Title II
Higher Education Act

SUBMIT REPORTS

Spring Arbor University

Traditional Program

2009-10

Print Report Card

Program Information

Name of Institution: Spring Arbor University

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Michigan

Address: 106 E Main St

MS 13

Spring Arbor, MI, 49283

Contact Name: Reuben Rubio

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credites/semester hours completed	Yes	Yes

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	Yes	Yes
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Satisfactory check of professional dispositions)	Yes	Yes

Provide a link to your website where additional information about admissions requirements can be found:

http://www.arbor.edu/edu_channelProgramDetail.aspx?id=41070&page=2

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

Postgraduate initial certification is done at the undergraduate level.

Mandatory requirement for admission for all candidates includes taking an introductory education course which includes assessment of writing, reading, and verbal skills and professional dispositions via samples of work and a group interview of the candidates (Edu 140 with Professional Skills Lab)

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2009-10:	568
Unduplicated number of males enrolled in 2009-10:	136
Unduplicated number of females enrolled in 2009-10:	432

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	15
Race	
American Indian or Alaska Native:	1
Asian:	0
Black or African American:	19
Native Hawaiian or Other Pacific Islander:	0
White:	522
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	120
Average number of clock hours required for student teaching	490
Number of full-time equivalent faculty in supervised clinical experience during this academic year	16
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	80
Number of students in supervised clinical experience during this academic year	88

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Biology	2
Chemistry	1
Early Childhood Education	13
English	8
Health Education	2
History	3
Integrated Science	5
Language Arts	9
Mathematics	6
Music	2
Physical Education	4

Psychology	1
Social Studies	13
Spanish	3
Special Education	16
Speech	1
Visual Arts Education	1
TOTAL	103

Subject area	Number prepared
Biology	2
Chemistry	1
Early Childhood Education	13
Elementary Education	63
English Education	8
Health Education	2
History	3
Integrated Science	5
Language Arts	9
Mathematics Education	6
Music Education	2
Physical Education	4
Psychology	1
Social Studies	13
Spanish	3
Special Education	16
Speech	1
Visual Arts Education	1
TOTAL	166

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2009-10: 87

2008-09: 94

2007-08: 135

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program

(including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2009-10 **Goal:** see description **Goal met?** Yes **Description of strategies used to achieve goal:** - math education major for both elementary and secondary - targeted mailing to Michigan high school seniors who scored high on an advanced placement math test **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Goal: 35% of all teacher education program completers are certified in high needs areas as defined by the Michigan Department of Education (math, science, special education, world language, ESL). Goal met in 2009-10.
Science	**Academic year:** 2009-10 **Goal:** see description **Goal met?** Yes **Description of strategies used to achieve goal:** - teaching major for secondary chemistry and biology, and teaching minor for secondary physics and elementary integrated science - summer science camp for middle school science students held on campus, taught by students in graduate education program - faculty judge/recruiter at local robotics fair **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Goal: 35% of all teacher education program completers are certified in high needs areas as defined by the Michigan Department of Education (math, science, special education, world language, ESL). Goal met in 2009-10.
Special education	**Academic year:** 2009-10 **Goal:** see description **Goal met?** Yes **Description of strategies used to achieve goal:** - development of special education cohorts at sites in Gaylord and Lansing

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal: Goal: 35% of all teacher education program completers are certified in high needs areas as defined by the Michigan Department of Education (math, science, special education, world language). Goal met in 2009-10.
Instruction of limited English proficient students	**Academic year:** 2009-10 **Goal:** see description **Goal met?** Yes **Description of strategies used to achieve goal:** - new undergraduate minor in teaching English as Second Language offered beginning in 2010-11 **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Goal: 35% of all teacher education program completers are certified in high needs areas as defined by the Michigan Department of Education (math, science, special education, world language). Goal met in 2008-09.
Rating of Teacher Preparation Programs by Michigan Department of Education	**Academic year:** 2009-10 **Goal:** Exemplary Rating **Goal met?** Yes **Description of strategies used to achieve goal:** - addition of ESL minor to program offerings in both elementary and secondary education **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** - SOE will require students to pass at least one state content area licensing exam prior to student teaching - SOE takes more active role in preparing students for state content area licensing exam

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
Yes

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

In 2010, the School of Education added a new undergraduate minor in Reading for initial certification or a teaching endorsement at the elementary level.

