

Citations from NCATE Review, 2000

and

Summary of Corrections, 2001-2006

Standard IC

Weakness: *The unit does not ensure that all elementary education candidates with two special education endorsements have adequate preparation in content areas.*

In Michigan, special education and general education candidates earn the same elementary certificate. It allows candidates to teach a) any subject in grades K-5 or in self-contained classrooms, and b) the content major in grades 6-8 if applicable. Since special education candidates do not earn content majors, their general classroom instruction is restricted.

Correction:

The part of the College program that develops content competencies across the entire elementary curriculum is the elementary distributed minor and part of the professional program. To address the cited weakness, the College now requires that special education candidates fulfill almost all the same elementary distributed minor and professional program as general education candidates.

General Education Requirements	Special Education Requirements
Reading: Teaching Reading: The Necessary Skills, English 308	Same Course
Reading: Assessment and Corrective Methods, Education 320	Same Course
Mathematics for Elementary Teachers 1, Math 221	Same Course
Mathematics for Elementary Teachers 2, Math 222	Same Course
Computers in Education, Education 205	Same Course
Social Science: One from: Econ, Geog, Pol Sci, History, Sociology	Required: Sociology 280
Language Arts: Teaching Writing or Literature, Writing 219, English 307, 309	Equivalent Course: Language & Reading Dev't, Ed 360
Fine Arts: Music or Art for the Classroom Teacher, Music 350 or Art 230	Equivalent Course: Art in Special Education, Art 331
Science: Natural Science laboratory course	
Movement Education or Drama in Education	

Other Developments Related to Standard IC:

1. In addition to making the changes above, the unit has been in discussions with academic departments for Language Arts and Social Studies on modifying either or both of these content majors for special education candidates without adding to what is already a 5-6 year program.
2. Along with other institutions, the College is examining proposed changes in state standards for elementary teachers. If adopted, only five majors would be acceptable for elementary certification: Mathematics, Integrated Science, Language Arts, Social Studies, and Early Childhood. This change would require the content major for all Initial candidates and in effect restrict special education preparation to Advanced programs only.

Standard IH

Weakness: Not all evaluation instruments reflect the conceptual framework.

Correction:

The unit acknowledged this weakness in the 2000 rejoinder and corrected the few instruments in question before even receiving the final accreditation report. Then and now, materials such as syllabi incorporate the unit's vision, mission, values, dispositions, and performance outcomes. All common assessments are based on standards identified in the unit's conceptual framework.

Standard IIB

Weakness: Diversity of education candidates is limited. (Initial Teacher Preparation only)

Correction:

Since the last five-year accreditation cycle, the most significant change in candidate diversity has been the 100% increase in non-white completers in the College (from 77 to 154 completers). This compares to only a 68.7% increase in completers overall. We believe that this dramatic increase is the result of major long-term efforts in the College and across the university. Some of these efforts are described below.

Other Developments Related to Standard IIB:

1. The unit works in partnership with the Office of Minority Affairs to strengthen the Multicultural Teacher Education Cohort, which assists and mentors candidates considering the teaching profession. This partnership has been directly responsible for increasing the number of minority candidates in the College and continues to be a focal point of College efforts.
2. The unit designated an administrative/professional position in its student services office that now includes recruitment and retention of minority teacher candidates. The position was filled by an African American male with considerable experience in these areas. He spends at least one full day per week on campus working with the Minority Teacher Education Cohort, the Office of Multicultural Affairs, and with individual minority candidates. He also represents the unit to pre-college candidates visiting campus and at distant recruiting events, especially those held in large urban areas.

