

# 1. Program Overview

## *Introduction: Lake State University*

Lake Superior State University was established in 1946 as a branch campus of the Michigan College of Mining and Technology (now Michigan Technological University) and was accredited by the North Central Association of Colleges and Schools from 1946 – 1968 as part of the parent institution. In 1966, by action of the Michigan Technological University Board of Control, the Sault Branch became known as the Lake Superior State College of Michigan Technological University. In the same year, in conjunction with the Michigan State Board of Education, Lake Superior State College was granted status as a four-year, degree-granting institution and application was submitted to the North Central Association for an operationally separate accreditation. Lake Superior State University, situated on the Canadian border in Michigan's Eastern Upper Peninsula (EUP), with a five year average academic year enrollment of just over 2,500 students, is the smallest of the State's fifteen public universities. By Carnegie Classification the University is considered a small four year undergraduate institution with a professions focus and a single graduate program. Its admission process is moderately selective with an undergraduate mix for entering students of approximately 67% new freshmen and 33% transfers. For new freshmen, the average high school GPA is 3.2 and ACT Composite 21. The University offers ## baccalaureate degrees in such diverse fields as fire science, criminal justice, engineering, business, health sciences, environmental chemistry, fisheries and wildlife, conservation leadership, exercise science, applied geographic information science and the liberal arts, education and sciences. Additionally a Masters in Curriculum and Instruction is offered through the School of Education.

## *School of Education Guiding Philosophy and Orientation*

### **Education Mission Statement**

The School of Education mission is to serve **LEARNERS** through the ongoing development of professional educators and teacher candidates in a commitment to effective teaching (i.e., successful learner outcomes).

The public outcomes for the undergraduate program in Education are a combination of learning outcomes for the students and goals for the program. Not all are assessable in their current format.

The following are the guiding principles and objectives of this service:

1. To provide opportunities for the development of the skills and knowledge bases that effective educators possess that facilitate **research, reflection, and response** in a variety of teaching/learning contexts.
2. To emphasize the importance of academic rigor in the **content knowledge** bases (i.e., subject-specific disciplines) that effective educators possess.
3. To provide learning environments that supports the effective educator's construction of personal understanding and application of sound, research-based **pedagogical knowledge** bases.

4. To be committed to the development of the **professional dispositions** and values of professional educators.
5. To foster the development of and participation **in learning communities** within the community, university and school contexts.
6. To be bound by a strong commitment to learners and learner-centered processes.

### **Program Areas, Levels, Specialties and Options**

The Michigan Department of Education holds the authority to grant Michigan Teacher Certification, and with that authority defines the structure of approved majors/minors and of teaching programs. All programs undergo regular and periodic review, issuance of new standards, and fundamental changes to the authorizing legislation which define Michigan Teacher Certification. Michigan issues two basic types and levels of teaching certificates which LSSU validates.

#### **Provisional certificate:**

The initial teaching credential; valid for a period of up to 6 years, during which the holder is expected to gain experience as a practicing professional, and to acquire additional professional development through advanced study as a prerequisite for the next level of certification.

#### **Professional Education certificate:**

The advanced teaching credential; is valid for up to 5 years; can be earned after the Provisional certificate by acquiring at least three years of teaching experience and by the successful completion of at least 18 semester hours of additional study in an approved planned program or an advanced higher education degree

#### **Elementary Level:**

Authorizes an individual to teach all subjects in grades K-5, for teaching subject areas in grades 6-8 in the major or minor areas, and for teaching all subjects in grades K-8 in a self-contained classroom.

#### **Secondary Level:**

Authorizes an individual to teach grades 6-12 in the content areas of the major or minor. The secondary candidate must complete an approved teaching curriculum in two fields, one at the major-level of depth, one at the minor-level.

