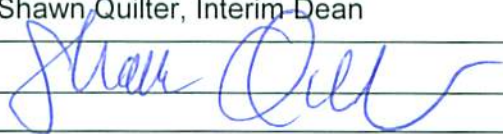


Application for State Approval of Teacher Preparation Specialty Programs

Michigan Department of Education, Office of Professional Preparation Services
P.O. Box 30008, Lansing, Michigan 48909
Phone: (517) 335-4610 *** Fax: (517) 373-0542

Directions:

- For each new, amended, or experimental program, a separate application is required.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page (Page 1) that is signed by the dean or director.
- All correspondence regarding this application should be addressed to the appropriate consultant identified in Attachment 1.

I. Application Information	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (Attachment 2)	EX MATHEMATICS
Date of this Application	November 1, 2010
Name and Title of Dean/Director	Shawn Quilter, Interim Dean
Signature of Dean/Director	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Nelson Maylone,
Contact Person's Phone Number	(734) 487-7120 ex. 2630
Contact Person's Fax Number	(734) 487-2101
Contact Person's E-Mail Address	Nelson.maylone@emich.edu

III. Type of Request for Approval	(Indicate One)
New program for institution	X
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	
Experimental program	
Program amendment (See Section IX for guidelines)	

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IV. Institutional Representatives

Please list individuals available to serve on Michigan Department of Education Ad-Hoc Committees related to this specialty program (e.g., program review, standards development, test development, forum planning). Include both higher education faculty and K-12 representatives.

Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Virginia Harder/ Professor	Education Math	Eastern Michigan University	Vharder1@emich.edu	734-487-3260	734-487-2101
Nelson Maylone/ Professor	Educational Assessment	Eastern Michigan University		734-487-3260	734-487-2101
Stephen Blair	Mathematics Education	Eastern Michigan University	Sblair6@emich.edu	734-487-1444	
Barbara Leopard	Mathematics Education	Eastern Michigan University	bleopard@emich.edu	734-487-1444	

V. Program Information

Program Summary

Masters of Arts of Teaching (M.A.T.) – Secondary Mathematics EDUCATION PROGRAM SUMMARY

I. INTRODUCTION

Eastern Michigan University, an NCATE school, is a multipurpose university whose roots date back to 1849, when the Michigan Legislature designated it as Michigan's first institution to educate teachers to serve the public schools. The university is committed to excellence in teaching, the extension of knowledge through basic and applied research and creative and artistic expression. Building on a proud tradition of national leadership in the preparation of teachers, we maximize educational opportunities and personal and professional growth for students from diverse backgrounds. We provide a student-focused learning environment that positively affects the lives of students and the community. Since 1992, a conceptual framework (Appendix 1), which identifies 22 benchmarks or outcomes in which teacher candidates must show proficiency (including knowledge, skills, and dispositions), has guided the professional educator program at Eastern Michigan University. The conceptual framework is informed by a variety of sources: vision and mission statements, goals, knowledge bases, candidate proficiencies, and assessment processes and outcomes. The conceptual framework is not static but fluid and has seen several revisions as our vision and understanding have become clearer, as well as in response to changes in national and state standards.

II. MISSION STATEMENT

It is the mission of the College of Education to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society. From the mission statement, faculty in the college's Department of Teacher Education developed a program theme statement for the initial teacher preparation program: *Caring professional educators for a diverse and democratic society.*

III. PROGRAM GOALS

During the 1997-1998 academic year, the Department of Teacher Education faculty members, along with faculty from Special Education and Arts and Sciences, worked to create a vision of the type of learning and teaching environment they wanted to create then and into the future. These statements reflect the shared thoughts and goals as the faculty work together to prepare students for teaching in the 21st century. The department and the program goals are inextricably tied together and are the driving force for all the course revisions and additions, as well as program development:

- EMU Teacher Education Programs provide bridges between research/theory and practice.
- EMU Teacher Education Programs draw on partnerships with

communities, businesses, and schools.

- EMU Teacher Education faculty model best practices in teaching and learning,
- EMU Teacher Education Programs foster the ability to create intellectually challenging, student-centered learning environments.
- EMU Teacher Education Programs prepare students to teach diverse learners.
- EMU Teacher Education Programs have high, clear expectations and foster deep understanding.
- EMU Teacher Education Programs develop a professional imperative to career-long learning and to contribute to positive change in schools.
- EMU Teacher Education Programs model a caring environment.

The goal of the Masters of Arts in Teaching (M.A.T.) Initial Certification Program is to prepare teacher candidates for initial teacher certification in Mathematics (6-12). Candidates, having a bachelors degree in mathematics or an equivalent degree, will gain more in-depth knowledge of the subject matter they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Additionally, candidates have substantive knowledge of the pedagogy needed to function competently, ethically, and effectively in an secondary setting. To meet this goal and to address the conceptual framework, the benchmarks, and standards of National Council of Teachers of Mathematics (NCTM), and the PSMT, M.A.T. candidates must receive a well-rounded education.

IV. CURRICULA

The Master's of Arts in Teaching (M.A.T.) – Secondary Mathematics education program seeks to build upon the candidates' undergraduate degree in mathematics or an equivalent field. The curriculum for the M.A.T. consists of graduate course work in mathematics and professional education designed to provide candidates with a solid foundation and understanding of mathematics and to prepare them to teach a diverse population that has a broad spectrum of needs and expectations.

Candidates develop substantive knowledge and understanding of the paradigms (content knowledge and pedagogical knowledge) that guide inquiry in the discipline. Candidates will be provided with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community. Candidates are exposed to a variety of instructional methods (direct, in-direct, hands-on, etc.) and the use of technology for instruction and work production throughout the program.

Candidates will be provided early field experiences to help they see the need to have a variety of teaching, learning, and assessment strategies available at all times. Through fieldwork in grade-level specific content courses they develop

the pedagogical knowledge to: 1) assess learners' prior knowledge and to use formative and summative assessments to make instructional decisions, 2) make decisions about the appropriateness of content for a given class, age or developmental level, or learner, and 3) select an appropriate instructional approach that will transform subject area content and make it meaningful to secondary level students.

The demonstration of knowledge of content to be taught is shown in several different ways. Satisfactory quality (as measured by grade point average) is a requirement for admission to and retention in the initial certification program for all candidates. Candidates demonstrate proficiency in the content being taught through various gateway assessments (part of the unit's assessment system for accreditation) and during fieldwork and the student teaching experience. In all instances, students must take and pass all applicable tests of the Michigan Test for Teacher Certification. Data gathered from the various gateway assessments and the MTTC will be analyzed and used for program improvement at regular intervals.

The Department of Teacher Education has a strong commitment to multicultural and global perspectives. Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity (gender, age, language, culture, ethnicity, religious) and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn to challenge student toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation.

IV. COLLABORATION WITH K-12 DISTRICTS AND REGIONAL SERVICE AGENCIES

The Department of Teacher Education participates with schools in the community by working with the Office of Collaborative Education in the College of Education. The Office of Collaborative Education (OCE) provides for the overall coordination of College of Education (COE) projects that collaborate with area K-12 school districts. The OCE has coordinated the development of official partnerships with six local school districts – Ann Arbor, Ypsilanti, Lincoln, Willow Run, Inkster, and Wayne-Westland. Administrators and teachers from these districts serve as members of the various advisory committees in the Department of Teacher Education and Department of Special Education. As advisory committee members they provide input on the current program of study, proposed programs of study, field experiences, and student teaching. Additionally, teachers and building administrators work closely with faculty in designing and implementing field experiences in curriculum and literacy.

During the first two years of the M.A.T. program, the candidates in this program will be Woodrow Wilson fellows. Detroit Public Schools will be coordinating with the EMU/Woodrow Wilson grant director to place all fellows in Detroit high schools for their field experiences and student teaching.

	<p style="text-align: center;">V. CONTINUING SUPPORT AND PROFESSIONAL DEVELOPMENT DURING THE INDUCTION PHASE</p> <p>The College of Education supports alumni and other teachers during the induction period through a large number of graduate programs with courses offered on and off campus and online. The COE also sponsors a Best Practices conference every two years and annually has nationally recognized educators as guest faculty through the Porter Chair Series. Faculty make themselves available to advise and assist former students as they make requests for help in their classrooms. In addition, many of our undergraduates return to EMU for their graduate degrees. During their graduate studies many of the faculty work with students in addressing areas of concern in the teachers' classrooms.</p>
Program Coursework	See ATTACHMENT 3

VI. Content Guidelines/Standards Matrix	
	See Attachment 4 – Mathematics (EX) Standards Matrix

VII. Supporting Documentation	
Field Experiences	<ul style="list-style-type: none"> • The M.A.T. education program was designed to prepare reflective teachers whose instructional decision making is based on current theory, research, knowledge, and experiences in the field. Thus, candidates will be in field experiences each semester of the program. The candidates will observe and participate in activities that make meaningful connections to the courses they are enrolled in that semester. These activities may include: <ul style="list-style-type: none"> TEACHER <ul style="list-style-type: none"> • Observe participating teacher's classroom for teaching and teacher's role; student learning and student's role; individual student learning and participation. • Participate with teacher in planning instruction, team teaching classes, working with students in classroom, developing and selecting materials for instruction, discussing unit and lesson plan development • Interview a technology specialist, a special education teacher, and an ELL teacher • Interview other content area teachers and observe classes in other areas • Investigate and understand the scope of teacher responsibilities that are both teaching and non-teaching STUDENT <ul style="list-style-type: none"> • Engage in tutoring sessions with students in and across content areas • Observe students in lunchroom and in other social situations Interview a student to learn how the students learns SCHOOL AND COMMUNITY <ul style="list-style-type: none"> • Learn policies of the school regarding academic expectations, attendance, behavior, etc. • Investigate community surrounding school • Investigate communities that serve the school (students' neighborhoods)

	<p>In some courses (CURR 505, EDMT 602, EDPS 627, RDNG 657, SOFD 654) the field experiences requirement is embedded in the course. With the mathematics content courses a practicum course (PCTM 588) will provide the field experience activities that link back to the math course (MATH 582, 588, 589). All field experiences will be in secondary mathematics classroom.</p> <p>During the first two years of the program, candidates will be Woodrow Wilson fellows. The fellows will be assigned to cooperating teachers in Detroit Public Schools when they arrive in the spring semester and will work with this teacher throughout the program. Fellows will have observations and other field activities in other classrooms and in the community linked to specific coursework.</p> <ul style="list-style-type: none"> All candidates will intern (student teach) in a secondary mathematics classroom in rural or urban areas. For the first two years all Woodrow Wilson fellows will be placed in Detroit Public Schools.
Instructional Methods	<p>The courses in the M.A.T. program model interactive and alternative methods of instruction. Mathematics education course work models instructional strategies that help candidates make sense of mathematics content in meaningful ways. Candidates will work on projects together, investigate problems, and collaborate with other colleagues in addition to faculty. Additionally, to meet the needs of candidates, instruction is adapted by differentiating for the varied learning styles, disabilities, and cultural differences. Differentiating instruction models for the candidates the strategies as well as enable them to appreciate how recognizing when and how to differentiate the instructional environment maximizes learning for all students.</p>
Course Descriptions	See Attachment 3
Syllabi	<p>Mathematics Syllabi - Attachment 6</p> <p>College of Education Syllabi – Attachment 7</p>
Faculty	See Attachment 5
Technology	<p>The mathematics courses have a strong technology component (calculators, computers, internet). The professional education courses also embed technology into their course activities. Candidates are expected to use internet and multi-media in their projects and assignments. Candidates are also expected to create web-based lessons and courses.</p>
Vocational Work Experience	n/a

Summary of Course Requirements for Specialty Program

Institution: Eastern Michigan University Date: 11/01/2010

Specialty Program: EX MATHEMATICS

Program Standards: Michigan State Board of Education Standards Date: Feb. 2000

Program Contact Person(s): Nelson Maylone

DIRECTIONS: On the matrix below, list the required courses for this specialty studies program. Also, indicate the number of electives and any special considerations that apply. In addition to listing the course title, course number, and course semester hours, please indicate whether the course is required for the secondary major or minor, elementary major or minor, the K-12 major, and/or an additional endorsement.

Course Title	Course Number	Sem. Hours	Elementary		Secondary		K-12 Major	Additional Endorsement
					Major	Minor		
Foundations of Mathematics	MATH 508	2			X			
Discrete Mathematics with Applications	MATH 515	3			X			
Geometry for Secondary Teachers	MATH 589	2			X			
Secondary Mathematics Methods and Content	MATH 588	3			X			
Technology for Math Educators	MATH 582	2			X			
<i>Electives: Select two additional courses from the following:</i>					X			
Theory of Groups	MATH 518	2			X			
Numerical Analysis	MATH 536	3			X			
Problem Solving	MATH 583	2			X			
Multicultural Perspectives in Mathematics for Teachers	MATH 586	2			X			
Special Topics	MATH 591/592	2/3			X			
Psychology of Adolescence	EDPS 501	2			X			
Curriculum and	CURR 505	3			X			

Methods: Secondary								
Multicultural Teaching and Learning	SOFD/ CURR 654	3			X			
Students with Disabilities in the General Education Classroom	SPGN 510	3			X			
Designing Classroom Assessments	EDP2 627	3			X			
Comprehension and the Content Areas	RDNG 657	3			X			
Technology and Student-Centered Learning	EDMT 602	3			X			
Practicum	PRCT 588	2			X			
Teaching Internship: Secondary	EDUC 592	6			X			
Seminar: Secondary	CURR 588	2			X			
Total number of SEMESTER HOURS <i>required</i> for each option offered:					46-48			
* If the institution assigns a different type of credit, please convert to semester hours.								

Please provide descriptions for all courses contained on the above listing. Descriptions must provide enough information to show that standards could logically be met in these courses.

COURSE DESCRIPTIONS:

MATH 508 - Foundations of Mathematics

An introduction of axiomatic method, axiomatic set theory, transfinite arithmetic and logical paradoxes; and their influence on modern conceptions of mathematics. Experience in writing proofs is assumed. Credit Hours: 2 hrs

MATH 515 - Discrete Mathematics with Applications

Elementary combinatorics, recurrence relations and generating functions, graphs, trees, network flows, Boolean algebras and applications. Experience with proofs is assumed. Knowledge of linear algebra or an undergraduate discrete mathematics course is recommended. Credit Hours: 3 hrs

MATH 589 - Geometry for Secondary Teachers

Presents information and materials to broaden and deepen a secondary teacher's background in teaching geometry. Foundations of geometry, modern geometry, non-Euclidean geometries and a little topology are studied. Credit Hours: 2 hrs

MATH 588 - High School Mathematics, Methods and Content

Presents information and materials to broaden and deepen a secondary teacher's background in teaching mathematics. Topics include general mathematics, algebra, geometry, trigonometry and senior mathematics. Applications, strategies of presentation and teaching aids are discussed. Credit Hours: 3 hrs

MATH 582 - Technology for Mathematics Educators

An in-depth look at how technology can be used to enhance the curriculum in the K-12 mathematics classroom. No microcomputer experience assumed. Intended for educators. Credit Hours: 2 hrs

Electives: Candidates select two

MATH 518 - Theory of Groups

Groups, subgroups and quotient groups, finitely generated abelian groups, Sylow theorems, further topics. Completion of a course in abstract algebra is assumed. Credit Hours: 3 hrs

MATH 536 - Numerical Analysis

Introduction to numerical computation, numerical linear algebra, solution of nonlinear equations, interpolation and approximation, numerical integration and differentiation and numerical solution of ordinary differential equations. Knowledge of calculus, linear algebra and computer programming is assumed. Credit Hours: 3 hrs

MATH 583 - Problem Solving

Problem-solving skills and strategies will be presented. The course will emphasize what it means to think mathematically and to investigate literature relevant to understanding mathematical thinking and problem solving. Credit Hours: 2 hrs

MATH 586 - Multicultural Perspectives in Mathematics for Teachers

Multicultural mathematics topics for teachers, designed to increase teachers' knowledge of the formal and informal mathematics developed by diverse people around the world, both now and in the past. Introduces materials and activities that relate mathematics to culture, ethnicity and gender. Credit Hours: 2 hrs

MATH 591/ MATH 592 - Special Topics

A graduate-level course in a specific area of mathematics, to be determined by the field of specialization of the instructor and the interest of the students. Not more than six hours of special topics may be used on a degree program. Credit Hours: 2 hrs/3 hrs

Professional Education Courses:

EDPS 501 - Psychology of Adolescence

Study of the physical, cognitive, affective and social behavior and development of adolescents; their relation to family, peer group, school and society, with reference to youth here and abroad. Credit Hours: 2 hrs

CURR 505 - Curriculum and Methods for Teaching in the Secondary School

This course focuses on curriculum and teaching strategies that enhance learning at the secondary level. Students will explore curriculum approaches, teaching and instructional strategies, and classroom management. Students will become familiar with the ways in which secondary schools function, both within their buildings and within their broader communities. Current issues affecting the secondary classroom are examined. This course provides students with an opportunity to develop and evaluate standards-based instructional and curricular materials. Course also includes a planned practicum experience in a school classroom. Credit Hours: 3 hrs

SOFD 654 - Multicultural Teaching and Learning

This course provides a critical framework in which to examine and develop skills and

understandings necessary for teaching in a multicultural world. Credit Hours: 3 hrs
Cross-listed: This course is cross-listed with CURR654.