3. Approximately 52% of College of Education scholarship funding went to present and future minority teacher candidates. Within the eight scholarships and 117 separate awards, \$46,000 of the \$89,000 was generated by scholarships designated for minority candidates.
4. Faculty and staff participate in several efforts within the area to address the shortage of minority teachers. Among these are a) the Mayor's Cultural Competency in Education Committee; b) a five-college consortium working with Grand Rapids Public Schools to examine Teacher Academy models; and c) the Educational Connections Mentoring Project with urban youth. Most recently, the College and University also took on the responsibility of coordinating the AHAANA Teacher Education Project (ATEP) which has been a multi-year community effort to provide transitions from high school to college for prospective minority teachers.
5. Finally, the university has made great strides in increasing overall minority enrollment. Because the College of Education tends to mirror university enrollment, this year's jump in freshman minority enrollment to 15% holds promise for further increased diversity among Education candidates, who usually seek College admission during the junior year.

Standard IVB

Weakness: The expenditures for library resources for education are not consistent with the full-time equivalent student enrollment and credit delivery of the unit.

Data Provided to NCATE, 1995-1999

	1995	1996	1997	1998	1999
Library Expenditures					
Print: Books					
Institutional Library	306,176	324,701	345,747	260,200	447,051
System Expend/Edu	14,091	15,245	27,040	4,750	14,343
Unit Expenditures	22,942		727		
Print: Periodicals					
Institutional Library	389,611	463,055	488,151	637,525	615,004
System Expend/Edu	10,995	13,190	13,336	17,977	15,301
Unit Expenditures					
Non Print					
Institutional Library	3,889	96,081	100,410	6,000	175,543
System Expend/Edu	1,320	3,737	13,325	4,539	11,473
Unit Expenditures		9,822	11,390	10,419	8,219

NCATE Citation and Dean's Rejoinder in 2000:

Weakness 6:**Standard IV.B. Resources for Teaching and Scholarship**

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

The expenditures for library resources for education are not consistent with the fulltime equivalent student enrollment and credit delivery of the unit (Initial and Advanced).

During the period FY 1994 to FY 1998, expenditures for education books, periodicals, and non-print resources for the same period totaled approximately \$280,000. This figure represents approximately 7% of the total expenditures by the institution for this period.

We are unable to disaggregate the expenditures for the School of Education resources that are purchased by teachable major departments. Therefore, we are unable to rejoin this weakness.

Correction:

As noted in the 2000 rejoinder above, other departments' expenditures for teacher candidate materials could not be separated out from those for non-teacher candidates. However, adjustments began the following fiscal year for the K-12 Curriculum Resource Center budget and continued until allocations met acceptable levels in 2002-03.

K-12 Curriculum Resource Center Budget

2000-01	2001-02	2002-03	2003-04	2004-05
\$15,259	\$16,000	\$20,000	\$21,000	\$22,000

Attachment

Please also note the attached memorandum from Lee C. VanOrsdel, Dean of University Libraries.



Libraries

Dean of University

213 JHZ Library
TELEPHONE: 616-331-2621
FAX: 616-331-2895

Date: January 31, 2006

To: Dean Elaine Collins
College of Education

From: Lee C. Van Orsdel
Dean of University Libraries

The libraries spend \$3,900,000 each year on resources for the university curricula. In addition to the allocations dedicated to the College of Education and to the Curriculum and Materials Center, sizeable amounts are spent each year for materials that support teacher education in the colleges of Business, Engineering and Liberal Arts and Sciences, our main partners in teacher preparation. While we cannot parse the details regarding the purchase of resources that specifically support content and methodology materials in the colleges, we are confident that the resources are more than adequate, remain highly relevant to the teacher education programs at GVSU and are comprehensive in scope.

We are escalating the rate at which we acquire electronic resources so that our students and faculty have access to a growing body of resources 24/7. For example, the library subscribes to 25,000 online journals and 225 databases. We license substantial cross-disciplinary electronic books from the two primary e-book vendors, ebrary and NetLibrary.

Our juvenile literature collection is one of the largest in the state of Michigan, and we have one of the nation's most comprehensive collections of literature on autism. In addition, document delivery and interlibrary loan services are free and available to all students and faculty, which guarantees access to any specialized material we do not already own. The Library and the College have a strong partnership in which the collections are grown and tailored to ensure that they meet the needs of the College and its partners across the other colleges.