### **Program Requirements**

Each Education major and minor is based on the content area the student selects for endorsement. The curriculum for each content area is developed using the Michigan Department of Education (MDE) state standards. The MDE evaluates proposed endorsements and approves them based on the quality of the program proposed. All majors and minors for the School of Education undergraduate program have passed this process. The School uses student scores on the Michigan Test for Teacher Certification (MTTC) examination as its primary direct assessment tool. The results of the MTTC are

provided to each discipline. Those disciplines examine the data and determine in which areas students are not meeting the objectives. In consultation with the Education department, faculty then determines if there needs to be an adjustment in curriculum. For example, the Biology department developed a new course, BIO 104, to assist Education students in understanding the material they need to teach the topic.

### **Elementary Teaching:**

The State Board of Education adopted new standards for the preparation of elementary teachers. LSSU will be aligning our program with these new standards, and seeking renewal of our authorization to prepare elementary teachers in late 2009.

Currently, elementary teachers need academic preparation to be able to teach subjects in the areas of the Michigan Core Curriculum:

- Language Arts
- Mathematics
- Natural Science (integrated science)
- Social Studies
- Visual/Performing Arts
- Health and physical fitness

Elementary teachers need either one academic major or two academic minors in addition to the elementary planned program. Check for updates and complete program audits on the LSSU School of Education website\_\_\_\_\_ (add address)

### **Secondary Teaching**

Secondary teachers are certified to teach in their academic major and minor(s) in grades 6 through 12. This program leads to a Bachelor of Arts or a Bachelor of Science degree in the individual's major area.

Certification with endorsements in the following fields is currently available: Check for updates and complete program audits on the LSSU School of Education website\_\_\_\_\_ (add address)

- Biology
- Chemistry
- Computer Science
- Language Arts
- Earth/Space Science
- French
- Integrated Science – Secondary
- Mathematics – Secondary
- Physical Science – Secondary
- Political Science

- Psychology
- Sociology
- Social Studies

### **General Programs for Secondary Teachers**

- One academic major from the above list (see individual school requirements)
- One academic minor from the above list (see individual school requirements)
- Teacher Education Professional Component
- General Education requirements not met through major and minor
- Intro to Microcomputer Applications (CS101) or its equivalent
- MA207 Statistics (meets general education requirements)
- A passing score on the Michigan Test for Teacher Certification in the major subject area.

### **Teacher Certification Candidates with Earned Bachelor Degrees:**

Candidates who have been awarded a bachelor's degree (3-yr in Ontario, 4-year Honours, or standard 4-year) may qualify for certification after completion of all the following:

- a) the professional education courses
- b) a general education audit
- c) meeting all the content requirements of the program (majors/minors needed for certification)

These requirements can be completed concurrently and, depending on the extent of alignment between the existing degree and the fields which the candidate wishes to teach, may be completed in as little as two semesters, but generally 3 or more.

### **Teacher Educational Professional Component (all candidates)**

Individuals seeking elementary or secondary teacher certification are required to complete the Teacher Education Professional component. Transfer credit may be awarded towards EDUC 150, EDUC 250 and EDUC 301 if not more than five years old. All other course work (EDUC 400 through EDUC 600 level) must be taken at LSSU.

### **Prior to formal admission:**

All EDUC candidates complete prior to admission:

- EDUC 150 Reflections on Learning (3)
- EDUC 250 Student Diversity and Schools (3)

**After formal admission** to the program all students complete:

EDUC 301 Learning Theory and Teaching Practice (4)

### **Student Teaching Internship**

Effective with the fall of 2008 all teacher certification programs are changed to incorporate a one-semester student teaching internship as a degree requirement for the bachelors degree. Teacher candidates are recommended for Michigan teacher certification after completion of all degree requirements and successful completion of the internship requirements.

- EDUC 480 Seminar (1)

EDUC 492 Internship/Advanced Methods (8)

***Complete one of the following two classes:***

EDUC 602 Reflection/Inquiry Teach. Practice I (3)

EDUC 605 Instruction and Curriculum Design (3)

Student teaching (internship) is the culminating event that provides, via a 15-week supervised placement in their chosen discipline, the final assessment to determine if the student has met the requirements of the program.