SPGN 510 - Students with Disabilities in the General Education Classroom

A study of the nature and needs of students with disabilities being educated in the general education classroom. Review of philosophical and legal bases of inclusion and discussion of issues and concerns for students with disabilities who are educated in inclusive settings are emphasized. Credit Hours: 3 hrs. Course Revisions: This course will be listed as SPGN510 Introduction to Inclusive Education and Disability Studies, effective Winter 2011.

EDPS 627 - Designing Classroom Assessments

This course will address all types of classroom assessment. It will focus on development, selection and appropriate use of high quality assessment. The course will also address management of assessment and the relations among assessment, learning and motivation. Credit Hours: 3 hrs

RDNG 657 - Comprehension and the Content Areas

Through a survey of comprehension theories which impact literacy instruction, students will develop reading techniques and strategies that support student learning in the content areas. Credit Hours: 3 hrs

EDMT 602 - Technology and Student-Centered Learning

Based on theoretical, philosophical and historical perspectives, students will plan for technology-enhanced student-centered learning in their classroom. Students will also participate in a field experience that enables them to compare methods and strategies of technology integration. Credit Hours: 3 hrs

PRCT 588 - Practicum in Secondary Classrooms

This course provides the opportunity for students to related their content area and pedagogy they are learning to the teaching and learning of that content at the middle and high school levels. Credit Hours: 2 hrs

EDUC 592 - Teaching Internship

Teaching internship, the capstone experience for teacher candidates, is a semester of full-time student teaching. It affords an opportunity to apply the knowledge base developed through coursework, melding theory with practice. Student Teachers are placed in a school setting where

they will work with a Cooperating Teacher who will help them learn teaching while teaching. There will be many opportunities to develop and refine teaching skills through observation and direct classroom experience. Credit Hours: 6 hrs

Content Guidelines/Standards Matrix

College/University Eastern Michigan University **Code** EX

Source of Guidelines/Standards Michigan State Board of Education, 2000 **Program/Subject Area** 6 – 12 Mathematics

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.0	MATHEMATICS PREPARATION	Master's of Arts in Teaching (M.A.T.) - Mathematics	
1.1	Problem Solving: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to mature in their problem solving ability. What evidence indicates that this is being accomplished?	<p>Major: At Eastern Michigan University (EMU), the candidates in the M.A.T. – Secondary Mathematics, develop and demonstrate knowledge, understanding, and use of problem solving techniques to investigate situations, formulate problems based on data, and generalize solutions. Candidates take MATH 582 were they use technology to solve problems through modeling. Candidates use spreadsheets to display, organize and analyze data and create mathematical models for real world applications. Candidates take MATH 589 were they use inductive reasoning on projects. Through their mathematical foundation courses (MATH 508 and 515), candidates further their own problem solving skills through projects assigned in the course.</p>	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.2	Reasoning: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to make and evaluate mathematical conjectures, arguments, and to validate their own mathematical thinking. What evidence indicates that this is being accomplished?	<p>Major: At EMU, the candidates in the M.A.T. – Secondary Mathematics, develop and demonstrate knowledge, understanding, and ability to recognize and apply deductive and inductive reasoning as well as making and evaluation math conjectures and arguments.</p> <p>In MATH 588, candidates explore strategies for teaching mathematical reasoning in the mathematics classroom.</p>	Minor:
1.3	Communication: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to use both oral and written discourse between teacher and candidates and among candidates to develop and extend candidates' mathematical understanding. What evidence indicates that this is being accomplished?	<p>Major: At EMU, the candidates in the M.A.T. – Secondary Mathematics, develop and demonstrate knowledge, understanding, and ability to model situations, reflect on the mathematics; discuss ideas meaningfully; and communicate mathematical arguments. This is evidenced in the student presentations in MATH 582, 588, and 589 where they present their mathematics projects to their peers and teacher.</p>	Minor
1.4	Connections: Submit a narrative that describes how the requirements of your program provide opportunities for your candidates to demonstrate an understanding of mathematical relationships across disciplines and connections within mathematics. What evidence indicates that this is being accomplished?	<p>Major: At EMU, the candidates in the M.A.T. – Secondary Mathematics, explore the interconnectedness of mathematics and the connections to other disciplines.</p> <p>Candidates explore the interconnectedness of mathematics in MATH 582 through the use of technology to investigate problems in algebra, geometry, trigonometry, precalculus, and calculus. In MATH 588 candidates explore the interconnectedness of geometry and algebra.</p>	Minor

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.5	Programs prepare prospective teachers who can:		
1.5.1	apply concepts of number, number theory, and number systems;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.</p> <p>Candidates are required to take MATH 508 and Math 515 where they will apply the concepts of number, number theory and number systems. In Math 508 candidates construct the number systems and study Axiomatics. In Math 515 candidates apply Number Theory. As evidenced in the syllabi of these courses, candidates will be evaluated on their knowledge through projects, class assignments, homework, and exams.</p>	Minor:
1.5.2	apply numerical computation and estimation techniques and extend them to algebraic expressions;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.</p> <p>Candidates in MATH 515 extend their mathematical knowledge and skill in Counting Methods and the Pigeonhole Principle.</p>	Minor:
1.5.3	apply the process of measurement to two- and three-dimensional objects using non-standard, customary and metric units;	<p>Major: Candidates develop geometric knowledge and skills in MATH 582 and MATH 589. In MATH 589 candidates derive formulas for area and volume, in addition to solving non routine measurement problems.</p>	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.5.4	use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs;	Major: Candidates develop geometric knowledge and skills in MATH 582 and MATH 589. Candidates develop knowledge and skill in using Dynamic Geometry Software to model and solve real-world problems in MATH 582.	Minor:
1.5.5	understand the major concepts of Euclidean geometry from a variety of perspectives including coordinate and transformational;	Major: Candidates develop geometric knowledge and skills in MATH 582 and MATH 589. In MATH 589 candidates develop knowledge and skill on transformations of the plane and using a coordinate system to answer geometric questions.	Minor:
1.5.6	use both descriptive and inferential statistics to analyze data, make predictions, and make decisions;	Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program. In MATH 582, candidates extend their mathematical knowledge and skill using dynamic statistical software, like Fathom, that allows them to explore and analyze data in a graphically enhanced environment.	Minor:
1.5.7	understand the concepts of random variable, distribution functions, and theoretical versus experimental probability and apply them to real-world situations;	Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.5.8	use algebra to describe patterns, relations, and functions, and to model and solve problems;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program. In MATH 515, candidates extend their mathematical knowledge and skill by looking at combinatorial circuits, properties of combinatorial circuits, Boolean Algebras, Boolean functions and synthesis of circuits along with a variety of applications. Candidates extend their knowledge and skill in algebra in MATH 582 as they focus will be on creating visual models to investigate problems in algebra, geometry, trigonometry, precalculus, and calculus.</p>	Minor:
1.5.9	understand the role of axiomatic systems and understand the use of proofs in different branches of mathematics, such as algebra and geometry;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program. In MATH 589, candidates extend their mathematical knowledge and skill concerning the role of axiomatic systems in geometry. In MATH 508, candidate understand the use of proofs in other mathematical systems such as set theory.</p>	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.5.10	have a firm conceptual grasp of limit, continuity, differentiation and integration, and a thorough background in the techniques and application of calculus;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.</p> <p>Candidates extend their knowledge and skill in calculus in MATH 582 as they focus will be on creating visual models to investigate problems in algebra, geometry, trigonometry, precalculus, and calculus.</p>	Minor:
1.5.11	have a knowledge of discrete mathematics and its concepts and applications of graph theory, recurrence relations, linear programming, difference equations, matrices, and combinatorics;	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program. In MATH 515, candidates extend their knowledge and skill in discrete mathematics as they study elementary combinatorics, recurrence relations and generating functions, graphs, trees, network flows, Boolean algebras and applications.</p>	Minor:
1.5.12	use mathematical modeling to solve problems from fields such as natural sciences, social sciences, business, and engineering; and	<p>Major: Candidates must have a bachelor's degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program. Candidates in MATH 582 solve problems that focus on collecting real world data from the sciences, social sciences, business, engineering, and other appropriate fields.</p>	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
1.5.13	(Not applicable at this level)		
1.5.14	understand and apply the concepts of linear and nonlinear algebra, and the major concepts of abstract algebra.	<p>Major: Candidates must have a bachelor’s degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.</p>	Minor:
1.6	Programs prepare prospective teachers who have a knowledge of historical development in mathematics that includes the contributions of under- represented groups and diverse cultures.	<p>Major: Candidates must have a bachelor’s degree in mathematics or an equivalent degree. A minimum of 30 semester hours in mathematics course work is required and must include: Calculus (two semester sequence); Linear Algebra; Intro to Mathematical Proof or Abstract Algebra; Probability and Statistics; and Multivariable Calculus. Candidates who do not have the pre-requisite mathematics course work must complete any deficiency prior to being admitted into the program.</p> <p>The knowledge of historical development in mathematics are met through candidate’s previous undergraduate course work and through their graduate math courses (MATH 508, 515, 582, 588). The concepts of the specific mathematics in each course is related to contemporary, historical, technological, and societal issues.</p> <p>Candidates develop knowledge and understanding of the contributions of under-represented groups and diverse cultures in planning multicultural lessons in mathematics in MATH 589 and CURR 505.</p>	Minor:
2.0	TEACHING PREPARATION		

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
2.1	<p>Diverse Learner</p> <p>Submit a narrative that describes how the requirements of your program prepare teachers of mathematics to develop and use their knowledge of student diversity to affirm and support full participation and continued study of mathematics by all students. This diversity includes gender, ethnicity, socioeconomic background, language, special needs, and mathematical learning styles.</p>	<p>Major: Candidates develop knowledge of diverse learners in SOFD 654 as they create and model a classroom environment that celebrates difference as a valuable resource and as a learning opportunity; examine congruency in its broadest terms (embracing race, class, gender, sexual identity, ethnicity, physical and mental abilities, age, etc.) as a dynamic process rather than as a static set of acquired knowledge and skills; examine and develop a deliberate cultural self-awareness; examine ways to create and sustain teaching-learning environments that welcome and support diverse peoples; and analyze critical information (economic, social, political, etc.) about diverse groups of people.</p> <p>In SPGN 510, candidates demonstrate knowledge of handicapping conditions of exceptional student who may be placed in their classrooms; the variation in learning potential exhibited within the exceptional population; and the need for a continuum of educational delivery systems and services for the handicapped.</p> <p>In MATH 588 candidates investigate techniques for differentiating the mathematics curriculum to meet the needs of all students.</p>	<p>Minor:</p>
2.2	<p>Technology</p> <p>Submit a narrative that describes how the requirements of your program prepare teachers of mathematics to use appropriate technology to support the learning of mathematics. This technology includes, but is not limited to, computers and computer software, calculators, interactive</p>	<p>Major: The mathematics courses (MATH 582, 588, 589) have a strong technology component (calculators, computers, internet). Specifically MATH 582 focuses on technology for the mathematics classroom using calculators, spreadsheets, mathematical software, online tools, and using the Smart Board in the classroom.</p> <p>The professional education courses (CURR 505, EDMT 602) also embed technology into their course activities. Candidates are expected to use internet and multi-media in their projects and assignments. Candidates are also expected to create web-based lessons and courses.</p>	<p>Minor:</p>

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
2.3	<p>Assessment</p> <p>Submit a narrative that describes how the requirements of your program prepare teachers of mathematics to use:</p>		
2.3.1	<p>formative and summative methods to determine students' understanding of mathematics and to monitor their own teaching effectiveness. How do you ensure that teacher candidates can carefully align their instructional and assessment practices?</p>	<p>Major: Candidates develop a deep knowledge of assessment and assessment pedagogy in EDPS 627. Candidates demonstrate their ability to tie learning to outcomes such as the MI Curriculum framework and assessment to learning (growth in conceptual knowledge, performances, technical skills, critical thinking, problem solving, etc). In MATH 588 candidates investigate how to use assessment to design developmentally appropriate instruction and develop effective techniques for asking higher-level questions.</p>	<p>Minor:</p>
2.3.2	<p>formative assessment to monitor student learning and to adjust instructional strategies and activities. Formative assessment includes, but is not limited to, questioning strategies, student writing, student products, and student performance.</p>	<p>Major: Candidates, in EDPS 627, demonstrate their knowledge and skill with assessment tools and techniques that are formative such as Quizzes; Observations; Teacher questioning; Self, Peer, and Group assessments; Content specific assessments: mathematics; Developmentally appropriate assessments; and Choosing the most appropriate methods of assessment. Candidates develop assessments such as observations and teacher questioning as well as rubrics and indicators of performance.</p>	<p>Minor:</p>
2.3.3	<p>summative assessment to determine student achievement and to evaluate the mathematics program. Summative assessment includes, but is not limited to, teacher-designed tests, criterion-referenced tests, norm-referenced tests, portfolios, projects, and other open-ended student products.</p>	<p>Major: Candidates in EDPS 627 demonstrate their knowledge and skill with assessment tools and techniques that are summative: Performance assessments; Tests and quizzes; Portfolios; Self, Peer, and Group assessments; Content specific assessments: mathematics; Developmentally appropriate assessments; and Choosing the most appropriate methods of assessment. Candidates are develop assessments such as Performance assessments, testing, and portfolios as well as rubrics and indicators of performance.</p>	<p>Minor:</p>

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
2.4	Programs prepare prospective teachers who can identify, teach, and model problem solving in grades 6-12. How do you ensure that teacher candidates can do this effectively?	Major: Candidates develop their own problem solving ability in their mathematics course work and in MATH 588, they explore strategies for teaching problem solving in the mathematics classroom. Candidates are evaluated, typically, by a variety of tools including but not limited to a) student presentations, b) projects, c) lesson planning, d) research project, e) learning log, and f) field experiences.	Minor:
2.5	Programs prepare prospective teachers who use a variety of physical and visual materials for exploration and development of mathematical concepts in grades 6-12 (see Michigan Curriculum Framework, 1996, pages 46-62, and its successor documents). How is this evaluated?	Major: Candidates demonstrate knowledge and understanding of a variety of teaching and learning strategies in CURR 505 and MATH 588. These teaching and learning strategies include the use of a variety of physical and visual materials for the development and exploration of mathematical concepts. This is evaluated through the lesson plans developed in these courses.	Minor:
2.6	Programs prepare prospective teachers who use a variety of print and electronic resources (e.g. calculators and computers).	Major: In CURR 505, candidates develop a curriculum unit in mathematics. As part of the unit candidates are to research and use a minimum of print and electronic resources.	Minor:
2.7	Programs prepare prospective teachers who know when and how to use student groupings such as collaborative groups, cooperative learning, and peer teaching.	Major: Candidates in CURR 505 demonstrate knowledge and skills in Planning for Teaching using a variety of instructional strategies and empowering methods such as: Teacher centered; Student centered; Strategies for multilingual/multicultural classrooms; Differentiated instruction; Cooperating learning models; and Inquiry methods.	Minor:

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
2.8	Programs prepare prospective teachers who use instructional strategies based on current research as well as national, state (i.e. Teaching and Learning Standards from Chapter 4 of Michigan Curriculum Framework, 1996, and its successor documents), and local standards relating to mathematics instruction.	Major: Candidates in CURR 505 apply the theories of learning and development to methods for teaching in a specific content area aligning activities, materials and resources with learning goals and outcomes. In MATH 588 candidates examine national and state curriculum and evaluation standards for school mathematics and their impact upon the middle and high school mathematics curriculum.	Minor:
2.9	Programs prepare prospective teachers who can work on an interdisciplinary team and in an interdisciplinary environment.	Major: Candidates work on projects together in their MATH coursework. In SPGN 510 candidates work collaboratively with colleagues from other disciplinary areas on group projects. In other courses focused on pedagogy, candidates have opportunity for cooperative work (CURR 505, 588).	Minor:
2.10	Programs introduce and involve prospective teachers in the professional community of mathematics educators.	Major: In CURR 505 and 588, candidates develop an understanding of the importance to a teaching profession of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, and professional meetings.	Minor:
2.11	Programs prepare prospective teachers to understand, use, and evaluate district mathematics curricula and to deliver the curriculum to each student.	Major: Candidates develop knowledge and skills necessary to teach and assess mathematics content with a diverse group of learners through a variety of courses, which focus on pedagogy. In SPGN 510, candidates focus on the needs of exceptional children. In CURR 505, candidates a knowledge and demonstrate methods of evaluating curriculum and educational techniques; curriculum design, differentiated instruction. In MATH 588 candidates develop mathematics specific pedagogy as well as a deeper understanding of Michigan content standards.	Minor:
3.0	FIELD-BASED EXPERIENCES		

