

SAGINAW VALLEY STATE UNIVERSITY



TITLE II INSTITUTIONAL REPORT 2004 - 2005

Stephen P. Barbus, Dean
Saginaw Valley State University
College of Education
7400 Bay Road • University Center, MI 48710
Phone: (989) 964-7107
Fax: (989) 964-4563
barbus@svsu.edu
www.svsu.edu/coe

Michigan Test for Teacher Certification

Annual Institution Report - Program Year: 2004-2005

Process date: **02-13-06 15:47:52**

Institution: **242 - Saginaw Valley State Univ.**

Number of Program Completers: **477**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Reading	416	415	100%	100%
Math	418	418	100%	100%
Writing	418	417	100%	100%
Aggregate	422	420	100%	100%
Academic Content Areas				
041 Art Education	24	24	100%	100%
017 Biology	19	19	100%	100%
018 Chemistry	12	12	100%	99%
007 Economics	5	--	--	100%
083 Elementary Education	249	249	100%	100%
002 English	52	52	100%	100%
023 French	1	--	--	100%
043 Health	1	--	--	100%
042 Health, Physical Education, Recreation	40	40	100%	100%
009 History	57	57	100%	100%
022 Mathematics (Secondary)	28	28	100%	100%
039 Music Education	8	--	--	100%
044 Physical Education	1	--	--	100%
019 Physics	4	--	--	100%
010 Political Science	15	15	100%	100%
011 Psychology	44	44	100%	100%
016 Science	42	42	100%	100%
084 Social Studies	33	33	100%	100%
012 Sociology	12	12	100%	100%
028 Spanish	10	10	100%	100%
004 Speech	12	12	100%	100%
Aggregate	669	669	100%	100%
Other Content Areas				
050 Computer Science	3	--	--	100%
087 Industrial Technology	4	--	--	100%
Aggregate	7	--	--	100%
Teaching Special Populations				
059 Emotionally Impaired	9	--	--	100%
Aggregate	9	--	--	100%
Summary Totals and Pass Rate	477	475	100%	100%

**Michigan Test for Teacher Certification
2001-2002 Third Year Cohort Update - Program Year: 2001-2002**

Process date: **12-28-05 15:03:36**

Institution: **242 - Saginaw Valley State Univ.**

Number of Program Completers: **352**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
Reading	301	301	100%	100%
Math	299	298	100%	100%
Writing	302	302	100%	100%
Aggregate	305	304	100%	100%
Academic Content Areas				
041 Art Education	9	--	--	100%
017 Biology	26	26	100%	100%
018 Chemistry	8	--	--	100%
007 Economics	4	--	--	100%
083 Elementary Education	172	172	100%	100%
002 English	49	49	100%	100%
023 French	4	--	--	100%
024 German	2	--	--	100%
043 Health	1	--	--	100%
042 Health, Physical Education, Recreation	28	28	100%	100%
009 History	41	41	100%	100%
022 Mathematics (Secondary)	25	25	100%	100%
039 Music Education	2	--	--	100%
019 Physics	2	--	--	100%
010 Political Science	5	--	--	100%
011 Psychology	41	41	100%	100%
016 Science	49	49	100%	100%
084 Social Studies	15	15	100%	100%
012 Sociology	5	--	--	100%
028 Spanish	6	--	--	100%
004 Speech	14	14	100%	99%
Aggregate	508	508	100%	100%
Other Content Areas				
037 Agricultural Education	1	--	--	100%
050 Computer Science	6	--	--	100%
Aggregate	7	--	--	100%
Teaching Special Populations				
070 Bilingual Spanish	3	--	--	100%
059 Emotionally Impaired	4	--	--	100%
063 Learning Disabled	1	--	--	100%
Aggregate	8	--	--	100%
Summary Totals and Pass Rate	351	350	100%	100%

SECTION II.**SAGINAW VALLEY STATE UNIVERSITY
PROGRAM INFORMATION****A. Number of students in the regular teacher preparation program at your institution:**

Please specify the number of students in your teacher preparation program during academic year 2003-04, including all areas of specialization.

1. Total number of students enrolled during 2004-05: 1,147

B. Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2004-05? 827

3. Please provide the numbers of supervising faculty who were:

0 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

39 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2004-05: 1

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **10:1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 36 hours. The total number of weeks of supervised student teaching required is 14. The total number of hours required is 504 hours.

C. Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state? **Yes**

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? **No**

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III.

Contextual information (optional).

SVSU MISSION STATEMENT

MISSION: The University produces value for the Region, State, and Society by preparing highly qualified graduates who contribute to the betterment of a culturally diverse world and by providing intellectual and cultural opportunities that enrich the lives of people.

VISION: Saginaw Valley State University will provide academic and professional programs and services for its students at the highest levels of quality and value, and be recognized as among the finest teaching universities in the United States. Our graduates will rise to key positions in economic, political, cultural and civic leadership and will distinguish themselves and our University through their accomplishments and service. Our University will also be the premier cultural and intellectual center and resource for the schools, governments, businesses and people of the East-Central Region of Michigan.

COLLEGE OF EDUCATION MISSION STATEMENT

The Saginaw Valley State University College of Education is committed to preparing exemplary educators who model core democratic values, effectively address diversity, and possess vision and strategies for educating citizens of our nation and world.

Collaboratively, we strive to develop compassionate, humane educators who are open to learning and committed to enriching the lives of all learners. Our central values incorporate freedom of inquiry, openness to innovation, and willingness to embrace change.

The College of Education wholeheartedly embraces the responsibility to develop and maintain a center of scholars and life-long learners in partnership with other educational communities.

TEACHER PREPARATION PROGRAMS

Saginaw Valley State University is authorized by the state of Michigan to recommend students for initial certification at the elementary level, grades Kindergarten through eighth and at the secondary level, grades 7-12. As such, the elementary education degree plan includes course work in the following areas: General Education, specialty studies and professional education. In keeping with state requirements, Saginaw Valley State University requires that all elementary education majors complete a minimum of 35 credit hours in ten areas of General Education. The specialty studies component is a planned sequence of courses and experiences consisting of academic knowledge essential for professional competence in teaching and other professional education assignments. The academic knowledge of the subject matter is acquired through course work in the minor areas of academic study. The professional studies component prepares elementary education majors to work effectively in a variety of educational settings. This component is a planned sequence of courses and experiences consisting of both knowledge about education and clinical experience derived from professional practice in schools. Throughout the sequence of courses and experiences, prospective teachers are required to integrate cognitive knowledge of education with practical experiences with children and youth in schools.

Students seeking secondary teaching certification must fulfill the general requirements for a bachelor's degree.

Additionally, they must complete an approved teaching major and minor. The approved majors are as follows: art, biology, chemistry, communication and theatre, English, French, general science, history, mathematics, music, physical and health education, physics, and Spanish. A 20-credit minor must be chosen from: biology, chemistry, economics, Spanish, French, German, history, mathematics, physics, political science, psychology, sociology; or a 24-credit minor in art, communication and theatre, English, music, general science, physical and health education.

STUDENT CHARACTERISTICS

As of Fall Semester 2004 **9,448** students from Michigan, various other states and nations enrolled in courses at Saginaw Valley State University. Of that total, **4,294 (45.4%)** of those students were College of Education majors. More than half of the student population are under the age of **24** and the average class size is **24**.

ADMISSION REQUIREMENTS

Students must apply and be accepted into the Teacher Education Program prior to enrollment in 300-level professional studies courses. The requirements listed below must be completed or in progress for application to the Teacher Education Program.

The following must be successfully completed prior to filing an application with the College of Education:

1. All University Basic Skills requirements.
2. Minimum 2.75 grade point average based on the most recent 60 semester hours.
3. Passing scores on the Michigan Test for Teacher Certification (M.T.T.C.) Basic Skills Test, as established by the Michigan Department of Education.
4. Minimum 61 credits with a grade of "C" or better.

The following may be in progress when filing an application with the College of Education, but must successfully be completed by the end of Winter Semester for Fall admission, or the end of Fall Semester for Winter admission:

1. Psychology 100 with a grade of "C" or better.
2. Teacher Education 100 with a grade "C" or better.
3. 15 credits in the major and 9 credits in minor (Secondary majors only).

ACCREDITATION

Saginaw Valley State University was accredited by the North Central Association as a baccalaureate degree-granting institution in 1970. In 1980, the Association continued this accreditation and granted accreditation at the master's degree level. Both accreditations were renewed in 1986 and 1994. The Chemistry Department is accredited by the American Chemical Society, the Engineering Programs by the Accreditation Board for Engineering and Technology, the College of Education by the National Council for Accreditation of Teacher Education (1991, 1996, and 2002), the Medical Technology Program by the American Society of Clinical Pathologists and American Medical Association, the Nursing Program by the National League for Nursing, the Occupational Therapy Program by the American Occupational Therapy Association, and the Social Work Program by the Council on Social Work Education.