### **Special Policies**

The LSSU School of Education approved policies which allow for concurrent enrollment in 300-400 level courses in special cases. Approval by the Department Head, course instructor and the individual's faculty advisor are required, forms are available at the school office. It is the expectation of the school that this option will find limited use, primarily to assist post-baccalaureate candidates a more expedient entry to the teacher preparation program.

If the candidate has previously completed a 3 or 4 year B.S. or B.A. degree (a requirement for Michigan Teacher Certification) and have earned majors and minors in teachable content areas, they may be able to earn certification by completing only the Elementary or Secondary Teaching minors and by completing a student teaching internship.

### **Brief History of Program**

### **Program Demographics**

### **Enrollment Trends**

See attachment table:-----

## Section 2: Claims and rational

### Statement of Claims

Lake Superior State University has adopted a teacher-education model that espouses the values, beliefs and goals of contemporary research and thought on effective teaching and professional education. In essence, The LSSU School of Education is focused on our conceptual framework.

- To make the education of teachers intellectually sound.
- To recognize differences in knowledge, skill, and commitment among teachers.
- To create relevant and defensible standards of entry into the profession of teaching.
- To connect schools of education with elementary and secondary schools.
- To make schools better places for practicing teachers to work and to learn.

#### ***We believe:***

*The professional educator should be educated in the same manner as any professional, having a strong knowledge base in academics in addition to a strong pedagogical knowledge base. These knowledge bases' strengths are demonstrated by study in the breadth and depth of the discipline.*

- The LSSU School of Education therefore requires that each individual entering the program excel in their coursework, meet rigorous standards, and demonstrate commitment to the profession. Candidates complete academic majors and minors in approved teachable fields prior to entry into their student teaching internship.

*The process of becoming a teacher is developmental and requires the individual to develop a strong core of knowledge and perspectives through a plethora of experiences.*

- The LSSU School of Education therefore provides numerous opportunities both inside and outside the university classroom to explore the profession of teaching. Candidates engage in field observation and practice under the careful guidance of collaborating teachers and university faculty in addition to course work on campus. The structure of the program integrates theoretical, methodological, and experiential learning, which explore the multidimensional contexts of schooling and education. The scope and sequence of the program prepares pre-service teachers for the culminating student teaching experience.

*An educator should be an individual who demonstrates the highest standards of personal and professional ethics, commitment, and motivation.*

- The teacher-education program has established a rigorous application process for those individuals who choose to enter the program. Prospective pre-service teachers must demonstrate skills of competency in writing and communication, complete above average academic course work, and pass the Basic Skills Test of the Michigan Teacher's Certification Examinations prior to entry.

- Entrance is also contingent upon service to children and adolescents via care giving, tutoring, and instruction. Additionally, candidates must attest to their lack of criminal history.

*The relationship of the K-12 schools and higher education should facilitate a shared vision of professional growth throughout a teacher's career*

- The teacher education department has established collaborative working relationships with the public and private schools in all of Michigan, but focused on the Eastern Upper Peninsula of Michigan, and the Algoma region of Northern Ontario, Canada. It is through these relationships that opportunity for pre-service field experience has been provided. Additionally, through our graduate program (M.A. in Curriculum & Instruction), our work with local schools, the Intermediate Schools District, and the Eastern Upper Peninsula Math Science Center, continuing education has been provided for in-service professional teachers.

*The future success of education is dependent upon the ability of persons and organizations to initiate change and adapt to the demands of social evolution.*

- Through a structured academic and experiential learning experience, the individuals enrolled in the School of Education at Lake Superior State University become practitioners and participants in the workplace.

*Finally, through a structured academic and experiential learning experience, individuals enrolled in the LSSU School of Education at Lake Superior State University receive the high quality education required of tomorrow's teachers. The integration of theory, methods, and practice, in tandem with the mutually supportive relationship of the local school districts and institutions prepares teachers who are active and reflective participants in their communities and careers.*

### **Assessment Validity Rational**

### **Passing Scores Validity**

See attached chart \_\_\_ for MTTC passing scores from \_\_\_\_\_ to 2010