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
3.1	<p>Programs provide prospective teachers with a sequence of planned opportunities prior to student teaching to observe and participate in 6-12 mathematics classrooms with qualified teachers. Experiences include observing, tutoring, mini-teaching, and planning mathematics activities and lessons for different mathematics courses and levels.</p>	<p>Major: Candidates engage in early field experiences in SOFD 654, RDNG 657 and SPGN 510. Candidates will observe</p> <ul style="list-style-type: none"> • Observe participating teacher's classroom for teaching and teacher's role; student learning and student's role; individual student learning and participation. • Engage in tutoring sessions with students • Observe students in lunchroom and in other social situations • Develop a case study of identified exceptional education student • Learn policies of the school regarding academic expectations, attendance, behavior, etc. • Investigate community surrounding school • Investigate communities that serve the school (students' neighborhoods) <p>Candidates in CURR 505 and PRCT 588 will:</p> <ul style="list-style-type: none"> • Participate with teacher in planning instruction, team teaching classes, working with students in classroom, developing and selecting materials for instruction, discussing unit and lesson plan development • Learn policies of the school regarding academic expectations, attendance, behavior, etc. • Interview a technology specialist, a special education teacher, and an ELL teacher • Interview a student to learn how the students learns • Interview other content area teachers and observe classes in other areas • Investigate and understand the scope of teacher responsibilities that are both teaching and non-teaching 	<p>Minor:</p>

	Standard/Guideline	Courses and/or Experiences that Fulfill the Standards for Secondary Programs	
3.2	Programs provide prospective teachers with a full-time student teaching experience in 6-12 mathematics that is supervised by a qualified teacher and a university or college supervisor with 6-12 teaching experience and is knowledgeable regarding 6-12 mathematics.	<p>Major: Candidates are assigned to a secondary school with master teachers where they will teach mathematics. During the internship (student teaching) candidates develop a grade appropriate unit in mathematics. Candidates then teach and assess the unit in their student teaching assignment. As part of CURR 588, candidates will critically reflect on the unit and assess their ability to</p> <ul style="list-style-type: none"> • engage in thorough and effective standards-based planning • use best practices that provide opportunities for student success; • use appropriate assessment strategies to foster and document the ongoing development of their students' knowledge and skills; and • analyze student assessment results, reflect on them, and adapt instruction accordingly. <p>This reflection includes analysis of the unit with the cooperating teacher and the university supervisor.</p>	Minor:
3.3	Programs provide prospective teachers with time to confer with the supervising teacher and to do instructional planning.	<p>Major: Candidates will meet with their cooperating teacher during the methods course the semester prior to student teaching. Candidates will, in consultation with the cooperating teacher, begin working on their curriculum plan for student teaching. Candidates are expected to submit instructional plans to their cooperating teacher prior to teaching and to regularly meet for reflection.</p>	Minor:

Instructional Faculty

Institution: Eastern Michigan University

Date: November 1, 2010

Specialty Program: Mathematics (6 – 12)

Certification/Endorsement CODE:

EX

Please include faculty teaching the Professional Education and methods courses shown on the *Summary of Course Requirements for Certification Program* (Application Attachment 3), including those who may be temporary or non-tenure stream.

Courses	Faculty Member	Highest Degree in this Specialty Area, Indicating Study Focus and Research Area	Professional Development Experience in the Last 3 Years	Familiarity with K-12 Curriculum Framework and MEAP Assessment	Special Awards and Recognition	P-12 Collaborative Work
CURR 505; 588	Burke, Wendy	Doctorate of Philosophy	<ul style="list-style-type: none"> Fellowship – “New faculty development fellows seminar 	Yes	<ul style="list-style-type: none"> 	Willow Run Schools
CURR 505; 588	Harder, Virginia	Doctorate of Philosophy	<ul style="list-style-type: none"> ASCD Michigan ATE 	Yes	<ul style="list-style-type: none"> 	Field experiences in Dexter and Jackson area
CURR 505; 588	Lowenstein, Ethan	Doctorate of Philosophy	<ul style="list-style-type: none"> National Council for the Social Studies Association of Moral Education 	Yes	<ul style="list-style-type: none"> 2007 Michigan Campus Compact Faculty/Staff Community Service-Learning Awards 	Detroit Public Schools

					<ul style="list-style-type: none"> • Nominated for Excellence in Teaching Award • Awarded Visiting Scholar, Harvard University • Dean's Award for Innovative Teaching 	
CURR 505; 588	Williams-Boyd, Patricia	Doctor of Philosophy	<ul style="list-style-type: none"> • National Community Education Assoc. • International Conference on Civic Education • European Conference for Academic Disciplines • Oxford Roundtable 			Lincoln Schools
EDMT 602	McVey, Michael	Doctorate of Education in Educational Leadership	<ul style="list-style-type: none"> • National Educational Computing Conference • EduCause Regional Conference • T2R Conference 	Yes	<ul style="list-style-type: none"> • Technology Specialist of the Year Award 	
EDMT 602	Jones, Toni	Doctorate of Philosophy in Instructional Technology	<ul style="list-style-type: none"> • Scholarship of Teaching & Learning (SOTL) Academy 	Yes		
EDMT 602	Bednar, Anne	Doctorate of Education in Instructional Systems Technology		Yes		
EDPS 501	Jones, Sylvia	Doctorate of Philosophy	<ul style="list-style-type: none"> • EDPS Advisory Committee Meeting • African American faculty in Teacher 	Yes		<ul style="list-style-type: none"> • Consulting with West Middle School

			Education			
EDPS 627	Maylone, Nelson	Doctorate of Education	<ul style="list-style-type: none"> • Michigan Association of Teacher Education Annual Conference • Undergraduate Symposium 	Yes	<ul style="list-style-type: none"> • Outstanding Faculty in Classroom Instruction Award 	
EDPS 627	Pokay, Patricia			Yes		
EDPS 627	Starko, Alane			Yes		
EDUC 592	Gorenflo, Barbara	Doctorate of Education in Educational Leadership		Yes		
EDUC 592	Margerum-Leys, Jon	Doctorate of Philosophy		Yes		
MATH 508, 515, 588, 589, 583, 586, 591/592	Leapard, Barbara	Doctorate of Philosophy	<ul style="list-style-type: none"> • SOTL Symposium Series • T^3 Regional Conference • DACTM Annual Conference • T2R2008 Conference • Faculty Colloquium: Creative, Scholarly, and Research Presentations • AMATYC Annual Conference • Michigan Council of Teachers of Mathematics 	Yes	<ul style="list-style-type: none"> • Mentor Teacher award • Ronald W. Collins Distinguished Faculty Award for Teaching I 	

MATH 508, 515, 588, 589, 583, 586, 591/592	Blair, Stephen	Doctorate of Philosophy	<ul style="list-style-type: none"> Michigan N.C.T.M. 	Yes		
MATH 588, 589, 583, 586, 591/592	Britton, Barbara	Doctor of Philosophy	<ul style="list-style-type: none"> NCTM MAA 	Yes		
MATH 505, 515, 582, 588, 589, 583, 586, 591/592	Carlson, Ronald	Masters of Arts – Mathematics Education	<ul style="list-style-type: none"> AMTE MAA 	Yes	<ul style="list-style-type: none"> Math Educator of the Year 2000 – Detroit ACTM 	
MATH 508, 515, 588, 589, 583, 586, 591/592	Jones, Joan	Doctorate of Philosophy	<ul style="list-style-type: none"> NCTM 	Yes		
MATH 588, 589, 583, 586, 591/592	Tayeh, Carla	Doctorate of Philosophy	<ul style="list-style-type: none"> AMTE Michigan NCTM 	Yes	<ul style="list-style-type: none"> EMU Distinguished Faculty Award Michigan Association of Governing Board Distinguished Faculty Award 	
RDNG 657	Bigler, Mary	Doctorate of Education	<ul style="list-style-type: none"> Reading Apprenticeship Training Michigan Reading Association Conference Assessment Conference Bureau of Education and Research Conference 	Yes	<ul style="list-style-type: none"> Outstanding Faculty in Classroom Instruction Celebration of Excellence Award Celebration of Excellence Convocation 	

			•			
RDNG 657	Finch, Carolyn	Doctorate of Philosophy	• International Reading Association Annual Conference	Yes		Field experiences in Lincoln CSD and Ann Arbor ISD
RDNG 657	Williams, Linda	Doctorate of Philosophy in Curriculum, Teaching, and Educational Policy with a concentration in Literacy Education	<ul style="list-style-type: none"> • Improving Your Instructional Practice Through Good Course Design • Planning Your Scholarly Agenda • Great Lakes Mentoring Seminar • Academic Service-Learning Fellowship • Michigan Literacy Progress Profile (Grades 3-5) • Legal Issues in Classroom Management • Managing Diversity in the Classroom 	Yes	<ul style="list-style-type: none"> • Celebration of Excellence Faculty Award • Academic Service Learning Fellowship Award • New Faculty Research Award 	
SOFD 654	Bishop, JJ	Doctorate of Philosophy in International Education and Social Studies.		Yes	<ul style="list-style-type: none"> • Who's Who in American Education • Fulbright Scholarship 	
SOFD 654	Ramsey, Paul	Doctorate of Philosophy in History of Education		Yes	• Henry Barnard Prize	

SOFD 654	Smith, Pamela	Doctorate of Philosophy		Yes		
SPGN 510	Smith, Philip	Doctor of Educational Leadership and Policy	Behavior Analysis Association of Michigan Washtenaw Assoc. for Community Advocacy	Yes		

COURSE TITLE: MATH 508 Foundations of Mathematics

2 credit hours

COURSE DESCRIPTION:

An introduction of axiomatic method, axiomatic set theory, transfinite arithmetic and logical paradoxes; and their influence on modern conceptions of mathematics.

RECOMMENDED TEXTS:

- a) Naive Set Theory by Paul Halmos.
- b) Foundations of Constructive Analysis by Erret Bishop
- c) Foundations and Fundamental concepts of Mathematics by Howard Eves
- d) Number Systems and the Foundations of Analysis by Elliott Mendelson

TOPICAL OUTLINE

Logic: In this section we will look at logic as it is used in everyday mathematics and then at the role of logic in the foundation of mathematics. We will consider some non-traditional views of the role of logic in mathematics including the constructivist view of mathematics and its foundations.

The Axiomatic Method: We will consider the two principal ways that axiom systems are used. The first of these is to characterize a particular mathematical structure, the real numbers for example, by listing its properties. The second use of axiom systems is to describe a class of mathematical structures, for example the class of groups is described in this way. We will look at several examples of axiom systems including some simple axioms for a kind of geometry and the Peano axioms for the natural numbers.

The Zermelo-Fraenkel Axiom System for Set Theory: These are the standard axioms for set theory that have been developed over the last 100 years. We will see how almost all of mathematics can be done with just these axioms as a starting point and therefore how they serve as a foundation for mathematics.

Relations, Functions, Infinite Sets and Cardinal Numbers: This is the beginning of the development of mathematics in set theory. We will study Georg Cantor's theory of sizes for infinite sets.

Well ordered sets and the axiom of choice: A continuation of the development of mathematics.

The construction of the number systems: We begin by constructing the natural numbers as sets then from the natural numbers the other number systems are constructed.

EVALUATION:

Typically, evaluation is based upon a variety of tools including but not limited to a) projects, b) class assignments, c) homework, and d) exams.

COURSE TITLE: MATH 515 Discrete Mathematics with Applications

3 credit hours

COURSE DESCRIPTION:

Elementary combinatorics, recurrence relations and generating functions, graphs, trees, network flows, Boolean algebras and applications.

RECOMMENDED TEXT:

Discrete Math (5th edition), by Richard Johnsonbaugh. Prentice Hall.

TOPICAL OUTLINE

Counting Methods and the Pigeonhole Principle.

In this section we will look at permutations and combinations, algorithms for generating permutations and combinations, discrete probability, discrete probability theory, binomial coefficients and combinatorial identities, and the Pigeonhole Principle.

Recurrence Relations.

We will solve recurrence relations, and look at applications to the analysis of algorithms.

Graph Theory.

This unit will focus on paths and cycles, Hamiltonian cycles and the Traveling Salesperson Problem, shortest path algorithms, representations of graphs, and isomorphisms of graphs.

Trees.

We begin with an introduction to the terminology and characterization of trees and then look at spanning trees, minimal spanning trees, binary trees, tree traversals, decision trees and the minimum time for sorting, isomorphism of trees, and game trees.

Network Models.

A look at a maximal flow algorithm along with max flow and min cut theorem.

Boolean Algebras and Combinatorial Circuits.

We begin by looking at combinatorial circuits, properties of combinatorial circuits, Boolean Algebras, Boolean functions and synthesis of circuits along with a variety of applications.

EVALUATION:

Typically, evaluation is based upon a variety of tools including but not limited to a) projects, b) class assignments, c) homework, and d) exams.

Course Title: MATH 582 Technology for Math Educators

2 credit hour

hybrid course; class materials posted at www.emuonline.edu

COURSE DESCRIPTION

An in-depth look at how technology can be used to enhance the curriculum in the middle school and high school mathematics classroom.

COURSE OBJECTIVES

- Appropriately and effectively use technology as a tool for solving problems
- Examine technology as a means to develop a deeper understanding of mathematical concepts
- Use dynamic graphing, animations of graphs, programming, statistical functions, and computer aided algebraic manipulations to better make connections among mathematical concepts
- Compare and contrast the strengths and weaknesses of using different tools – beginning to become more flexible in the use of different technologies
- Explore techniques for using technology as a tool for helping middle school and high school students to think more deeply about mathematical concepts
- Examine the impact of technology on the secondary curriculum
- Communicate mathematical ideas by examining tools for creating documents with mathematical notation and figures

SUGGESTED TEXTS for your personal mathematics education library:

1. Any of the *Exploration* books from Texas Instruments
2. *Using Technology and Problem Solving in Middle and High School Mathematics: Investigations Using Scientific and Graphing Calculators, Spreadsheets, and The Geometer's Sketchpad* by Kenneth Goldberg, Prentice Hall.
3. *Clements, Cindy. Exploring Statistics with Fathom* Key Curriculum Press
4. *Exploring Geometry With the Geometer's Sketchpad* by Dan Bennett, Key Curriculum Press.

TOPICAL OUTLINE

Unit I. Graphing Calculators

Key focus will be on using graphical representations to solve problems, techniques for exploring statistical data, modeling problems with matrices, and investigating programming capabilities to generate possible problem solutions. In addition, real time data using a range of probes to detect motion, temperature, and light intensity will be collected and transferred to graphing calculators, analyzed, and interpreted. In this unit, problems that focus on collecting real world data will be investigated.

Unit II. Spreadsheets as a Problem Solving Tool

Focus will be on using spreadsheets to display, organize and analyze data and

create mathematical models for real world applications. Basic programming language will be used to create more advanced spreadsheet functions.

Unit III. Dynamic Geometry Software

Geometer's Sketchpad is one example of a dynamic geometry construction and exploration tool. The focus will be on creating visual models to investigate problems in algebra, geometry, trigonometry, precalculus, and calculus. Students will investigate "scripts", i.e. programs, for their constructions.

Unit IV. Dynamic Statistical Software

Dynamic statistical software, like Fathom, allows the student to explore and analyze data in a graphically enhanced environment. The dynamic nature of the visual representations encourages students to ask more probing questions about the data.

Unit IV. Computer Algebra Systems

The availability of computer algebra systems has impacted what and how we teach mathematics in the K-12 math curriculum. In addition to becoming familiar with CAS, like Maple, that perform numerical computations, manipulate symbolic expressions, and plot graphs, this unit will explore the impact of this technology on the way students learn algebra.

Unit V. Online Tools

An introduction to online resources for teaching mathematics, including, various applets that allow students to virtually explore a concept.

Unit VI. Tools for Creating Mathematical Documents

Unit VII. Creating Materials for the Math Classroom using Smart Boards

EVALUATION: Typically, evaluation is based upon a variety of tools including but not limited to a) student presentations, b) projects, and c) classroom assignments.