TEACHER EDUCATION VISION

- ▶ The COE is housed in the state-of-the-art Regional Education Center (REC), home for the entire College and its courses, hosting professional development, education summits, and state-wide conferences. The REC features the Regional Education Resource Center, which offers materials, services, technology in support of the region's K-16 educational mission. The REC will provide a center for reform and renewal as the education community moves forward in providing quality opportunities to all students in the region.
- ▶ The College of Education has continued its work on the **Strategic Plan**. Members of the faculty and staff joined a series of sub-committees developed to continue toward the creation of an environment necessary to establish the unit's goals in response to its regional and state role. The sub-committee titles include: "Action Now", "The Communications", "The SVSU Plan", "Diversity", and "Assessment".

BEST PRACTICES

- ▶ Off-Campus programs (graduate and undergraduate) at our Macomb County and Port Huron sites are provided by full-time faculty, not long-term adjunct faculty. This provides our students at these sites with instruction consistent with the conceptual models of the programs and access to advising outside of the formal counseling structure. Students feel a part of the College of Education's program through this, "One program, three sites" model.

NOTABLE FEATURES AND ACCOMPLISHMENTS

- ▶ In October of 2004, Dr. Douglas Hansen, Professor of Teacher Education in Elementary, Early Childhood, and Special Education received \$183,000 from the Michigan Department of Education for the support of professional development for mathematics at the high-needs schools in the Saginaw Public Schools, and develop an individual self-improvement plan for each teacher. A second component of the project is to work with the Bridgeport-Spaulling School District to deepen and sustain learning from the previously funded school year with monthly Learning Communities/Study Groups.
- ▶ Drs. Susan Hillman, David Cline, and Cindy Sager traveled to India from December 26, 2004 - January 14, 2005 to work with our sister school in Karnatika, India. During this 16 day trip, they spent time working with BVVS to teach and conduct science and mathematics workshops for K-12 teachers, as well to work with them on their new College of Education.
- ▶ Dr. James Leming, Carl A. Gerstacker Chair in Education, received \$72,000 from the Lynde and Harry Bradley Foundation, Inc. to support a research project on the teaching of social studies in elementary and middle schools.

- ▶ Dr. Deb Lively, Associate Professor of Teacher Education in Elementary, Early Childhood, and Special Education presented the “SKI-HI Model of Early Intervention Services” to the state of California’s Early Start Workgroup, August 19, 2004, in Sacramento, CA. This workgroup is charged with selecting an early intervention service delivery model for families with young children who are deaf or hard of hearing.
- ▶ Received program approval from the Michigan Department Education to offer SVSU students an endorsement in Cognitive Impairments.
- ▶ Dr. Anne Tapp and Dr. Virginia Muller, both Associate Professors of Teacher Education and Early Childhood & Special Education, presented at the Reading Association of Ireland 2004 conference (RAI), at St. Patrick ’ s College in Dublin on September 23-24, 2005. The topic of their presentation was “ Learning to Read through the Early Childhood Science Experience Cycle ” .
- ▶ Dr. Susan Hillman, Professor of Teacher Education in Elementary, Early Childhood & Special Education, presented at the Ninth Annual Conference for the Association of Mathematics Teachers and Educators in Dallas, TX, on January 30, 2005. The topic of her presentation was The Algebraic Preparation of Elementary and Middle School Teachers.
- ▶ The College of Education sponsored the Michigan Association of Teacher Educators (MATE) 2005 Spring Student Teacher Conference that was held at SVSU on Friday, March 11, 2005, from 10:00 a.m. - 2:00 p.m. Dr. Adnan Salhi, Associate Professor of Teacher Education in Middle & Secondary Education chaired the conference.

2004–2005

TITLE II INSTITUTIONAL QUESTIONNAIRE

Section IV.

Certification

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

Name of responsible institutional representative for teacher preparation program.

Signature: 

Title: Dr. Stephen P. Barbus, Dean, SVSU College of Education

Certification of review of submission:

Signature: _____

Title: President, Saginaw Valley State University