In 2010, the School of Education graduate program added a new master's program in Reading Specialist for a teaching endorsement at the K-12 level.

In 2010, the School of Education required elementary Special Education candidates to take additional undergraduate courses in US History, Environmental Science, and Reading Intervention and Remediation.

In 2010, the School of Education added a new undergraduate minor in teaching English as a Second Language for initial certification or a teaching endorsement at the elementary or secondary level.

In 2009, the School of Education instituted an endorsement in Urban Education Leadership that includes coursework and field experiences designed to cultivate an appreciation and love for urban students while providing the knowledge and skills to be successful in the urban education setting. The School also instituted a similar endorsement in International Education Leadership, where a combination of coursework and field experiences is designed to prepare teacher education candidates who have a desire and heart for international education to be well-prepared with the knowledge and skills necessary to be effective in diverse settings. A similar program in Rural Education Leadership is in development.

The School of Education's students have the option of being a member of the student Michigan Education Association, the student chapter of the Association for Supervision and Curriculum Development, and a student service organization with a campus charter called Epsilon Chi.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
041 -ART EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	1				97	252
296 -BASIC SKILLS: MATH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	71	263	71	100	100	273

296 -BASIC SKILLS: MATH Evaluation Systems group of Pearson Other enrolled students	303	271	298	98	99	273
296 -BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2009-10	87	266	87	100	100	271
296 -BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2008-09	94	269	94	100	100	270
296 -BASIC SKILLS: MATH Evaluation Systems group of Pearson All program completers, 2007-08	135	268	135	100	100	269
196 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	71	264	71	100	100	272
196 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	303	268	301	99	100	271
196 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2009-10	87	271	87	100	100	272
196 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2008-09	94	274	94	100	100	272
196 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2007-08	135	268	135	100	100	271
396 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	71	232	71	100	100	235
396 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	303	230	301	99	99	232
396 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2009-10	87	236	87	100	100	235
396 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2008-09	94	234	94	100	100	236
396 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2007-08	135	236	135	100	100	235
017 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				82	234

017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	2				100	244
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2008-09	4				100	247
017 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2007-08	3				100	248
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2009-10	1				100	241
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2008-09	2				100	242
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2007-08	1				100	246
050 -COMPUTER SCIENCE Evaluation Systems group of Pearson All program completers, 2007-08	1				100	249
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	39	243	35	90	95	251
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	6				94	247
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	61	248	61	100	100	253
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	67	255	67	100	100	252
083 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	101	251	101	100	100	252
002 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				84	241
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	7				100	247
002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	4				100	252

002 -ENGLISH Evaluation Systems group of Pearson All program completers, 2007-08	10	258	10	100	100	255
043 -HEALTH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				58	234
043 -HEALTH Evaluation Systems group of Pearson All program completers, 2009-10	2				100	251
009 -HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				82	239
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2009-10	3				100	247
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2008-09	5				100	249
009 -HISTORY Evaluation Systems group of Pearson All program completers, 2007-08	3				100	249
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	246
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson Other enrolled students	3				85	236
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2009-10	3					
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2008-09	2				100	248
063 -LEARNING DISABILITIES Evaluation Systems group of Pearson All program completers, 2007-08	4				100	237
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				93	259
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2009-10	3				100	261
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson	6				100	261

All program completers, 2008-09						
022 -MATHEMATICS (SECONDARY) Evaluation Systems group of Pearson All program completers, 2007-08	7				100	263
039 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1				100	243
039 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	2				100	250
039 -MUSIC EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	3				100	250
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	2				100	244
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	3				100	248
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	5				100	249
019 -PHYSICS Evaluation Systems group of Pearson All program completers, 2007-08	1				100	252
010 -POLITICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	1				100	247
011 -PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1				63	224
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2009-10	1				99	244
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2008-09	3				100	241
011 -PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2007-08	2				100	242
084 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				91	246
084 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	7				100	247