COURSE TITLE: MATH 588-High School Mathematics: Methods and Content
3 credit hours

COURSE DESCRIPTION:

Presents information and materials to broaden and deepen a secondary teacher's background in teaching mathematics. Topics include general mathematics, algebra, geometry, trigonometry, and senior mathematics. Applications, strategies of presentation and teaching aids are discussed.

COURSE OBJECTIVES:

- Examine national and state curriculum and evaluation standards for school mathematics and their impact upon the middle and high school mathematics curriculum
- Explore strategies for teaching problem solving, mathematical reasoning, and communication in the mathematics classroom
- Model instructional strategies that help students to make sense of mathematics content in meaningful ways
- Examine the impact of technology on the middle and high school mathematics classroom and curriculum along with strategies for more effectively using technology in the math classroom
- Investigate techniques for differentiating the mathematics curriculum to meet the needs of all students
- Investigate how to use assessment to design developmentally appropriate instruction
- Develop effective techniques for asking higher-level questions

REQUIRED TEXTS:

Teaching Mathematics: A Sourcebook of Aids, Activities, and Strategies, 3rd Edition, by Max Sobel and Evan Maletsky, Allyn & Bacon.

What Successful Math Teachers Do, Grades 6-12: Research-Based Strategies for the Standards-Based Classroom by Alfred S. Posamentier, Corwin Press.

SUGGESTED TEXTS for your personal mathematics education library:

1. *Rethinking Proof* by Michael D. de Villiers, Key Curriculum Press.
3. *Curriculum and Evaluation Standards for School Mathematics- Addenda Series, Grades 9-12*, NCTM.
4. *Every Minute Counts*, by David R. Johnson, Dale Seymour Publications.
5. *Mathematics for High School Teachers – An Advanced Perspective* by Zalman Usiskin, Anthony Peressini, Elena Anne Marchisotto, and Dick Stanley, Prentice Hall.
6. *Teaching Mathematics to Middle School Students with Learning Difficulties (What Works for Special-Needs Learners)* by Marjorie Montague and Asha K. Jitendra, The Guilford Press.

TOPICAL OUTLINE

Unit I What Does It Mean To “Do”, “Teach”, And “Learn” Mathematics

The focus is on exploring the nature of mathematics education and the processes involved in mathematical thinking.

Unit II Mathematics Curriculum

Examine the NCTM curriculum standards along with state mandates on the middle and high school curriculum.

Unit III Planning for Instruction

Focus on planning lessons – lessons that develop mathematical concepts; lessons that lead to mathematical generalizations. Techniques for asking better questions and motivating students will be explored

Unit IV Teaching Specific Mathematics Content

Examine the current philosophy of how mathematics content is taught, specifically addressing issues in the teaching of beginning algebra concepts through calculus.

Unit V Assessing Mathematical Understanding

Explore both alternative and more traditional tools for assessing student learning in mathematics, including issues related to assigning homework and constructing tests.

Unit VI Meeting the Needs of all Learners

Explore strategies for meeting the needs of all learners including more effective techniques for remediation.

Unit VII Professional Growth

Reflect upon what it means to be a professional including resources and organizations to help you stay current in your field.

EVALUATION:

Typically, evaluation is based upon a variety of tools including but not limited to a) student presentations, b) projects, c) lesson planning, d) research project, e) learning log, and f) field experiences.

COURSE TITLE: MATH 589 Geometry for Secondary Teachers
2 credit hours

COURSE DESCRIPTION: Presents information and materials to broaden and deepen a secondary teacher's background in teaching geometry. Foundations of geometry, non-Euclidian geometries, and a little topology are studied.

COURSE OBJECTIVES:

- Use inductive reasoning and conjecturing to explore geometric topics including properties of polygons and polyhedrons, symmetry, similarity, transformations, geometric constructions, and measurement
- Re-think what it means to write a mathematical argument (proof)
- Investigate non-Euclidean geometries
- Use a dynamic geometric computer environment to explore geometric topics appropriate for students in middle and high school
- Examine the impact of technology on the secondary geometry curriculum

REQUIRED TEXTS:

1. *Rethinking Proof* by Michael De Villiers, Key Curriculum Press
2. *Non-Euclidean Adventures on the Lenart Sphere*, by Istvan Lenart, Key Curriculum Press.
3. *College Geometry – Using the Geometer's Sketchpad* by Barbara Reynolds and William Fenton, Key College Publishing

SUGGESTED TEXTS for your personal mathematics education library:

1. *Geometry by Discovery*, by David Gay, Wiley Publishers.
2. *Advanced Euclidean Geometry* by Alfred S. Posamentier. Key College Publishing.

TOPICAL OUTLINE

Unit I. Using the Geometer's Sketchpad: Exploration and Conjectures

An investigation of how technology has impacted the way we can explore and make conjectures about geometric relationships.

Unit II. Mathematical Arguments

Rethinking the role and function of proof, especially with respect to helping students to make and communicate mathematical arguments.

Unit III. Circle Geometry and Constructions

An exploration of triangle and circle constructions – often leading to some surprising results.

Unit IV. Analytic Geometry

The focus is on the connections between geometry and algebra – using a coordinate system to answer geometric questions.

Unit VI. Transformational Geometry

The focus of this unit is on transformations of the plane that do not alter the distance between points, called isometries. This unit will introduce the four basic types of isometry and composition of isometries which leads to the notion of groups.

Unit VII. Measurement

Derive formulas for area and volume, in addition to solving non routine measurement problems.

Unit VII. Non – Euclidean Geometry

An introduction to taxicab and spherical geometry.

EVALUATION:

Typically, evaluation is based upon a variety of tools including but not limited to a) student presentations, b) projects, c) computer labs, d) homework, and e) exams.

CURR 505: Curriculum and Methods for Teaching in the Secondary School

Credits: 3 semester hours

COURSE DESCRIPTION: This course focuses on curriculum and teaching strategies that enhance learning at the secondary level. Students will explore curriculum approaches, teaching and instructional strategies, and classroom management. Students will become familiar with the ways in which secondary schools function, both within their buildings and within their broader communities. Current issues affecting the secondary classroom are examined. This course provides students with an opportunity to develop and evaluate standards-based instructional and curricular materials. Course also includes a planned practicum experience in a school classroom.

RATIONALE: The purpose of this course is to introduce pre-service educators to learning and teaching processes used by effective secondary. The candidates will become familiar with instructional methods and curricular issues pertaining to teaching in secondary classrooms. This course is designed so candidates will explore issues regarding curriculum, instruction and assessment, and how to use knowledge of students, community, learning, etc. to assist in teaching. This course is also designed to meet the Michigan Department of Education and National Council of Teacher of Mathematics guidelines as put forth by the NCATE requirements for Colleges of Education.

COURSE OBJECTIVES: *Caring professional educators for a diverse and democratic society.*

Theme I: Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.

Teacher Candidates will be able to

- ◆ Identify the educational needs and attitudes of secondary students
- ◆ Explain the significance of student differences with regard to learning styles, home experiences, background knowledge, and proficiency in the English language for learning
- ◆ Adapt instruction for individual needs, using knowledge of learning modes and styles and multiple intelligence
- ◆ Analyze social and developmental issues that impact secondary classrooms Reflectively describe ways which increase student attention, motivation and learning given the school environment in general and the classroom in particular
- ◆ Select and analyze curricular content and goals as well as adaptations to such within the diverse caring community of the school

Theme II: Professional educators are knowledgeable regarding content, pedagogy, and education technologies.

Teacher Candidates will be able to

- ◆ Write clearly stated learning outcomes and apply principles of systematic instructional planning and decision making which lead to student conceptual growth
- ◆ Using the central concepts, tools of inquiry and structure of the discipline taught, create meaningful learning experiences.
- ◆ Apply national and state standards for instruction in a specific content area
- ◆ Analyze national and international content assessments
- ◆ Apply current methods for teaching in a specific content area align activities, materials and resources with learning goals
- ◆ Demonstrate success in using varied communication strategies, including questioning and discussion
- ◆ Use technology to learn and communicate
- ◆ Describe ways to establish positive parent-teacher communication
- ◆ Accommodate instruction to diverse learning styles, which are culturally based
- ◆ Identify strategies to create an environment that is conducive to learning

Theme III: Professional educators are reflective in their practice.

Teacher Candidates will be able to

- ◆ Make the transition from scholar/student to teacher-student
- ◆ Develop a philosophy of learning and teaching

Theme IV: Professional educators demonstrate professional dispositions and communication skills.

Teacher Candidates will be able to

- ◆ Show willingness to address controversial issues
- ◆ Demonstrate positive interactional skills during small group discussion and tasks
- ◆ Demonstrate a confidence in all children and their ability to learn,
- ◆ Demonstrate behavior that indicates: knowledge of professional standards; an ability to begin and complete teaching obligations; demonstrates time management skills.,
- ◆ Demonstrate behavior that demonstrates: respect for the feelings and abilities of students; for class colleagues and instructor; for the faculty and staff of the school.
- ◆ Demonstrate behavior that: indicates to children through modeling ethical behavior; shows appreciates and relates well to diverse populations.
- ◆ Demonstrate behavior that: exhibits sensitivity and compassion when teaching; communicates concerns to appropriate authorities; collaborates in group or team settings.

Theme V: Educators for a diverse and democratic society celebrate diversity in schools and communities. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking, and problem solving within communities.

Teacher Candidates will be able to

- ◆ Explain special considerations educators should address when planning teaching and learning experiences with Native American, African, Hispanic, and Asian American children.

COURSE OUTLINE

- I. Distinctions among curriculum, instruction, teaching, and schooling
- II. Learner
- III. Theories of Learning and Development
- IV. Planning for Teaching
 - a. Backward design
 - b. Enduring understandings and Essential questions
 - c. Goals and Objectives
 - d. Taxonomies
 - e. Questions
- V. Instructional Strategies/Empowering Methods
 - a. Teacher centered
 - b. Student centered
 - c. Strategies for multilingual/multicultural classrooms
 - d. Differentiated instruction
 - e. Cooperating learning models
 - f. Inquiry methods
 - g. Standards-based instruction and assessment
- VI. Effective Classroom Environment
- VII. Collaboration between School and Communities

Instructional Methods and Activities

1. Traditional Experiences: Group discussions, written papers, and reflective papers
2. Clinical Experiences: Cooperative groups, student presentations, mini-lesson, and reflective essays
3. Field Experiences: Observations, classroom teaching or tutoring
4. Technology: Email, Internet, Use of www.michigan.gov

Assessment Methods

1. Traditional Assessment: Field experience essays, active participation in discussions & assignments.
2. Performance Assessment: Curriculum unit plan, mini-teaching, oral presentation, self-reflection and peer evaluation of various projects

GRADING CRITERIA: Grades are earned based on the listed areas of performance.

A	95 to 100	A-	90 to 94	B+	87 to 89	B	84 to 86
B-	80 to 83	C+	77 to 79	C	74 to 76	73 - Reconsider commitment	

COURSE REQUIREMENTS:

Curriculum Unit Plan Teacher Candidates develop a Curriculum Unit Plan for a topic from their content area. The components of the Unit are:

- Unit Rationale
- Unit Design Plan includes but not limited to:
 - Big Idea(s) and Essential Question(s)
 - Unit Goal(s)
 - Unit Objectives (outcomes)
 - Standards
- Facts to be taught in Unit
- Lesson Sequence Matrix and fully developed lessons including:
 - Cooperative Learning Lesson
 - Inquiry/Inductive/Problem-Based Lesson
 - Direct Lesson or Discussion Lesson
- Performance Assessment with a Culminating Event
- Assessment Plan for Unit
- Community and Family Involvement Plan
- Bibliography

Philosophy of Education. A teacher should always have an appropriate philosophy of education. Your own philosophy of education is very important because it provides focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values, which prepares you to integrate them with the goals and values espoused by your district and your community.

Mini-Lesson. Teacher candidates will write a lesson plan for a 45-minute class period but deliver only a 20-minute part of the complete lesson in class. The class will be the students in class. The lesson should demonstrate good teaching techniques and involve students actively in the lesson. The lesson will be video-taped for the candidate to reflect on their teaching.

Field Experience. During the semester you will be observing and participating in an assigned secondary classroom weekly for a minimum of 25 hours. During the semester you will complete four assignments. Each assignment is designed to help you engage in critical reflection and make meaningful connections between course objectives, class activities and discussion, and the field experiences.

Assignment 1: Initial observations and inferences.

In your assigned classroom, observe for approximately 30 minutes of instructional time. Take field notes during the observation. After leaving the school, categorize notes into “observations” and “inferences” and create a table which organizes your data. Be detailed as possible.

Observations	Inferences
1.	1a. 1b.
2.	2a. 2b. 2c.

Write a short essay that summarizes the most significant things seen or heard and explain why these things are important. Make sure to include specific details from your notes to enhance the reflection.

Submit chart with essay.

Assignment 2: Focus is on Students

With the help of the participating teacher, identify one student who you can observe in at least two different settings. Take thoughtful and detailed observations notes for at least 20 minutes in each setting. Use the two-column observation/inference format. Include the date, time, and basic description of each setting.

Focus observation by looking closely at:

- Student's level of motivation and engagement/participation
- Student's interactions and communication with the teacher
- Student's interactions and communication with peers
- The impact of the instructional and behavioral strategies used with this student.

Write an essay that summarizes your thoughts about the questions below. Make sure to include specific details from your field notes to enhance the reflection. Submit field notes with this essay.

- Describe and reflect on the similarities and differences observed with your student in each setting. Why is this information important?
- What did you learn about your student from your observations in these two settings? Why is this information important?
- What can you learn by watching individual students closely? Why is this information important?

Assignment 3: Focus is Diversity

Consider the following questions based on what you've observed and experienced in your assigned classroom:

1. How are diverse populations of students welcomed in the school?
2. How are diverse populations of students welcomed in the classroom?
3. Are the "messages" sent to every student the same?
4. How are the activities, materials, and content relevant to the lives and lifestyles of the students and their families?
5. How did you determine the activities, materials, and content are relevant?
6. How are the various groups of people (i.e., race, ethnicity, class, gender, etc) depicted in texts and other materials in the classroom?
7. Why is it important to ensure curricular relevance? As a teacher, how will you ensure curricular relevance?
8. Why is it important to create an environment that affirms diversity? As a teacher, how will you realize this goal?

Write a well-organized essay which summarizes your thoughts. Be sure to include details and explicitly highlight connections to class readings and discussions.

Assignment 4: Focus is on Your Expectations and Biases

Reflect on your own background, values, beliefs, and school experiences and how they affect your observations and interpretations in the school and classroom. Specifically consider:

- What do you tend to focus on in the classroom and in the school? Why?
- Which students tend to catch your attention – positively and negatively? Why?
- What kinds of student behaviors and interactions tend to catch your attention – positively and negatively? Why?
- What kinds of teacher behaviors and interactions tend to catch your attention – positively and negatively? Why?

As you are in the classroom, make notes which respond to each question.

Reread your field notes and essays from the previous assignments and expand your notes

which respond to each question.

Write a well-organized essay that summarizes the themes which emerged in your responses and the importance of these themes. Be sure to include details and explicitly highlight connections to class readings and discussions.

Other possible assessments:

Class demonstrations

Analysis of P.I.S.A. results and impact on curriculum

Internet research

Case studies

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CURR 588 School Issues Seminar: Secondary

Credits: 2 semester hours

COURSE DESCRIPTION: This course seminar taken concurrently with the Teaching Internship is designed to help candidates become reflective teachers by providing a forum for collaborative, critical inquiry based on their teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, classroom management, current issues in education, and professional goals and development.

RATIONALE: An effective seminar experience is crucial to facilitate candidates learning as they are involved full-time in 6 - 12 schools to serve as a bridge between their university learning and experiences and their experiences capstone Teaching Internship

COURSE OBJECTIVES: *Caring professional educators for a diverse and democratic society.*

Theme I: Caring educators are committed to all students' learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students.

Teacher Candidates will be able to

- ◆ Assess the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.
- ◆ Works actively to involve parents in their student's academic activities and performance, and communicates clearly with them.
- ◆ Communicates high and appropriate standards and expectations to students.

Theme II: Professional educators are knowledgeable regarding content, pedagogy, and education technologies.

