	
		EDUCATION REQUIREMENTS- 13 Credits Required		
EDUC	663	Principles of Data Driven Decision Making for Educators	4	
EDUC	630	School Law	3	
ECTE	650	Implementing TQM in Education	3	
EDUC	681	Capstone- Project, Portfolio or Thesis	3	

Note: Though faculty advisors are responsible for advising students regarding degree requirement, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. 12/09 li

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
EDUC	663	PRINCIPLES OF DATA DRIVEN DECISION MAKING FOR EDUCATORS

Course Description:

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

Course Outcomes:

Upon completion of EDUC 663 students will:

1. Critically evaluate prior models of Capstone Projects.
2. Demonstrate a superficial understanding of traditional research methods including qualitative, quantitative and action research methods. This includes demonstrating an understanding of the concepts of
 - a. Validity
 - b. Reliability
 - c. Generalizability
 - d. Trustworthiness
 - e. Repeatability
3. Correctly review published research, government reports, and white papers for validity and reliability of data and data analysis process used in the research.
4. Demonstrate a solid understanding of survey methods including:
 - a. Why sample
 - b. How should we sample
 - c. Methods of sampling
 - d. Sample size
 - e. Confidence intervals
 - f. Questionnaire design
 - g. Comparison of means
 - h. Return rates
5. Understand and implement a data driven decision process including:
 - a. Identify relevant data sources
 - b. Distinguish relevant data from distractors
 - c. Design effective and efficient data collection mechanisms
 - d. Aggregating and disaggregating data
 - e. Quantifying and qualifying results
 - f. Interpreting results
 - g. Developing action plans based on the data
6. Determine which type of Capstone project they are going to do:
 - a. Thesis
 - b. Project
 - c. Portfolio

7. Write the first three components of the Capstone
 - a. Capstone question
 - b. Literature review
 - c. Research/Project/Portfolio process
8. Select and confirm a three person Capstone committee including selecting a chair
9. Submit the application for Human Subjects Review if appropriate
10. Complete application for enrollment in EDUC 681- Capstone Project, Portfolio or Thesis

Course Assessment Plan:

Outcome	In-Class Activity	Written Assignment	Team Online Projects/ Discussions
1. Critical evaluation	X		X
2. Understanding research	X	X	X
3. Review research	X	X	X
4. Surveys		X	X
5. Data driven decision making	X		X
6. Select capstone	X	X	
7. 3 components		X	X
8. Committee		X	
9. HSRC	X		X
10. Complete Capstone application			

Course Outline including Time Allocation:

1. Critically evaluate prior models of Capstone Projects. (3 hours)
2. Demonstrate a superficial understanding of traditional research methods. (15 hours)
3. Correctly review published research, government reports, and white papers. (10 hours)
4. Demonstrate a solid understanding of survey methods. (10 hours)
5. Understand and implement a data driven decision process. (17 hours)
6. Determine which type of Capstone project they are going to do. (1 hour)
7. Write the first three components of the Capstone. (2 hrs + outside of class)
8. Select and confirm a three person Capstone committee including selecting a chair. (1 hr + outside of class)
9. Submit the application for Human Subjects Review if appropriate. (1 hr + outside of class)
10. Complete application for enrollment in EDUC 681- Capstone- Project, Portfolio or Thesis. (outside of class)

Total Instructional hours: 60

CREATE NEW COURSE

Course Data Entry Form

Create New Course
Rev. 07/23/07

FORM F

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): 201008 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

663

c. Enter Contact Hours per week in boxes.

LECTure 4

LAB

INDEpendent Study – Check (x)

Practicum:

Seminar:

d. Course Title: Principles of Data Driven Decision Making for Educators (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

X Fixed

h. Minimum Credit Hours 4

i. Maximum Credit Hours 4

j. May Be Repeated for Added Credit: Check (x) Yes

X No

k. Levels: Check (x) Undergraduate X Graduate Professional

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

m. Does proposed new course replace an equivalent course? Check (x) Yes

X No

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

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

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

p. Term(s) Offered: 01, 05, 08 (See instructions for listing.)

q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Graduate status, instructor permission.

UCC Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 2/20/10

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 ___ SCADTEL ___ SCARRES ___ SCAPREQ ___

NEW COURSE INFORMATION FORM

Course Identification:

Prefix:	Number	Title
EDUC	681	CAPSTONE- PROJECT, PORTFOLIO OR THESIS

Course Description:

A capstone designed by graduate students in SOE with assistance of instructor and Faculty Capstone Committee. A thesis, project, or reflective portfolio, will demonstrate the synthesis of knowledge acquired in all Master’s degree courses with focus on the student’s career endeavors. All capstone activities must be pre-approved and the application filed appropriately along with three-chapter proposal; students will present their completed capstone to a Faculty Capstone Committee. Pre-Requisites: EDUC 663 and graduate standing.