084 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	4				100	251
084 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2007-08	9				100	250
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	1				99	250
028 -SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	2				99	251
004 -SPEECH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2009-10	1				100	243
004 -SPEECH Evaluation Systems group of Pearson All program completers, 2008-09	1				100	243
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson Other enrolled students	1				90	241
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	1				100	246
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	6				100	251
095 -VISUAL ARTS EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	4				100	254

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	87	87	100	100
All program completers, 2008-09	94	94	100	100
All program completers, 2007-08	135	135	100	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation

program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

- technology course meets State Standards for teacher preparation (PSMT 7th standard) per Michigan Department of Education periodic review of new elementary education certificate program, 2010

- technology course meets standards through student artifacts, student field experiences focused on technology integration, administrative use, and assessment use, and student use of technology for assessment

- UDL discussed in general education courses focused on diversity, technology, methods and teaching strategies courses, and addressed more comprehensively throughout curriculum for special education specialty area majors

- UDL included in common lesson plan template

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All three are addressed in an undergraduate/PBA course focusing on the diverse learner, and reinforced in methods and student teaching. These are required for both elementary and secondary training.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All three are addressed in an undergraduate/PBA course focusing on the diverse learner, and reinforced in special education methods, special education assessment, and special education student teaching. These are required for both elementary and secondary training.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Spring Arbor University is an evangelical Christian institution affiliated with the Free Methodist Church. The University uses the liberal arts as the foundation for over forty undergraduate, professional, and graduate programs. Complementary on-campus and off-campus programs respond to the needs of traditional and non-traditional students. Through the influence of an affirming academic community where a faculty of Christian scholars integrates faith with experiential learning, students develop intellectually, grow as persons, and are challenged by the call to vibrant Christian service. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University as an institution of higher education. Programs in social work, nursing, and teacher education are nationally accredited. Spring Arbor continues to experience growth in students and programs. Spring Arbor University was recognized as a top university in the nation in the U. S. News and World Report's 2011 edition of America's Best Colleges. The University ranked in the top tier of the Regional University Midwest category of colleges and universities because of its high marks in various selection areas. The School of Education's programs are approved by the State of Michigan, and were accredited by the National Council for Accreditation of Teacher Education (NCATE) from 1992-2010, and the initial certification program is currrently in the process of undergoing accreditation by the Teacher Education Accreditation Council (TEAC). The School of Education's initial certification program will be recognized as "exemplary" (highest level) by the Michigan Department of Education in its statewide teacher preparation institution ranking based on the 2009-10 academic year; the School has earned this category for all five years that the rankings have been made.

Supporting Files

Program notes

Spring Arbor University is an evangelical Christian institution affiliated with the Free Methodist Church. The University uses the liberal arts as the foundation for over forty undergraduate, professional, and graduate programs. Complementary on-campus and off-campus programs respond to the needs of traditional and non-traditional students. Through the influence of an affirming academic community where a faculty of Christian scholars integrates faith with experiential learning, students develop intellectually, grow as persons, and are challenged by the call to vibrant Christian service. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the University as an institution of higher education. Programs in social work, nursing, and teacher education are nationally accredited. Spring Arbor continues to experience growth in students and programs.

Spring Arbor University was recognized as a top university in the nation in the U. S. News and World Report's 2011 edition of America's Best Colleges. The University ranked in the top tier of the Regional University Midwest category of colleges and universities because of its high marks in various selection areas. The School of Education's programs are approved by the State of Michigan, and were accredited by the National Council for Accreditation of Teacher Education (NCATE) from 1992-2010, and the initial certification program is currrently in the process of undergoing accreditation by the Teacher Education Accreditation Council (TEAC). The School of Education's initial certification program will be recognized as "exemplary" (highest level) by the Michigan Department of Education in its statewide teacher preparation institution ranking based on the 2009-10 academic year; the School has earned this category for all five years that the rankings have been made.