Teacher Candidates will be able to

- ◆ Identifies prerequisite skills, concepts, and vocabulary needed for unit and individual lessons using formal and informal assessments.
- ◆ Plans sequential units of study, individual lessons, and learning activities from the relevant curriculum frameworks that makes learning cumulative and advance students' level of content knowledge.
- ◆ Plans lessons with clear objectives and relevant measurable outcomes; identifying appropriate materials, activities and other resources for promoting learning by the full range of students within the classroom.
- ◆ Develop strategies for managing the classroom climate and operation that are conducive to learning and appropriate to a range of learning activities.
- ◆ Understands current issues and trends in schools (e.g., curriculum mandates, privatization, testing and evaluation, federal and state policy, reform initiatives, standards, and changes in curriculum) using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation.

Theme III: Professional educators are reflective in their practice.

Teacher Candidates will be able to

- ◆ Assess their role, behavior and performance in the classroom and school environment.
- ◆ Reflects critically upon their teaching experience, identifies areas for further professional development as part of a professional development plan and is receptive to suggestions for growth.
- ◆ Engage in reflective thinking, writing, and conversations about their teaching practice.

Theme IV: Professional educators demonstrate professional dispositions and communication skills.

Teacher Candidates will be able to

- ◆ Show respect for all children and the cultures they bring to school.
- ◆ Participate in building a professional community by collaborating with colleagues to continuously improve instruction, assessment, and student achievement.
- ◆ Demonstrate understandings of their legal and moral responsibilities.
- ◆ Develop and refine a philosophy of teaching by exploring who they are as a teacher (e.g., examining their own agendas and prejudices as they relate teaching and learning) and what dispositions they have for teaching diverse students.

Theme V: Educators for a diverse and democratic society celebrate diversity in schools and communities. They prepare students for active participation in a democracy through nurturing critical thinking, creative thinking, and problem solving within communities.

Teacher Candidates will be able to

- ◆ Encourages all students to achieve.
- ◆ Uses resources from colleagues, families, and the community to enhance student learning.
- ◆ Assess the significance of student differences in home experiences, background knowledge, learning skills, learning pace, and proficiency in the English language for learning the curriculum at hand and uses professional judgment to determine if instructional adjustments are necessary.

COURSE OUTLINE

Creating a Supportive Learning Environment

Creating Successful Lessons

Differentiating instruction

Teaching resources

Motivation, interest, and coherence

Effective use of school time

Building a Learning Community

Working with other teachers

Working with Principal

Improving Parent-Teacher relationships

School Culture

Current issues

Critical reflectivity

Professional Development

Instructional Methods and Activities

1. Traditional Experiences: Group discussions, written papers, and reflective papers
2. Clinical Experiences: Cooperative groups, student presentations, and reflective essays
3. Field Experiences: Classroom teaching
4. Technology: Email, Internet, Use of www.michigan.gov

Assessment Methods

1. Traditional Assessment: Written reports and active participation in group discussions.
2. Performance Assessment: Curriculum unit plan, portfolio, presentation and self-reflection.

COURSE REQUIREMENTS:

Teaching Portfolio. Portfolio demonstrates the candidates teaching accomplishments supported by relevant data and analyzed by the candidate to show the thinking process behind the artifacts. Build and maintain a portfolio of selected events in the student teaching experience. Portfolio should contain, but not be limited to the following items:

- A. Resume' or Vita
- B. Philosophy of Teaching
- C. Entry or Entries addressing:
 - 1) Designs and Plans Instruction
 - 2) Creates and Maintains a Safe and Supportive Learning Environment
 - 3) Implements and Manages Instruction
 - 4) Assesses and Communicates Learning Results
 - 5) Reflects On and Evaluates Teaching and Learning
 - 6) Collaborates with Colleagues/Parents/Communities/Others
 - 7) Evaluates and Reflects on Teaching
 - 8) Demonstrates Applied Content Knowledge
 - 9) Demonstrates the Implementation of Technology
 - 10) Provides Leadership within School/Community/Profession
- D. Professional Development Plan

Teaching Unit. The Unit is an assessment in which teaching interns provide verification that their 6-12 students have learned specific content. Specifically, the unit provides evidence of the candidates' ability to

- engage in thorough and effective standards-based planning
- use best practices that provide opportunities for student success;
- use appropriate assessment strategies to foster and document the ongoing development of their students' knowledge and skills; and
- analyze student assessment results, reflect on them, and adapt instruction accordingly.

Videotape/Audiotape of Lesson. Each candidate provides a videotape of one lesson. The purpose of this assignment is to give the candidate an opportunity to do a self-evaluation while watching themselves teach.

Daily Journal. Current research indicates that reflective thinking is critical to successful teaching. Candidates are to write about the significant happenings of the day: reflections, problems, possible solutions, evaluations, and personal responses should be included. Keep a running account of tasks undertaken, problems encouraged, and effectiveness of attempted solutions.

Special Topics Presentation. Students will lead the class through discussion and/or activities based on a current issue in education.

Attendance. Due to the collaborate nature of this course and the content presentations, it is essential for candidates to be present at each seminar. A seminar schedule with topics will be distributed at the first class meeting.

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EDMT 602: Technology and Student-Centered Learning

CREDITS: 3 semester hours

PREREQUISITES: None

EMU PROGRAM THEME

Inquiry, advocacy and leadership in education for a diverse and democratic society

CATALOG DESCRIPTION

Based on theoretical, philosophical and historical perspectives, students will plan for technology-enhanced student-centered learning in their classroom. Students will also participate in a field experience that enables them to compare methods and strategies of technology integration.

PURPOSE/RATIONALE

EDMT 602 is a standards-based course designed using International Society for Technology in Education (ISTE) and Michigan Department of Education standards for advanced programs in educational technology (NP Endorsement).

GATEWAY ASSESSMENTS INCLUDED IN THIS COURSE

Assessment 1 - NETS-T Assessment

Assessment 2 - Course Grades

OUTCOMES/OBJECTIVES

The course objectives are for students to:

1. design student-centered learning environments by:
 - making judgments concerning the appropriate use of technology in teaching/learning,
 - designing and delivering a presentation using presentation support software and device(s),
 - using an authoring tool to create a small computer-based lesson, and
 - designing and implementing a lesson(s) that applies technology resources to support instruction;
2. design student-centered curriculum plans by designing curricula that integrates content and student technology standards, uses technology to develop students' higher order skills and creativity and supports needs of diverse learners, and designing curricula that supports a student-centered environment;
3. confront social, ethical, legal and human issues by confronting moral and ethical implications of technology in schools, discussing issues of equity and educational media and technology, and learning to effectively handle the frustrations that are inherent in using technologies;
4. use age and content appropriate software in the classroom by identifying and integrating instructional software into classroom activities, classifying a software program into the appropriate category (e.g. drill and practice, tutorial, simulation, etc.), identifying the type of software that would be useful in attaining specific learning objectives, giving examples of how

general productivity application software programs might be used in a school setting, and reviewing and evaluating educational software;

5. use technology to support communication and collaboration in student learning activities; and
6. participate in a field experience by, observing and comparing methods and strategies of technology integration in at least 2 different classrooms taught by 2 different teachers.

COURSE OUTLINE

Prerequisite: Complete online student orientation tutorial

1. succeeding as an online student
2. using the university's course management system

I. Introduction to Constructivism and Problem Based Learning

- A. relationships in the classroom or learning environment
 1. role of the teacher
 2. role of the student/learner
- B. type of work done by students/learner
 1. active vs. passive
 2. reflective vs. non-reflective
 3. memorization vs. problem solving approach
- C. authenticity of task(s)
- D. patterns of group versus individual learning
- E. use of technological tools
- F. strategies for assessing student/learner work

II. Introduction to graphics tools

III. Examination of Ethical Issues related to technology in the classroom

- A. The digital divide (cultural, gender, age, special needs, diversity in instructional materials, etc.)
- B. Internet safety and appropriate
- C. Privacy and security
 1. Software piracy, plagiarism, intellectual property, copyright
 2. Computer viruses and spyware

IV. Planning for technology infusion as a tool in the learning process

- A. The **iNtegrating Technology inQuiry** (NTeQ) Model

- V. Introduction to Spreadsheet applications

- VI. Introduction to multimedia presentations
 - A. PowerPoint and presentation software

- VII. Inclusion of computer based resources in teaching strategies
 - A. WebQuests
 - B. Software evaluation

- VIII. Telecollaboration
 - A. Group participation in a telecollaborative project.
 - B. Explorations of social, ethical, and legal implications of telecollaboration

- IX. Writing a culminating paper
 - A. Review of APA formatting

TEXT AND SELECTED READINGS

Morrison, G. R., & Lowther, D. L. (2005). *Integrating computer technology into the classroom* (3rd ed.). Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.

Hanley, S. (1994). *On Constructivism*. Retrieved April 5, 2009, from <http://www.towson.edu/csme/mctp/Essays/Constructivism.txt>

INSTRUCTIONAL PROCEDURES

This course is delivered entirely on line and is, for the most part, project oriented. Students participate in a series of experiences designed to familiarize them with a range of practical and theoretical issues. Two field experiences including one observation and one opportunity to teach a class give students a practical appreciation of the infusion of technology in lessons.

ASSESSMENTS AND REQUIREMENTS

Grading is based on a student's ability to accomplish the required computing, writing, and field assignments. Technical, observational, and writing competences are assessed with the structure of the project-based nature of the course. Assessments include:

1. **Participation in online discussions.** Throughout the course, students are expected to participate in a series of discussions. These discussions help to form a sense of community, keep students on track with project progress, and allow students to learn from the experiences of other.

2. **Compare and contrast paper.** Students create a brief paper in APA format in which they compare their current teaching practice with the constructivist practice. The paper is assessed for

writing quality, ability to craft an argument, and use of source materials.

3. **Evaluation of online resources.** Using a provided format, students carefully examine online resources, particularly a Web Quest. Technical, educational, and ethical issues are considered.
4. **Creation of online resources.** A series of online materials is created by students. Initial projects are simple, usually consisting of a single page. Students will use these resource in a Field Experience in which they teach a class of students.
5. **Students demonstrate proficiencies in various applications.** Students create PowerPoint presentations, Inspiration visual organizers, digital images, scanners, threaded discussions, hyperlinked text in word processed documents, inclusion of graphics and advanced formatting.
6. **Handbook.** Students collaborate to create a handbook on safety, legal, and ethical issues. Group members take on a variety of roles and responsibilities in terms of content coverage. In addition to creating the handbook itself, students reflect on the process of being online students taking part in a collaborative project.
7. **Comparison of Course Management Systems.** Choosing from a list of approximately half a dozen course management systems, students select two and do a careful comparison and contrast paper. The papers are shared with the class, providing all students with information regarding all of the course management systems.
8. **Telecollaborative project.** Students examine up to sixteen types of collaborative projects, considering the technologies needed to enact them, the types of content that might be best learned in each type of project, and the nature of the collaboration involved. They then write up their ideas regarding a plan for a collaborative project within their own subject area discipline.

STRUCTURED FIELD EXPERIENCES

Students take part in two structured field experiences. In the first, they observe a technology-enhanced lesson created and implemented by another teacher. They interview the teacher before and after, evaluate the online materials used in the lesson, and observe the lesson itself. The second field experience requires students to design and implement a lesson themselves, reflecting as they do so.

KNOWLEDGE BASE/SELECTED BIBLIOGRAPHY

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ISTE TF Standards met through this course

TF.I: Technology Operations and Concepts -- Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts.

TF II: Planning and Designing Learning Environments and Experiences -- Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology.

TF-III. Teaching, Learning, and the Curriculum -- Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.

TF. IV: Assessment and Evaluation -- Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies.

TF.V: Productivity and Professional Practice -- Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice.

TF.VI: Social, Ethical, Legal, and Human Issues -- Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice.

TF-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments -- Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools

EDPS 501: The Psychology of Adolescence

2 credit hours, no pre-requisite courses

The Theme of the Graduate Programs in Teacher Education: Inquiry, Advocacy and Leadership in Education for a Diverse and Democratic Society

Course Description: EDPS 501 is the study of the cognitive, affective, and social behavior and development of adolescents and their relation to family, peer group, school and society

Current Course Focus: This course will focus on the ecological influences that effect adolescent development. Based on neo-Piagetian principles of cognitive development and neo-Eriksonian notions of the relationships among social class, gender and ethnicity in the construction of self, the course will examine the impact that educators and mentors have on the developmental process. In addition, the middle school model will be analyzed as a developmentally appropriate environment, while equal attention will be paid to newer innovations in secondary programming that match the latest research findings on brain development and goodness-of-fit school communities.

There is no required text for this course. All readings may be accessed through eCompanion via the student tab in your myemich account.

Course Objectives;

- To examine adolescent development in specific ecological niches;
- To engage in the critical analysis of adolescent/adult relationships;
- To evaluate mid-level and secondary teaching methodologies in relation to current understanding of adolescent neurological development.

Course Outline:

- I. The progression of cognitive development from concrete through formal Operations
 - A. Hallmarks of information processing
 - B. Brain development from pubescence to adulthood
 - 1 Center-specific patterns
 - 2 Fourth order thinking
 - C. Cognition in social settings
 - D. Higher order thinking skills
- II. Educational innovations
 - A. The goodness-of-fit model
 1. The middle years
 - a. full service schools
 - b. connections to the community
 - c. mentorship alliances
 2. affiliation needs
 3. transitions in placements
 - B. Block scheduling
 - C. Alternative sites and philosophies

- III. The development of self
 - A. Gender
 - B. Race
 - C. Socioeconomic status
 - D. Sexual orientation

- IV. Self in relation to others
 - A. Affiliations
 - B. Parenting practices
 - C. Peer support/pressure

- V. Identity development models
 - A. School-to-work programs
 - B. Guidance from school personnel
 - C. Rites of passage
 - 1. Religious
 - 2. Ethnic
 - 3. Emancipated minor
 - 4. Parenthood

- VI. Bidirectional influence of adolescents and technologies

Assessment: Each student will be required to demonstrate his/her ability to critically analyze the assigned readings in relation to the ideas discussed in class at two points, midterm and end-of term. An annotated bibliography or integrated review of the literature will be required at midterm, while a case study/reflective essay is to be submitted at the end of the term. Each paper is to be written in APA format, observing all of the conventions in style and format for academic submissions.

EDPS 627 Designing Classroom Assessments Course Outline/Syllabus

EMU PROGRAM THEME

Inquiry, advocacy, and leadership in education for a diverse and democratic society.

COURSE DESCRIPTION

This course will address all types of classroom assessment. It will focus on development, selection and appropriate use of high quality assessment. The course will also address management of assessment and the relations among assessment, learning, and motivation.

OUTCOMES/OBJECTIVES

By the completion of the course students will:

1. establish appropriate learning targets
2. develop an assessment plan that addresses State requirements
3. critically analyze the quality of published and web-based assessment materials
4. choose and/or develop the most appropriate assessments for a given purpose
5. develop high quality cognitive assessments, including tests, projects, presentations, observations, teacher questioning, interviews, portfolios, etc.
6. develop high quality assessments to assess affective targets, including observations, self-report, peer ratings, etc.
7. understand effective management procedures for assessment
8. understand the effective use of feedback and communication in relation to assessment

COURSE OUTLINE

1. Tying Learning to Outcomes
 - MI Curriculum framework
 - Outcomes, targets
 - Domains of learning
 - Learning to be assessed(growth in conceptual knowledge, performances, technical skills, critical thinking, problem solving, etc)
2. Assessment Tools and Techniques
 - Performance assessments
 - Tests and quizzes

Observations
Teacher questioning
Portfolios
Self, Peer, and Group assessments
Content specific assessments: mathematics, language arts, ...
Developmentally appropriate assessments
Choosing the most appropriate methods of assessment

3. Development and Selection of Assessments

Characteristics of high quality assessment (reviewed)
Availability of assessments – web, textbooks, teacher resources
Creation of Assessments (Performance assessments, testing, observations, teacher questioning, portfolios)
Creation of rubrics and indicators of performance

4. Learning through Assessment

Motivation and assessment
Giving feedback to students
Communicating with Families
Preparing students to succeed in assessment

5. Managing Assessments

Working out what really needs to be assessed
Keeping good records
Reducing the burden of assessment
Ethical considerations

STUDENT ASSIGNMENTS varies

INSTRUCTIONAL METHODS

Traditional lecture, interactive lecture, small group work, text-based discussions, assignment-based discussions, research, classroom learning activities.

EVALUATION METHODS

Traditional assessments, performance assessments, including the creation of assessments and the critique of published and/or web-based assessments

GRADING SCALE

A (excellent)	Performance that shows complete and in-depth understanding of all course topics. All assignments are thoroughly done per instructions, all work is on time. Student shows strong evidence of ability to apply and synthesize course material.
B (good)	Student performance shows adequate understanding of all course topics. All assignments are on time and completed per instructions. Student shows ability to apply course material.