Course Outcomes:

Upon completion of EDUC 681 students will:

- Have the ability to frame a problem and research question relevant to education
- Have the ability to use methods that answer the type of question they ask in their study
- Knowledge of how their study relates to existing scholarship and studies
- Mature academic writing
 - Using evidence and examples to develop the study
 - Organizing information
 - Interpreting significance
 - Writing good prose
- Be able to defend project, portfolio or thesis to committee of faculty/peers and/or community members

Course Assessment Plan:

Outcome	In-Class Activity	Written Assignment
• Have the ability to frame a problem and research question relevant to education	X	X
• Have the ability to use methods that answer the type of question they ask in their study	X	X
• Knowledge of how their study relates to existing scholarship and studies		X
• Mature academic writing		X
• Defend project, portfolio or thesis	X	X

Course Outline including Time Allocation:

1. Discussion of what needs to be included in the final two sections/chapters (5 hours)
2. Meet with peers to review writing of Chapter/section 4 (5 hours)
3. Meet with peers to review writing of chapter/section 5 (5 hours)
4. Meet with committee chair and committee members to review all chapters/sections (26 hours)
5. Defend project, portfolio, or thesis to committee (2 hours)
6. Revise based on feedback (2+ hours)

Total Instructional hours: 45

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

- 3. Complete each item in Section I and Section II.
- 4. 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): 201008 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 681 c. Enter Contact Hours per week in boxes.
LECTure 3 LAB INDEPENDENT Study – Check (x)

Practicum: Seminar:

d. Course Title: Capstone- Project, Portfolio or Thesis (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 X Fixed h. Minimum Credit Hours 3 i. Maximum Credit Hours 3

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

k. Levels: Check (x) Undergraduate X Graduate Professional

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

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

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

o. **CATALOG DESCRIPTION** – Limit to 75 words – PLEASE BE CONCISE. A capstone designed by graduate students in SOE with assistance of instructor and Faculty Capstone Committee. A thesis, project, or reflective portfolio, will demonstrate the synthesis of knowledge acquired in all Master's degree courses with focus on the student's career endeavors. All capstone activities must be pre-approved and the application filed appropriately along with three-chapter proposal; students will present their completed capstone to a Faculty Capstone Committee. Pre-Requisites: EDUC 663 and graduate standing.

p. Term(s) Offered: 01, 05, 08 (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Graduate status, EDUC 663.

UCC Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 2/25/10

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 ___ 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: **Principles of Educational Evaluation and Research**

UCC Chair Signature/Date:

 2/28/10

Academic Affairs Approval Signature/Date:

 2/25/10

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: Quantitative Research Methods

UCC Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 2/26/10

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: Qualitative Research Methods

UCC Chair Signature/Date:



2/24/10

Academic Affairs Approval Signature/Date:



2/26/10

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: Capstone Project/Portfolio

UCC Chair Signature/Date:

 2/24/10

Academic Affairs Approval Signature/Date:

 2/26/10

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: Thesis

UCC Chair Signature/Date:

 2/24/10

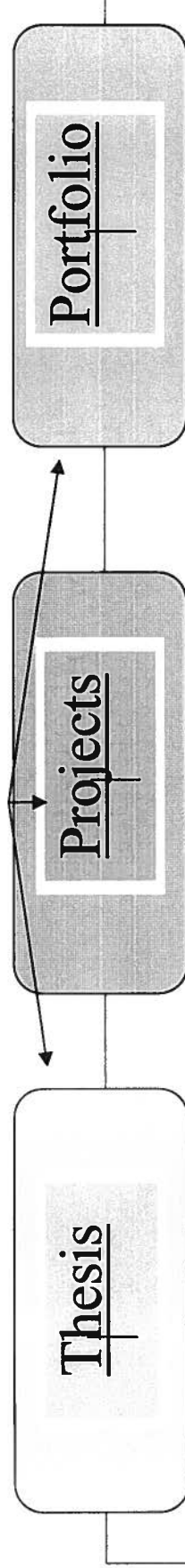
Academic Affairs Approval Signature/Date:

 2/24/10

Office of the Registrar use ONLY

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

EDUC 681—Capstone- Project, Portfolio or Thesis



Each will include:

1. A three-chapter proposal that includes:
 1. clear definition of an educational issue to be addressed and a delineation of learning objectives specific to student (either TEACH outcomes, or Michigan Standards for Preparation of School Principals, Entry-Level Standards for Michigan Teachers, or Michigan Standards for Teachers)
 2. A review of the relevant research literature
 3. An explanation of what you will do and your strategy for demonstrating how you have synthesized your graduate studies in MED or MSCTE (what methods you will use)
2. A faculty review of proposal before you begin
3. Completion of your proposed capstone and implementation of some type of outcomes assessment
4. A presentation to faculty/peers/community
5. A written product appropriate to project (ex. procedure manual, course materials, manuscript for submission for publication)
6. An abstract for presentation to broader community (professional meeting, organization/administration of work setting etc)

Policies and Procedures for Capstone Activities

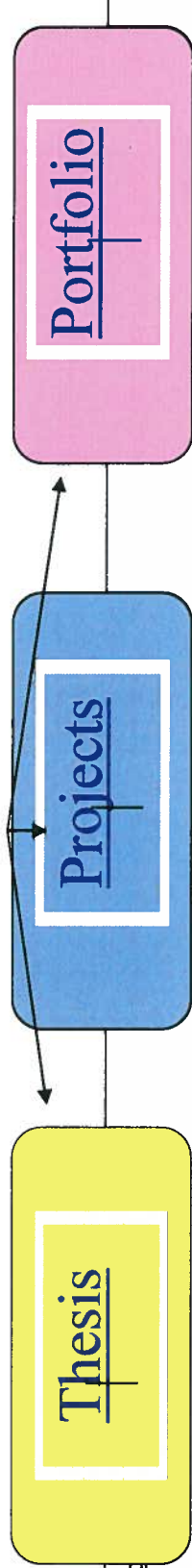
1. Before registering for the capstone project hours, the student must complete an application and have it approved by his or her project advisor and committee members. The application defines a problem for investigation and/or a research question. It also includes a bibliography. The application must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

Evaluation Criteria for Capstone Activities

In the capstone project, the student should demonstrate

- Ability to frame a problem and research question relevant to education
- Ability to use methods that answer the type of question they ask in their study
- Knowledge of how their study relates to existing scholarship and studies
- Mature academic writing
 - Using evidence and examples to develop the study
 - Organizing information
 - Interpreting significance
 - Writing good prose
- Synthesis of knowledge aligned to TEACH Framework

EDUC 680—Capstone



Each

1. A three-chapter proposal that includes:

1. clear definition of an educational issue to be addressed and a delineation of learning objectives specific to student (either TEACH outcomes, or Michigan Standards for Preparation of School Principals, Entry-Level Standards for Michigan Teachers, or Michigan Standards for Teachers)
2. A review of the relevant research literature
3. An explanation of what you will do and your strategy for demonstrating how you have synthesized your graduate studies in MED or MSCTE (what methods you will use)
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1. Before registering for the capstone project hours, the student must complete an application and have it approved by his or her project advisor and committee members. The application defines a problem for investigation and/or a research question. It also includes a bibliography. The application must be completed and approved no later than the semester before the semester of graduation. The application can be downloaded at www.ferris.edu/education/education.
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- Knowledge of how their study relates to existing scholarship and studies
- Mature academic writing
 - Using evidence and examples to develop the study
 - Organizing information
 - Interpreting significance
 - Writing good prose
- Synthesis of knowledge aligned to TEACH Framework

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

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

This research should be able to be completed in one semester. Your final Thesis document is needed before the end of the semester if you want your grade recorded on time. If your Thesis report is not received in final form in time for your professor to grade, or if it is received and still needs revision, you will be given an "Incomplete" when grades are turned in. You will then have one semester to complete the unfinished work. If it is not completed, the incomplete automatically becomes an "F." To remove an "F," you would need to take and pay for 699 again.

Rubric for Research Capstone: Thesis (EDUC 699)

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

<p>Chapter Four Data Analysis</p> <ul style="list-style-type: none"> -Identification of the results and their relationship to the problem -Use of figures and tables where appropriate with supporting narrative 	<p>Results are presented clearly and related thoughtfully to the research problem and the literature.</p>	<p>Results are shared but may not directly address the research question.</p>	<p>Results are present but limited in detail, logic, or usefulness.</p>
<p>Chapter Five Conclusions</p> <ul style="list-style-type: none"> -Reflections on study/data -Draw conclusions about the data and the study -Description of limitations of entire study -Recommendations for further studies -Relationship of study to the research questions 	<p>Conclusions are presented clearly and focused on the research problem. The study addresses all research questions, limitations, and recommendations for further research.</p>		<p>Conclusions are present but limited in detail, logic, or usefulness.</p>
<p>Format</p> <ul style="list-style-type: none"> -Chapters are aligned with APA guidelines -Citations use APA format -Reference list is complete, has at least 25 items, and is aligned with APA format -Title page, table of contents, appendices, and body in correct APA format -Abstract contains adequate description of the project 	<p>Presentation adheres to APA guidelines and graduate-level writing expectations. Contains no more than 5 writing errors and no more than 5 errors related to APA format.</p>	<p>Presentation uses APA guidelines and conforms to basic writing expectations. Contains no more than 10 writing errors and no more than 10 errors related to APA format.</p>	<p>Presentation conforms poorly to APA format and writing expectations. Contains up to 15 writing errors and up to 15 errors related to APA format.</p>

Project:

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

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

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

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

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

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

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

**EDUC 680
Capstone-Portfolio**

Course Description

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

Transformative - Experiential - Assessment Driven - Collaborative - Holistic

TEACH Framework for the Capstone Portfolio

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

T- Transformative

Facilitating opportunities for students to become reflective practitioners

E- Experiential

Providing diverse experiences that actively engage Stakeholders

A- Assessment Driven

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

C- Collaborative

Affirming teaching and learning as a social process

H- Holistic

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

Assumptions about a Capstone Portfolio

1. Capstone Portfolios are valuable for:

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

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

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

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

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

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

I. Written Contents of the Capstone Portfolio

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

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

1. Cover Page

CAPSTONE PORTFOLIO

Submitted in partial fulfillment of the
requirements for the degree of

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

By

Has been approved

December 03 2009

APPROVED:

Chair

Member

Member

Supervisory Committee

ACCEPTED:

Director School of Education

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

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

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

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

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

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

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

Statement of Authenticity

The material contained in this portfolio is my work.

Candidate’s Name _____
(print name)

Candidate’s Signature _____

MSCTE OR MED Options _____

Date _____

II. Presentation of Capstone Portfolio

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

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

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

RUBRIC FOR GRADE

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



TRANSFORMATIVE

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

EXPERIENTIAL

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

ASSESSMENT DRIVEN

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

COLLABORATIVE

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

HOLISTIC INTEGRATION

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

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

8. What did you find as strengths and/or needs of the MSCTE graduate programs when you compiled your portfolio? What suggestions can you make to improve the program?

Explained Clearly

Explained Unclearly

Overall Assessment of Capstone Portfolio Defense Interview

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

Comments:



Leonard Johnson/FSU
02/10/2010 02:32 PM

To Liza Ing/FSU@FERRIS
Cheryl Thomas/FSU@FERRIS, Sandra L
cc Aispach/FSU@FERRIS, Leonard Johnson/FSU@Ferris,
Andrew L Purvis/FSU@FERRIS, Barbara A
bcc
Subject Graduate Capstone Sequence

Hi Liza
The UCC met this past Monday and discussed your proposal to make minor curriculum changes in the graduate capstone sequence. See notes from the minutes below for issues that will need attention before we'll be able to move the proposal forward:

M.C.C.	Graduate Capstone Sequence	Sent back.	665 cannot be used. Need Form E for all deletes, and 680 should be a delete/add new course. Signed Form B. Make concerns a part of the record. Provide a more detailed explanation of and rationale for the change.
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See me if you have any questions.

Thanks.

Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>



Liza Ing/FSU
02/16/2010 03:27 PM

To Paula L Hadley-Kennedy/FSU@Ferris, Leonard
Johnson/FSU@Ferris
cc
bcc
Subject Restructuring Graduate Capstone Sequence Proposal

Please find attached the additional information requested for this proposal- Form F Delete courses, new course number and Form F for EDUC 665, new course Form F EDUC 681, and faculty who abstained from voting concerns. A copy of the signed Form B from the UGPC has been requested.



Restructuring Graduate Capstone Sequence Proposal.docx



Restructuring Graduate Capstone Sequence Proposal Changes.docx

Please let me know if you need additional information

Liza Ing, Ed. D.
Director- School of Education
Ferris State University
College of Education and Human Services
1349 Cramer Circle, BIS 421
Big Rapids, MI 49307
231-591-5362