The School of Education (SOE) offers teacher certification in both elementary and secondary education. Secondary students complete a liberal arts major and minor, and elementary students complete a liberal arts major or two minors, plus an elementary education planned program that varies depending on whether the major or minors are based on core content or "child-centered" areas. Both elementary and secondary students also complete a professional education program. Subject areas for majors and minors differ according to program, and include Biology, Chemistry, Early Childhood Education, English, English as a Second Language, Exercise & Sports Science, French, Integrated Science, Language Arts, Mathematics, Music Education, Physics, Political Science, Psychology, Reading, Social Studies, Spanish, Special Education: Learning Disabilities, Speech, and Visual Arts Education. Students may also elect to receive a University endorsement in either international education leadership or urban education leadership. The complete teacher preparation program leading to initial certification is offered at the main campus in Spring Arbor, Michigan. Complete elementary or secondary programs in select content areas are available at sites in Petoskey, Gaylord, and Lansing, Michigan. The Special Education: Learning Disabilities cohort-style program is also offered at the Gaylord and Lansing sites. These programs are offered in partnership with Great Lakes Christian College, Jackson Community College, and North Central Michigan College, and in articulation agreements with Kirtland Community College and Lansing Community College.

In 2010-11, the School of Education began implementing new undergraduate programs in Reading, and English as a Second Language, and is revising its undergraduate program in Speech to include a stronger emphasis in Drama. The School also implemented a new graduate program for Reading Specialists.

The Michigan Association of Teacher Educators has chosen a Spring Arbor student as the winner or runner-up in its annual Student Teacher of the Year competition for eight of the past nine years in which a competition was held.

Last academic year, the School of Education hosted a two-day professional development workshop conducted by Dr. Robert Marzano. The focus was to discuss the theory and practice related to his recent text, *Formative Assessment & Standards-Based Grading*. One five-hour session was open to all educators, and a second three-hour session was set aside for K-12 administrators and higher education faculty. The cost for this project has been underwritten by a private grant (the same source that funded the Professional Learning Communities training last year). 339 attendees came the first day, and 198 the second day; the registrants came from 48 school districts, 15 colleges/universities, and one for-profit business. This academic year, the School is hosting a four-day series of workshops by Marzano Research Associates which is meant to help teams from K-12 schools (but that includes a team from the School of Education) implement the findings of the above book in their own classrooms. There are 120 attendees representing 30 different schools.

The Dean of the School of Education is the leader of an association of deans and department chairs for Michigan's independent teacher preparation programs, and is an officer in the Michigan chapter of the Association of Colleges for Teacher Education. One of Spring Arbor's School of Education faculty members received the University's outstanding teacher award. Another of Spring Arbor's School of Education faculty members is an officer for the Michigan Alliance of Reading Professors. A third faculty member is the chair of the Michigan Department of Education's Office of Special Education/Early Intervention Services' committee for higher education as well as a member of the professional advisory board for the Learning Disabilities Association of Michigan. A fourth School of Education faculty member chaired a statewide body of teacher education administrators, certification officers, field placement directors, and State Department of Education consultants; this faculty member was also a board member of the leading educational technology specialized professional organization in the state (MACUL, an ISTE affiliate), and a consortium of higher education education technology faculty (COATT). A fifth faculty member is president of the University's faculty and president of the Christian College Teacher Ed Coordinating Council (CCTEC), an organization of 20 Christian colleges that place student teachers overseas. Four of Spring Arbor's faculty members made trips to South Korea, China, and Ecuador to present Spring Arbor University as a higher education venue for international teachers, and to provide graduate workshops in the areas of Foundations of Christian Education and Professional Learning Communities. Yet another faculty member traveled to China as part of a faculty exchange program between Spring Arbor and Wuhan Technical University.

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2009-10

Section VIII Report Card Certification

Information in this report has been certified as accurate and complete by:

Linda G. Sherrill, Ed. D.

Dean, School of Education, Spring Arbor University

This submission was reviewed and certified as accurate and complete by:

Charles H. Webb, Ph. D.

Pesident, Spring Arbor University

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OMB Control No.: 1840-0744 (exp. 9/30/2012)

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