- C (barely adequate) Student shows minimal understanding of many course topics. Assignments are completed; by demonstrate a lack of in-depth understanding and limited ability to apply course content.
- E (failing) Student performance shows major gaps in understandings. Assignments may not be complete.

SPECIAL REQUIREMENTS None

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EDUC 592 Teaching Internship

Credits: 6 semester hours

COURSE DESCRIPTION: Student teaching is the capstone experience for teacher candidates. It affords an opportunity to apply the knowledge base developed through coursework, melding theory with practice. Student Teachers are placed in a school setting where they will work with a Cooperating Teacher who will help them learn teaching while teaching. There will be many opportunities to develop and refine teaching skills through observation and direct classroom experience.

RATIONALE: Student teaching/internship provides an opportunity for students to:

- a. Demonstrate the ability to make informed decisions related to the planning and delivery of effective and efficient instructional programs for students;
- b. exhibit ethical and professional behavior; and
- c. provide evidence of being a capable professional through development of work products and demonstration of competency in knowledge, skills and dispositions of EMU's Initial program Conceptual Framework.

This intensive and comprehensive field experience provides many opportunities for students to reflect on and continuously improve their professional knowledge, practices, and capabilities.

Caring professional educators for a diverse and democratic society.

COURSE OBJECTIVES:

During the internship semester, teacher candidates will:

- Use *assessment* strategies (traditional and alternative) to assist the continuous development of the learner.
- Use effective *communication* techniques with students and other stakeholders.
- Engage in *continuous* professional quality *improvement* for self and school.
- Use appropriate techniques and strategies which promote and enhance *critical*, creative, and evaluative *thinking* capabilities of students.
- Use teaching and learning strategies that reflect the *diversity* of each student's cultural, learning styles, special needs, and socio-economic background.
- Adhere to Michigan Code of *Ethics*.
- Use an understanding of *human development and learning* to provide a positive learning environment which supports the intellectual, personal, and social development of all students.
- Demonstrate *knowledge* and understanding *of the subject matter*.
- Create and maintain positive *learning environments* in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
- Engage in *planning*, implementing, and evaluating effective instruction in a variety of learning environments.
- Implement the *role of the teacher* by working with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
- Use appropriate *technology* in teaching and learning processes.

COURSE REQUIREMENTS:

- observing Cooperating Teacher and other teachers working with students
- conferencing with Cooperating Teacher and University Supervisor

- gaining familiarity with curriculum and academic content
- planning lessons and working within classroom/building schedules
- managing classroom responsibilities and performing routine duties
- teaching and working with students, employing a variety of approaches
- writing and teaching an instructional unit with an evaluation component
- experiencing one full week of "solo" student teaching
- constructing bulletin boards and instructional displays
- reflecting and evaluating personal teaching skills and classroom performance

COURSE EVALUATION:

Continuous evaluation is an integral part of the student teaching process. It is most powerful when it is collaborative. A Student Teacher must critically evaluate his/her own teaching skills and be open to suggestions from his/her Cooperating Teacher and University Supervisor. The Supervisor will make formal observations and maintain communication with the Cooperating Teacher and Student Teacher to get an accurate picture of classroom functioning. Student Teachers will also submit a daily journal to keep the Supervisor informed of classroom activities, challenges, and accomplishments.

At the conclusion of the placement the Supervisor and Cooperating Teacher will complete the final evaluation form that will become part of the Student Teacher's credentials file. Student Teachers should read the Student Teaching Handbook for a detailed description of the areas of evaluation. Grades (Pass – satisfactory / Fail – unsatisfactory) are assigned at the end of the placement.

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PRCT 588: Practicum in Secondary Classrooms

Credits: 2 semester hours

COURSE DESCRIPTION: This course provides the opportunity for students to related their content area and pedagogy they are learning to the teaching and learning of that content at the middle and high school levels.

RATIONALE: This practicum provides supervised field experience for graduate students who are taking professional education and content courses. This course will fulfill 38 of the 100 required field experience requirement for prospective teachers.

Caring professional educators for a diverse and democratic society.

COURSE OBJECTIVES:

Teacher Candidates will:

- Serve as an assistant and observer in 6 – 12 class
- Learn teaching, facilitating, and helping skills
- Explain the significance of student differences with regard to learning styles, home experiences, background knowledge, and proficiency in the English language for learning
- Create and teach learning activities to small groups or whole class that meet individual student needs
- Analyze assessment data and describe students' level of performances
- Engage in professional dispositions.

COURSE OUTLINE

The practicum includes a total of 40 hours in which teacher candidates observe and practice:

1. Community building in the classroom
2. Connections between content topics at 6-12 level and Enduring Understandings
3. Teaching methods that support students' building understanding
4. Critical thinking and its central role in teaching and learning
5. Assessing what students understand

ASSIGNMENTS

Reflective Journal of Practicum Work

Create an entry for each day you work on site. Record the date and number of hours worked - include a discussion of what you did, your observations and thoughts.

Assignment1: Focus is Diversity

Consider the following questions based on what you've observed and experienced in your assigned classroom:

9. How are diverse populations of students welcomed in the school?
10. How are diverse populations of students welcomed in the classroom?
11. Are the "messages" sent to every student the same?
12. How are the activities, materials, and content relevant to the lives and lifestyles of the students and their families?
13. How did you determine the activities, materials, and content are relevant?
14. How are the various groups of people (i.e., race, ethnicity, class, gender, etc) depicted in texts and other materials in the classroom?
15. Why is it important to ensure curricular relevance? As a teacher, how will you ensure curricular relevance?
16. Why is it important to create an environment that affirms diversity? As a teacher, how will you realize this goal?

Write a well-organized essay which summarizes your thoughts. Be sure to include details and explicitly highlight connections to class readings and discussions.

Assignment 2: Focus is on Your Expectations and Biases

Reflect on your own background, values, beliefs, and school experiences and how they affect your observations and interpretations in the school and classroom. Specifically consider:

- What do you tend to focus on in the classroom and in the school? Why?
- Which students tend to catch your attention – positively and negatively? Why?
- What kinds of student behaviors and interactions tend to catch your attention – positively and negatively? Why?
- What kinds of teacher behaviors and interactions tend to catch your attention – positively and negatively? Why?

As you are in the classroom, make notes which respond to each question. Reread your field notes and essays from the previous assignments and expand your notes which respond to each question.

Write a well-organized essay that summarizes the themes which emerged in your responses and the importance of these themes. Be sure to include details and explicitly highlight connections to class readings and discussions.

Other Assignments - Completion of a project based on the practicum experience approved by an instructor from the mathematics and mathematics education courses.

COURSE EVALUATION:

Assignments:

Assignment 1 & 2	40
Other assignments	35

Reflective Journal	15
<u>Professional Development</u>	<u>10</u>
	100 %

Grades are earned based on the above listed areas of performance.

A	95 to 100	A-	90 to 94	B+	87 to 89	B	84 to 86
B-	80 to 83	C+	77 to 79	C	74 to 76	73 - Reconsider commitment	

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RDNG 657
Comprehension and the Content Areas

Credit hours: 3

Prerequisite: None

Catalogue Description: Through a survey of comprehension theories which impact literacy instruction, students will develop reading techniques and strategies that support student learning in the content areas.

Course Objectives: The following objectives are taken from the Standards for Reading Professionals: Matrix of Competencies (Revised 2003) published by the International Reading Association. These objectives are consistent with the content standards and benchmarks of the Michigan Curriculum Framework and the Professional Standards of Reading published by the State of Michigan Department of Public Instruction and the NCA TE International Reading Association Guidelines. The notation following the objectives indicates the IRA competency that is met.

STANDARD 1: FOUNDATIONAL KNOWLEDGE - Candidates have knowledge of the foundations of reading and writing processes and instruction and as a result will be able to:

1) Refer to major theories in the foundational areas as they relate to reading.

Explain, compare, contrast, and critique theories (IRA 1.1).

2) Summarize seminal reading studies and articulate how these studies impacted reading instruction. Recount historical developments in the history of reading (IRA 1.2).

3) Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read (IRA 1.3).

- . perceive reading as "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation" (MDE 3.4,3.6-3.7).
- . understand the major theories of language development, cognition, and learning (MDE 3.4).
- . perceive the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development and reading acquisition (MDE 3.5).

STANDARD 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM

MATERIALS - Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction and as a result will be able to:

4) Support classroom teachers and paraprofessionals in the use of instructional grouping options.

Help teachers select appropriate options. Demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students (IRA 2.1).

5) Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Help teachers select appropriate options and explain evidence-base for selecting practices to best meet the needs of all students. Demonstrate the options in their own teaching and in demonstration teaching (IRA 2.2).

6) Support classroom teachers and paraprofessionals in the use of a wide range of curriculum

materials. Help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students.

Demonstrate the options in their own teaching and in demonstration teaching (IRA 2.3).

- understand how contextual factors in the classroom can influence students' learning and reading (e.g., grouping procedures, school programs, and assessment (MDE 3.1).
- know relevant research from general education and how it has influenced literacy education (MDE 3.1).
- use texts to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth (MDE 3.4).

STANDARD 3: ASSESSMENT, DIAGNOSIS, AND EVALUATION - Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, candidates will be able to:

7) Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessment and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments (IRA 3.1).

8) Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services (IRA 3.2).

9) Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school wide assessment data to implement and revise school reading programs (IRA 3.3).

10) Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents) (IRA 3.4).

- . provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes (MDE 3.4).
- . list and describe a variety of strategies for learning vocabulary for various types of text materials (MDE 3.4).
- . provide direct instruction and models of when and how to use multiple comprehension strategies in a variety of texts; and ensure that students can use various aspects of text, including conventions of written English, text structure, and genres to gain comprehension (MDE 4.0).
- . use a variety of assessment techniques in planning for and supporting instruction, such as performance assessment, portfolios, rubrics, checklists, anecdotal records, and projects; (MDE 4.2).

STANDARD 4: CREATING A LITERATURE ENVIRONMENT - Candidates create a literature environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates will be able to:

11) Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students (IRA 4.1).

12) Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (IRA 4.2).

- explore and describe characteristics of various narrative genre to convey ideas and perspectives (MDE 3.3).
- explore and describe characteristics of various informational genre and elements of expository text structure can be used to convey ideas (MDE 3.3).
- provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for authentic purposes (MDE 3.4).
- vary reading rate according to purpose(s) and difficulty of the material (MDE 3.4)
- teach students effective time management strategies (MDE 3.4).
- teach students strategies to organize and locating and using a variety of print, non-print, and electronic reference sources (MDE 3.4).
- teach test-taking strategies (MDE 3.4).

Comprehension Course Outline:

I. Comprehension Processes

A. Definition of reading comprehension

B. Process of comprehension

1. Microprocesses
2. Integrative processes
3. Macroprocesses
4. Elaborative processes
5. Metacognitive processes

C. Principles of Comprehension

1. Prior knowledge
2. Levels of understanding
3. Organization of information
4. Metacognition
5. Schema theory
6. Integrated approaches
7. Current research

II. Textbooks, Tradebooks, and Electronic Texts

A. Rationale for use

B. Opportunities for use

C. Assessing texts

D. Reading levels

E. Student attitudes and interests

F. Matching students to texts

G. Reading for information and pleasure H. Variety of genres

I. Text structures

J. Conventions of language

III. Vocabulary and Concepts

A. Activating what students know

B. Decoding unfamiliar words

C. Instructional strategies

1. Graphic organizers
2. Word origins

3. Semantic mapping

~~4. Feature analysis~~

IV. Comprehension Strategies

A. Pre-reading Strategies

1. Anticipation guides
2. Text previews
3. ReQuest
4. Directed Reading-Thinking Activity
5. Student-generated questions

B. During Reading Strategies

1. Study Guides
2. Self-monitoring
3. Option Guides

C. Post-reading Strategies

1. Discussion groups
2. Reaction guides
3. Graphic organizers
4. Retelling

D. Fix-up Strategies

E. Response Strategies

V. Language, Culture and Diversity

A. Language of text and student

B. Cognitive factors

1. Prior knowledge
2. Interest
3. Memory

C. Linguistic factors

1. Cuing system
2. Text structure

D. Social factors

1. Collaborative and cooperative groups
2. Literature circles
3. Book clubs
4. Independent reading and writing
5. Reading and writing workshops

E. Diversity

1. Second language learners
2. Students with special challenges
3. Physical! emotional! intellectual! environmental! cultural! perceptual differences

VI. Study Skills and Strategies

A. Reading to remember

B. Note taking

C. Outlining ~-----

D. Test-taking strategies

E. Graphic representations

F. Summaries

G. Three-level guides

H. Time management strategies

I. Reading rate and flexibility

VII. Assessment

A. Purposes for assessment

1. Program evaluation
2. Student diagnosis

B. Standardized tests

C. State-mandated tests

D. Naturalistic assessment

1. Observation
2. Interviews
3. Conversations
4. Portfolios

VIII. Professional Knowledge

A. Researchers

B. Literacy leaders

Evaluation and Performance Assessments:

The following assessments are designed to meet IRA competencies. As with the course objectives, the notation following indicates the IRA competency standard that is met.

Students will be evaluated with the following assignments/activities:

A written report on a comprehension theory and the relationship to strategies and instructional techniques. The report needs to refer to major theories of comprehension to explain, compare, and contrast with how this information relates to assisting the classroom teacher, how this information can be used with technology. (This assignment meets the following IRA competencies: 1.1, 1.2, 1.3.)

Participation in a Literature Circle with one of the recommended strategies texts. Students must document the implementation of a vocabulary acquisition activity (Word Sort, Four Square), multiple comprehension strategies (K-W-L Plus, Anticipation/Reaction Guide, Retelling), questioning strategies (ReQuest, QAR, Concept Circles), connecting prior knowledge with new information (Possible Sentences, Knowledge Rating, Intra-Act), various grouping procedures (Save the Last Word for Me, STAR, Discussion Web). This assignment needs to assist the classroom teacher, meet the needs of diverse cultural and linguistic students, and include technology. (This assignment meets the following IRA competencies: 2.1,2.2,2.3.)

An oral presentation to be implemented in the course with a peer colleague where the student demonstrates how a textbook and a nonfiction and fiction tradebook on a content area topic can be used to teach reading as a process of constructing meaning, demonstrate the importance of metacognition, stimulate interest in reading for pleasure, information and other authentic purposes, and make children aware of text structures, various genres and the conventions of language. This assignment needs to include diverse cultural and linguistic students and the technology to be used in the classroom. (This assignment meets the following IRA competencies: 1.1, 1.3, 1.4, 2.2, 2.3.)

Tutoring a child having difficulty with a content area subject. The student will write a paper analyzing the

physical, perceptual, emotional, social, cultural, environmental, and intellectual factors effecting the child's reading development. The student will then tutor the child for ten hours incorporating lessons on reading rate, time management, and test-taking strategies. The student will submit documentation (videotape, audiotape) of the study skills strategy instruction. (This assignment meets the following IRA competencies: 1.7,8.2, 8.3,8.5.)

Successful completion of quizzes and tests relating to assignments and evaluation in comprehension and the content areas. (This assignment meets the following IRA competencies: 3.1.)

Develop assessments to identify student proficiencies and the difficulties of children in reading comprehension and the content areas. (This assignment meets the following IRA competencies: 3.1, 3.2, 3.3, 3.4.)-----

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Comprehension and Content Areas

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SOFD/CURR 654: Multicultural Teaching and Learning

Inquiry, advocacy, and leadership in education for a diverse and democratic society.

Course Description:

This course provides a critical framework in which to examine and develop skills and understandings necessary for teaching in a multicultural world.

Course Objectives:

- I. Students will solve problems and make decisions in professional practice through the use of research, reflective inquiry, knowledge of learning and development, knowledge of diversity and cultural context, and knowledge of subject matter and professional knowledge.**

Students will be able to:

- Describe the rationale for and historical development of multicultural education.
- Explain the theory and foundations of multicultural education.
- Analyze and explain the interrelationship of content, process, and product in relation to multicultural and multiperspective education.
- Explain and analyze the influences of sociocultural factors on teaching and learning.
- Identify and analyze the needs of major racial and ethnic groups.
- Define the terms relevant to multicultural education.
- Explain multilingualism and analyze its critical implications for education and for the classroom.
- Incorporate instructional methods and practices that are culturally appropriate for diverse student populations.
- Adapt teaching to meet the needs of individual learners from different backgrounds and who have diverse learning profiles and needs.
- Modify, develop and evaluate curricular materials in relation to the treatment of social and cultural and sexual content.
- Develop curriculum that integrates a multi-perspective, the content of which addresses intercultural, interracial, class, and gender understandings.

II. Student will demonstrate leadership.

Students will be able to:

- Create learning environments that promote academic, linguistic, social, and affective development of learners.
- Critically read, reflect upon and write about key issues and trends in the field from a multicultural perspective

III. Students will demonstrate professional dispositions.

Student will:

- Adhere to professional ethics
- Work effectively with colleagues
- Value multiple aspects of diversity
- Reflect on and evaluate one's own experience and work.

Course Goals:

- To create and model a classroom environment that celebrates difference as a valuable resource and as a learning opportunity
- To expand students' skills in the process of interculturally congruent teaching
- To examine congruency in its broadest terms (embracing race, class, gender, sexual identity, ethnicity, physical and mental abilities, age, etc.) as a dynamic process rather than as a static set of acquired knowledge and skills
- To develop the students' critically reflective skills regarding intercultural congruency
- To examine and develop a deliberate cultural self-awareness
- To develop the ability to adapt communication to the needs of others
- To examine ways to create and sustain teaching-learning environments that welcome and support diverse peoples
- To expand the students' abilities to explain and to use terms, concepts, and theories related to culture and cultural diversity in the classroom
- To analyze critical information (economic, social, political, etc.) about diverse groups of people

Required Course Requirement: (Other requirements will be assigned by instructor)

My Cultural Autobiography and Reflection

Brief Historical Background

Describe your family beginnings under the categories of Geographical Origins and Historical Origins. Try to go back a minimum of two generations and progress to your current locale Provide links between the past and the present.

Current Locale/Environment

Where do you live? With whom do you live? How has this living arrangement influenced your life/lifestyle? Why are you living where you are? How has this arrangement affected your relationships with your immediate family? Extended family? Yourself? Why are you attending EMU?

Language Origins and Communication Patterns

Describe your family's language origins. Try to go back a minimum of two generations and progress to your current use of language providing links between past language use and current language use. Language descriptions can be based according to geographic origins, regional dialects, Standard American English, Ebonics, family or "old world" terminology used, languages learned, etc. Discuss also if language served a special purpose in your family (i.e. to keep the children from understanding what adults were talking about, etc.).

Communication patterns relate to both verbal and nonverbal messages sent to and received by others. Descriptions of communication patterns can include movements, expressions, and gestures; personal space; physical contact, who is comfortable speaking to whom and about what topics. How are language, proximity, and physical contact practiced in your family?

Also include in communication patterns the role of formality and informality within your family history. Was there and/or are there “rules” for addressing adults, peers, teachers, people in authority, strangers?

Finally include your family’s view as well as your view on directness and assertiveness. Are all topics open to discussion? Are all members of the family allowed to “speak their minds” and encouraged to do so? Are you willing and able to be direct and assertive in your interactions with those both inside and outside of your family (i.e. friends, peers, students, employers, employees, etc.).

Religious Origins

Describe your family’s religious origins. Try to go back a minimum of two generations and progress to your current beliefs. Provide links between past beliefs and your current beliefs. Remember to explain what your religious affiliation means even if you have none (i.e. I believe in one God; I do not go to church; I attend church every Sabbath; I believe God is in everything, etc.). What has led you to your current position? If you have children, how have your religious beliefs affected them? Who has had the most affect on helping you shape your religious beliefs? How have these beliefs affected the ways in which you see your work/yourself/the significant people in your life/your colleagues/your responsibilities/society in general?

Customs, Holidays, and Traditions

Describe the customs, holidays, and traditions of your family (both past and present). Where do these celebrations take place? Who attends? Who participates? What kinds of foods/drinks are prepared and consumed? What rituals do you participate in? Who is responsible for coordinating? Who does the preparation? Who does the clean-up? What/who has influenced the ways in which you celebrate customs and holidays and perpetuate or create new traditions?

Values and Beliefs

Describe the roles of the members of your family. Were/.Are there definite family roles for each member (parents, children, siblings, grandparents, etc.)? What are these roles? Is there a hierarchy associated with these roles? Is there authority associated with these roles? How have these roles been assumed across generations? What are the children’s responsibilities or work responsibilities? How were you disciplined? How will/do you discipline?

Individualism vs. Group Orientation

Describe yourself related to how your family viewed Individualism vs. Group Orientation. Progress to your current ideology regarding individualism and group orientation by providing links between these past expectations and your current values. Relate this ideology to yourself and your expectations for others. Examine potential conflicts within yourself and with others.

Achievement

Describe how achievement was viewed and/or rewarded in your family. What were important goals to achieve? How was that communicated to you? How have these early lessons affected your adult life? What goals have you achieved? How were those members who did not meet the “achievement goals” viewed? What do you believe are important goals to achieve for yourself? What do you believe are the goals for the significant others in your life (i.e. family, students, etc.).

Work

Describe the importance of work in your family. Who worked (mother, father, children)? What kind of work was done? What kind of work was valued? What was the work ethic? What was the purpose of work (to gain material possessions, to meet the needs of the family, for fun, etc.)? Are you currently putting yourself through school or being put through school? Will you or do you follow past work patterns in your current life? What has influenced you if these patterns have changed?

Time

Describe the value of time as it relates to your family and for you as an individual. Is time considered linear or circular? Who or what controls the time of family functions? Are you and family members typically “on time” or “always late” to family functions? Societal functions? What, if any are the repercussions?

Harmony with Nature

Describe how you and your family are/are not in harmony with nature. Does this or does this not have relevance for you? How do you see the physical world in which you live? What is your philosophy on the environment, nature, its purpose? In what ways do you utilize and enjoy nature? What are your beliefs about the use of land, space or the environment for current and future generations?

Equality

Describe the experience of equality in your family history (i.e. gender, race, adults vs. children, sexual orientation, special needs, etc.). Provide also your current ideology regarding equality. What constitutes equality? Are all people created equal? Should all people have equal rights? Do/Should all people have equal access to resources? Do all people have equal rights? What is the basis for your beliefs regarding equality? Who has helped you shape these beliefs?

Educational Experiences

Describe, in general, the educational experiences of your family. What educational level was attained or expected to be attained? Did any members fail to achieve the expected levels? Exceed the expected levels? What influenced these expectations? Describe the ethnic/cultural/ exceptionality make-up of the schools attended. Was the learning situation equitable? Did/Does anyone in your family or educational experience/have learning, behavioral, or physical disabilities/abilities? What was the impact on the family/school environment? How were these members treated at home or in school? What are your beliefs about access and education for people of color and people with disabilities/differences.

Reflection of Cultural Autobiography

What was the effect of your completing your autobiography? How did it make you feel affectively (personal reactions, thoughts, feelings, etc.) and why?

Examine this activity in light of what you are learning in class. Explain how your background, values, and beliefs may be in harmony with or in opposition to the current American educational system. Explain how your background, values and beliefs may be in harmony with or in opposition to the students with whom you may come in contact. Be specific by using examples of past experiences or by describing situations to which you may possibly react (i.e. I get really annoyed by people who are not on time. I may need to look beyond my initial assumptions to realize that others....).

Sum up what you have learned from this experience. How was the experience helpful to you as a teacher and a person? Did you achieve the objectives? Do you see a connection between this learning and its application to your life? How can you apply this new learning about yourself to your role as an educator? Will you and how might you use this activity (or an adaptation) in your own classroom?

Autobiography Part Two

Think back to the beginning of this course and your understanding of culture and multiculturalism, and describe how your values, attitudes, beliefs, and behaviors have or have not changed. Answer the following questions:

- How has your interaction with people who are different from you changed?
- How has your reaction to cultural images in the media changed?
- How have your attitudes about diversity changed?
- How has your perception of your own beliefs and their attendance practice been influenced/changed?
- Looking at your own racial identity formation, determine if you have moved and in what direction.
- How has your teaching changed?
- What in particular has caused this change?
- Has your level of self-perception regarding differences in others changed?
- Has your level of comfort with diverse populations changed?
- Do you see yourself continuing to grow with regard to your awareness of and celebration of diverse populations?
- Do you see yourself continuing to grow in expanding your skills with working with students 'of difference' in your classroom? With their families?
- What will continue to help provoke and shape this growth?
- What do you need to be mindful of that might prevent this growth?

- Do you feel you are more culturally competent than you were at the beginning of the course?

References:

- Adams, M, Blumenthal, W., Castaneda, R., Hackman, H, Peters, M., and Zuniga, X. (2000). *Reading for diversity and social justice: An anthology on racism,antisemitism, sexism, heterosexism, ableism, and clssism*. New York: Routledge.
- Banks, J. A. (2003). *Teaching strategies for ethnic studies* (7th edition). Boston: Allyn and Bacon.
- Banks, J. A. (2008). *An introduction to multicultural education* (4th edition). Boston: Allyn and Bacon.
- Gay, G. (2000). *Cultural responsive teaching: theory, research, and practice*. N.Y.: Teachers College.
- Hernandes, H. (2001). *Multicultural education: A teacher's guide to linking context, process and content*. (2nd edition). Upper Saddle River, N.J.: Merrill, Prentice-Hall.
- Howard, G. R. (2006). *We can't teach what we don't know: white teachers, multiracial schools*. N.Y.: Teachers College
- Sleeter, C. E. (2005). *Un-standardizing curriculum: multicultural teaching in the standard-based classroom*. N.Y.: Teachers College
- Spring, J. (2001). *Deculturalization and the struggle for equity*. (3rd edition) Boston: McGraw-Hill.
- Spring, J. (1995). *The intersection of cultures: Multicultural education in the United States*. Boston: McGraw-Hill.
- Takaki, R. (1993). *A different mirror: A history of multicultural America*. Boston: Little, Brown and Co.
- Tileston, D.W. & Darling, S.K. (2008). *Why culture counts: teaching children of poverty*. Bloomington, IN: Solution Tree Press.

Eastern Michigan University
Department of Special Education

SPGN 510 The Exceptional Child in the Regular Classroom

3 semester hours

Course Description

A study of the nature and needs of exceptional children being educated in the least restrictive educational environment of the regular classroom. A review of philosophical and legal bases for mainstreaming. A discussion of issues, concerns and problems related to education of exceptional students in the mainstream of education.

EMU Program Theme

Inquiry, Advocacy, and Leadership in education for a diverse and democratic society.

Specific Outcomes to be Accomplished by the Course

Upon completion of the course, each student shall demonstrate a knowledge of:

1. handicapping conditions of exceptional student who may be placed in their classrooms
2. the implication of handicapping conditions to learning, psycho-social development and life adjustment
3. the important psychological, emotional, social and physical characteristics which are frequently associated with:
 - a. cognitively impaired students
 - b. emotionally impaired students
 - c. learning disabled students
 - d. physically or otherwise health impaired students
 - e. speech and language impaired students
 - f. sensory impaired students
4. possible prenatal and post-natal causes of handicapping conditions
5. the variation in learning potential exhibited within the exceptional population
6. the need for a continuum of educational delivery systems and services for the handicapped
7. selected concerns of the parents of exceptional children in the regular classroom
8. the philosophical and legal basis of and P.L. 94-142 and section 504 regulations as an assurance of equal opportunity for the handicapped

Text

Rosenberg, M., Westling, D., & McLeskey, J. (2008). *Special education for today's teachers: An introduction*. Upper Saddle River, NJ: Pearson Prentice Hall.

Additional readings are available online, at the emuonline site for this course:

Carr, P. (2008). "But what can I do?" Fifteen things education students can do to transform themselves in/through/with education. *International Journal of Critical Pedagogy, 1*, 81-97.

Fisher, A.-C. (2007). Creating a discourse of difference. *Education, Citizenship and Social Justice, 159-192*.

Giangreco, M. (2006). Foundational concepts and principles for educating students with severe disabilities. In M. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (6th ed.) (pp. 1-27). Columbus, OH: Pearson.

Giangreco, M., Yuan, S., McKenzie, B., Cameron, P., & Fialka, J. (2005). "Be careful what you wish for...": Five reasons to be concerned about the assignment of individual paraprofessionals. *Teaching Exceptional Children, 37*(5), 28-34.

Jorgensen, C. (2006). Ten promising practices in inclusive education: The inclusion facilitator's guide for action. In C. Jorgensen, M. Schuh, & J. Nisbet, *The inclusion facilitator's guide* (pp. 25-64). Baltimore, MD: Paul H. Brookes.

Mental Disability Rights International (2006). *Hidden suffering: Romania's segregation and abuse of infants and children with disabilities*. Washington, DC: Author.

Sapon-Shevin, M. (2007). Imagining inclusive classrooms. In M. Sapon-Shevin, *Widening the circle: The power of inclusive classrooms* (pp. 3-17). Boston: Beacon Press.

- Sapon-Shevin, M. (2007). Ten lessons from inclusive classrooms. In M. Sapon-Shevin, *Widening the circle: The power of inclusive classrooms* (pp. 18-60). Boston: Beacon Press.
- Sapon-Shevin, M. (2008). Teachable moments for social justice. *Independent School*, (Spring 2008), 44-47.
- Self-Advocates Becoming Empowered (n.d.). *People First Language: The Basics*
- Smith, F. (1998). A tale of two visions. In F. Smith, *The book of learning and forgetting* (pp. 3-5). NY: Teachers College Press.
- Smith, F. (1998). Fabricating a theory of learning. In F. Smith, *The book of learning and forgetting* (pp. 49-59). NY: Teachers College Press.
- Smith, P. (2001). MAN.i.f.e.s.t.o.: A Poetics of D(EVIL)op(MENTAL) Dis(ABILITY). *Taboo: The Journal of Education and Culture*, 5 (1), 27-36.
- Smith, P. (2008). Cartographies of eugenics and special education: A history of the (ab)normal. In S. Gabel & S. Danforth (Eds.), *Disability and the politics of education: An international reader* (pp. 417-432). NY: Peter Lang.
- Taylor, S. (2006). Foreward – Before it had a name: Exploring the historical roots of disability studies in education. In S. Danforth & S. Gabel (Eds.), *Vital questions facing disability studies in education* (pp. xiii-xxiii). NY: Peter Lang.
- Udvari-Solner, A., Thousand, J., Villa, R., Quioco, A., and Kelly, M. (2005). Promising practices that foster inclusive education. In R. Villa & J. Thousand (Eds.), *Creating an inclusive school* (2nd. ed.) (pp. 97-123). Alexandria, VA: Association for Supervision and Curriculum Development.
- Villa, R. & Thousand, J. (2000). Setting the context: History of and rationales for inclusive schooling. In R. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 7-37). Baltimore, MD: Paul H. Brookes.
- Villa, R., Thousand, J., & Nevin, A. (2004). The Day-to-Day Workings of Co-Teaching Teams. In R. Villa, J. Thousand, & A. Nevin, *A guide to co-teaching: Practical tips for facilitating student learning* (pp. 7-18). Thousand Oaks, CA: Corwin Press.

Evaluation

Assignment	Due Date	Points
Reading Activity	various	15
Disability Presentation	various	15
Final Paper Outline	Mar. 8	5
Final Paper Draft	Mar. 29	8
Final Paper	Apr. 12	27
Grade Self Evaluation	Apr. 12	10
Attendance/Participation	Always	10

Total: 100

1. Class Attendance and Participation: Participation is critical for this class. Therefore, you are expected to attend all class meetings AND to be an active participant in our discussions. Attendance will be taken at each class session. If you know that you will be unable to attend a class in advance, talk with me or call me beforehand. Each absence will result in the deduction of 1 point from attendance and participation.
2. Reading Activity: Each student will partner with other student(s) to plan a discussion or activity based on the reading for a particular week. Each presentation will be 30 minutes in length (**absolutely no longer – points will be subtracted for being over time!**). Time will be given in class for planning. Evaluation will be based on the Presentation Rubric. Activities should be interactive and include visual elements – it should not just impart information. Creativity is highly valued! **At the time of the presentation, each participant will submit a Personal/Group Reflection Form, signed by all other participants.**
3. Disability Presentation: Each student will partner with other student(s) to make a formal presentation to the class about a specific disability. Disabilities may include any disability approved by the instructor. Emphasis should be placed on describing the perspective of people with disabilities, not on a description of symptoms – you should incorporate at least one, preferably more, of the first-person accounts of a person with a disability described in the list below. Provide information about the impact of the disability on education and families, and methods, techniques, and rationale for including students with the disability in regular

education classrooms. Each presentation will be 30 minutes in length (**absolutely no longer – points will be subtracted for being over time!**). Time will be given in class for planning. Evaluation will be based on the Presentation Rubric. Activities should be interactive and include visual elements – it should not just impart information. Creativity is highly valued! **Groups will pass in 3 completed collaborative team minute forms** (available on the emu-online site and at the end of the syllabus) **at the time of presentation. Also at the time of the presentation, each participant will submit a Personal/Group Reflection Form, signed by all other participants.**

4. Final Paper: Students will write a final paper, related to the inclusion of students with disabilities. Emphasis should be placed on methods, techniques, and rationale for including students with the disability, rather than an in-depth description of the disability. The paper should be no less than 8 pages in length. It must include at least 6 written sources outside of required readings. References should be no more than 5 years old, and should generally not be websites. The paper must be in APA format (using the 5th edition of the style manual). Evaluation will be based on the Final Paper Rubric, and must be submitted on the LiveText website, per College of Education requirements.
5. Grade Self-Evaluation: Real education is about learning. Only you will know if you learned anything in this (or any other) class. Learning depends not so much on what I do, as teacher, but on what you do, as learner. In order to discover what you learned, I need you to tell me some things, about the work that you did, the learning that you did, and what you think you should get for a grade. Complete the Grade Self-Evaluation form. If I agree with the evaluation you make of yourself, then I'll give you that grade.

Grading

A	100-95	A-	94-90		
B+	89-86	B	85-83	B-	82-80
C+	79-76	C	75-73	C-	72-70
E	69-0				

Should a student's grade fall between 2 grades at the final calculation, attendance will be considered in making final grade determination.

Student Responsibility

- You are preparing to become professionals, with substantial responsibility for students and families. Professionals take their responsibilities seriously, meeting deadlines, showing up for work, and doing their job. If you work in this class as if it were a real job, then you'll do fine.
- Provide the instructor with an email account. Use this when corresponding by email with the instructor
- Access <http://www.emuonline.edu> to obtain syllabus, course readings, and other cool stuff.
NOTE: You must request access for your online supplement each term. If you already have an emuonline.edu account, you will continue to use the same login information. Your new course link will appear ONLY AFTER following the access steps below.
 1. Open your web browser and go to the following URL: <http://www.ecompanion.emich.edu>
 2. Click the Get Access link.
 3. Select the course that you need access to and complete the access form.
 4. Within 24 hours (usually much sooner), you will receive an email notification that you have access to your eCompanion. Upon notification go to www.emuhelpdesk.com/password and retrieve your password. NOTE: Your password will be the same if you had an online course or eCompanion in the past.
 5. Once you have your password, go to www.emuonline.edu and login to the system. Your User ID is your student number (Example: E00123456). After you Login to EMU–Online, you have the option of changing the password you've been issued. You do this by clicking on the "User Profile" link located on the left hand side of the screen. Feel free to enter any other data that you want to share with the faculty member (telephone number, etc.) Once you change your password you'll need to select the "update" button to save those changes. The system will take up to 30 minutes to update itself with the new information you submitted, so don't exit and try to re-enter with the new password right away.
- Turn projects in on the due date. Projects and /or papers turned in late may be penalized for each day late. **NO PAPERS OR PROJECTS WILL BE ACCEPTED AFTER THE FINAL CLASS DAY AND TIME, WITH NO EXCEPTIONS.**
- Come to class! Not only is participation 10% of your grade, but should a student's grade fall between 2 grades at the final calculation, attendance will be considered in making final grade determinations.

- Be prepared for class! Students are expected to have done the readings, bring the text to every class, and bring paper, something to write with, and excitement about the topic.
- As professionals, standard written English grammar, spelling, punctuation, organization and neatness are important. Be sure to “spell-check” and proofread carefully. It’s not necessary to use report covers and the like, but securely stapling materials is. All of these will be taken into account when grading.
- Create a learning community based on mutual respect and care. This class frequently involves sharing personal values, beliefs, attitudes, and ideas.

Professor Responsibility

- Respond to writing and other assignments promptly, and evaluate them appropriately using rubrics.
- Keep class and grade records.
- Be available for discussion with students outside of class, through a variety of communication tools, in a variety of ways, at a variety of times.
- Keep confidences as requested by students and required by ethical and professional standards.
- Prepare a variety of learning activities for classes, and facilitate them.
- Come to all classes, and be prepared for them.
- Challenge students to explore, think, evaluate, have fun, be creative.

Classroom Conduct

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the *Office of Student Judicial Services (SJS)* for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at www.emich.edu/sjs.

Academic Integrity

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the *Office of Student Judicial Services* for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you’re doing would be considered academic dishonesty, consult with the instructor.

The Department of Special Education is committed to academic integrity as a means to promote ethical development, personal accountability and an exceptional learning environment. Therefore, within the Department of Special Education, an act of academic dishonesty may result in failure of the assignment at issue, or, removal from a field experience, practicum, student teaching or internship site, or, failure of the course, or, dismissal from the program. An allegation that a student has committed an act of academic dishonesty will be handled by the faculty member, in consultation with the student’s Program Area, and the Department Head. Pursuant to the University policy governing acts of academic dishonesty, if the student denies the allegation, the faculty member may refer the case to the *Office of Student Judicial Services* for an investigation and formal findings before assigning the academic penalty.

Religious Holidays

Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students are to provide advance notice to the instructor in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made, the student may appeal to the head(s) of the department(s) in which the course(s) is/are offered.)

Student Supports

At any point in the semester, if you encounter any difficulty in this course, or feel you could be performing at a higher level, please consult with me, the department head, or the Dean of the College of Education (310 Porter). You may also find help through one of EMU’s **free** support services (see those mentioned below). **If you need course**

adaptations or accommodations because of a disability, please make an appointment to discuss the needed accommodations with me as soon as possible.

<p><i>For tutoring and study skills help:</i></p> <p>Holman Learning Center G04 Halle Library 487-2133 http://tlc.emich.edu/</p>	<p><i>For help with writing assignments:</i></p> <p>The Writing Center 209 Pray-Harold 487-0694 http://www.emich.edu/public/English/writing-center/</p> <p>Academic Projects Center 104 Halle Library http://www.emich.edu/apc/</p>
<p><i>For help with math:</i></p> <p>Math Lab 220 Pray-Harold 487-4474 http://www.math.emich.edu/facilities.html</p>	<p><i>For help with personal issues:</i></p> <p>Counseling Services 313 Snow Health Center 487-1118 http://www.emich.edu/uhs/counseling.html</p>
<p><i>For disability-related assistance:</i></p> <p>Students with Disabilities Office 240 Student Center 487-2470 http://www.emich.edu/access_services/index.html</p> <p>CATE Lab 120 Porter Bldg. 487-1419 http://www.emich.edu/coe/cate/</p>	<p>COE Counseling Clinic 135 Porter Building 487-4410 http://www.emich.edu/coe/clinics/counseling/index.html</p> <p>Psychology Clinic* 611 W. Cross 487-4989 http://www.emich.edu/psychology/dept-psychologyclinic.html *sliding fee scale</p>

If you wish to be accommodated for your disability, EMU Board of Regents policy #8.3 requires that you first register with the *Students with Disabilities Office*. Students with disabilities are encouraged to register promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

F and J International Students

The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the *Office of International Students*, 229 King Hall within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from *OIS* is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the *OIS* at 487-3116, not your instructor.

First Person and Family Accounts of Disability

This list is not exclusive – there are other books dealing with these issues. If you find others, or find additional details about the ones listed here, please tell me!

Asperger's Syndrome

Willey, L. (1999). *Pretending to be normal: Living with Asperger's syndrome*. Jessica Kingsley Publishers.

Attention Deficit Hyperactivity Disorder

Polis, B. (2004). *Only a mother could love him: My life and triumph over ADD*. Ballantine.

Autism

Grandin, T. (2006). *Thinking in pictures: My life with autism*. Vintage.

Greenfield, J. (1989). *A child called Noah: A family journey*. Harcourt.

Greenfield, J. (1989). *A client called Noah: A family journey continued*. Harcourt.

Greenfield, J. (1989). *A place for Noah*. Harcourt.

Mont, D. (2001). *Different kind of boy: A father's memoir about raising a gifted child with autism*. Jessica Kingsley Publishers.

Mukhopadhyay, T. (2002). *Beyond the silence: My life, the world, and autism*. London, England: The National Autistic Society.

Sellin, B. (1995). *I don't want to be inside me anymore: Messages from an autistic mind*. NY: Basic Books.

Senator, S. (2006). *Making peace with autism: One family's story of struggle, discovery, and unexpected gifts*. Trumpeter.

Williams, D. (1992). *Nobody nowhere: The extraordinary autobiography of an autistic*. NY: Times Books.

Williams, D. (1994). *Somebody somewhere: Breaking free from the world of autism*. NY: Times Books.

Blind

Kuusistu, S. (1998). *Planet of the blind*. Delta.

Weihenmayer, E. (2001). *Touch the top of the world: A blind man's journey to climb farther than the eye can see*. Dutton.

Cerebral Palsy

Claire, E. (1999). *Exile and pride*. South End Press.

Schaeffer, N. (1999). *Does she know she's there?* Fitzhenry and Whiteside.

Taylor, R. (1991). *All by self*. Light On Books and Videotapes.

Chronic Fatigue Syndrome

Hall, M. (1998). *Dazed and fatigued in the toxic 21st century*. Consofos Press.

Kirk (2005). *When I cry wolf: A society lost to Chronic Fatigue Syndrome and mold*. BookSurge Publishing.

Chronic Illness

Grealy, L. (1994). *Autobiography of a Face*. (1994). Harper Perennial.

Lorde, A. (2007). *The cancer journal*. Aunt Jute Books.

Cognitive Impairment

Buck, P. (1992). *The child who never grew*. Woodbine.

Congenital Deformity

Fries, K. (1997). *Body, remember*. New York: Plume.

Deaf

Padden, C. & Humphries, T. (1990). *Deaf in America: Voices from a culture*. Cambridge, MA: Harvard University Press.

Developmental Disabilities

Butler, D. (1980). *Cushla and her books*. Horn Book.

Moise, L. (1998). *Barbara and Fred, grownups now: Living fully with developmental disabilities*. Lost Coast Press.

Down Syndrome

Beck, M. (2000). *Expecting Adam: A true story of birth, rebirth, and everyday magic*. Berkley.

Berube, M. (1998). *Life as we know it: A father, a family, and an exceptional child*. Vintage.

Josephson, G. (1997). *Bus girl*. Cambridge, MA: Brookline Books.

Kingsley, J. & Levitz, M. (2007). *Count us in: Growing up with Down Syndrome*. NY: Harvest.

Palmer, G. (2005). *Adventures in the mainstream: Coming of age with Down Syndrome*. (2005). Cambridge, MA: Woodbine.

Zuckoff, M. (2003). *Choosing Naia: A family's journey*. Beacon Press.

Epilepsy/Seizure Disorder

Crane, G. (2004). *Aidan's way: The story of a boy's life and a father's journey*. Sourcebooks

Fetal Alcohol Syndrome

Dorris, M. (1989). *The broken cord*. NY: HarperPerennial.

HIV/AIDS

Borger, I. From a Burning House: The AIDS Project Los Angeles Writers Workshop Collection

Rasebotsa, N., et al. Nobody Ever Said AIDS: Poems and Stories from Southern Africa

Warner, S. The Way We Write Now: Short Stories from the AIDS Crisis.

Learning Disabilities

Ford, A. (2004). *Laughing Allegra: The inspiring story of a mother's struggle and triumph raising a daughter with learning disabilities*. Newmarket.

Lee, C. & Jackson, R. (1992). *Faking it: A look into the mind of a creative learner*. Boynton/Cook.

Multiple Sclerosis

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Paraplegia

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Tourette Syndrome

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Rubric For Final Paper

	Excellent	Good	Getting There	Needs Help
Background and Purpose	Readers gain clear understanding of purpose of the paper, what it's about, & why the paper is important. 3 points.	Readers gain a basic understanding of the purpose of the paper, what it's about, & why the paper is important. 2 points.	Purpose of the paper & what it's about are mentioned but are not clearly stated. 1 point.	Purpose of the paper is not discussed. 0 points.
Thesis	Main idea (thesis) very clearly stated & topic is effectively limited 4 points.	Main idea clear & topic is limited. 2 points.	Main idea clear or implicit & topic is partially limited. 1 point.	Main idea unclear & topic only partially limited. 0 points.
Sources	Literature is well synthesized, provides a comprehensive foundation for the paper, & is appropriately cited throughout the paper. 3 points.	Literature is synthesized & provides a foundation for the paper. 2 points.	Literature is cited, needs additional synthesis & analysis, & does not adequately support the paper. 1 point.	Literature is not cited. 0 points.
Critical Thinking	Logical argument; clear & convincing explanation of how evidence supports position. 3 points.	Argument mostly logical; explanation is sometimes clear and convincing. 2 points.	Adequate argument; some explanation of how evidence supports position. 1 point.	Gives personal perspective but no real evidence &/or focus. 0 points.
Structure & Organization	Organization & structure very evident; major points divided into paragraph/sections and signaled by use of transitions. Each paragraph/section has a topic sentence; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole. 3 points.	Organization & structure clear. Most major points are separated into paragraphs/sections and signaled by transitions. Paragraphs/sections are built on related sentences that logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole. 2 points.	Organization & structure mostly clear. Many major points are separated into paragraphs/sections and signaled by transitions. Most points are logically developed. There may be a few minor digressions but no major ones. Introduction & conclusion are somewhat effective. 1 point.	The reader must infer organization & structure. Only some major points are set off by paragraphs/sections and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective. 0 points.
Sentence Structure & Word Choice	Full variety of sentence structures used correctly. Word choice interesting, accurate, & contributes to the writers ability to communicate the purpose. 3 points.	Variety of sentence structures used correctly despite an occasional flaw. Accurate varied word choice. 2 points.	Sentences & word choice predictable. Occasional errors in sentence structure, usage, & mechanics do not interfere with writer's ability to communicate the purpose. 1 point.	Little sentence structure variety; wording predictable; few synonym alternatives used. Errors in sentence structure, usage, & mechanics sometimes interfere with the writer's ability to communicate the purpose. 0 points.
Construction, Usage, Grammar, Mechanics	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics. 3 points.	A few minor or major errors in sentence construction, usage, grammar, or mechanics. 2 points.	Common errors (major and minor) in sentence construction & mechanics but syntax is generally correct. 1 point.	Numerous minor errors & some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics. 0 points.

APA Format	Few, if any, minor APA format errors. 3 points.	A few minor and no major APA format errors. 2 points.	Some minor and/or major APA format errors. 1 point.	Numerous APA format errors. 0 points.
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Presentation Rubric

	Not Quite	Well Done	Super
Organization Presentation is organized and clearly articulated with an introduction, main discussion, and conclusion.	Some parts of the presentation are not clearly articulated or presented.	All elements are included and clearly identified.	All elements are clearly presented and well integrated in the presentation.
Coherence All parts fit together to create a meaningful representation. There is a clear focus, and an identifiable theme, structure, or graphic that ties the presentation together.	Presentation of information is disjointed, flow of information is not smooth, connections are not clear.	Information presented is clearly connected with smooth and logical transitions.	All parts of presentation fit smoothly together to create a whole.
Presentation Medium Media used in the presentation directly support the content and assist in the audience's appreciation. They are professional in appearance and easily understood by the audience.	There is not a good match between the presentation content and materials used.	Materials support the content well.	Materials add to the appreciation and understanding of the presentation.
Engagement Presenters hold the audience's attention, invite viewers to learn more, and communicate effectively. Presenters are thoroughly familiar with the content and able to convey information effectively.	Techniques to promote audience engagement are not evident.	Techniques to promote audience engagement are adequate.	Audience engagement is promoted in numerous ways throughout the presentation.
Time Manages time well, is no longer than 30 minutes, and not much less than that.	Presentation is several minutes or more longer or shorter than 30 minutes.	Presentation is a few minutes shorter or longer than 30 minutes.	Presentation is no more than 30 minutes, and no more than a couple of minutes shorter.

The following may result in automatic lowering of the presentation grade: no graphics or visuals; errors in grammar or mechanics; materials that are not readable from all places in the room; voice that is not audible; interruption of the presentation with material that is not related.

Collaborative Team Meeting Minutes forms submitted (Disability Presentation)? Yes No
 Personal/Group Presentation Reflection Form submitted (Reading Activity & Disability Presentation)? Yes No

Personal/Group Presentation Reflection Form

Student _____ Date _____

For each item, circle the rating that best describes your performance.

1. I attended all planning meetings.

Very Poor Poor Satisfactory Good Superior

My own comments:

Other group members comments:

2. I contributed actively and positively in planning the activity.

Very Poor Poor Satisfactory Good Superior

My own comments:

Other group members comments:

3. I facilitated the work of the group.

Very Poor Poor Satisfactory Good Superior

My own comments:

Other group members comments:

4. I did my share of work in planning for the activity.

Very Poor Poor Satisfactory Good Superior

My own comments:

Other group members comments:

Signatures of all group members: