

2010 NEWSLETTER

Then.



Now.



Future.

*Rebirth of
Sangren
Hall*



College of
Education and
Human Development

WESTERN MICHIGAN UNIVERSITY

A Message from the Dean

The seal of Western Michigan University has five prominent stars. The five stars represent the core academic units that were in place when WMU gained university status in 1957. The academic units included were Education, Applied Arts and Sciences, Business, Liberal Arts and Sciences, and Graduate Studies. Much earlier, in 1904, 117 students enrolled at Western State Normal to begin preparation for careers as teachers.

Today, in the College of Education and Human Development, we are preparing over 3700 undergraduate and 1700 graduate students in education and related academic disciplines. As an illustration, the college provides opportunities for Michigan Teacher Certification in 47 different courses of study. Additionally, the CoEHD impact is evidenced by graduates serving in corporate wellness programs, retail and apparel and interior design firms, human service agencies employing counselors and counseling psychologists and in higher education executive positions. A legacy of success, dating back over 100 years, continues.

Points of pride within the CoEHD can be viewed through the accomplishments of faculty, staff and students within the college's six departments. A partial list includes:

- Over \$4 million in endowment funds; resulting in \$300,000 awarded to student scholarships
- Research grants exceeding \$11.3 million in 2009-10
- Nearly 40 percent of all WMU doctoral degrees in 2009-10
- In 2009-10, U.S. News and World Report ranked WMU's College of Education and Human Development's Graduate Schools 97th of 278 similar schools

The college's future is bright. Beginning this summer, ground will be broken for a new Sangren Hall facility. Completion of the \$60 million structure is planned for fall 2012. Sangren, in addition to supporting CoEHD programs will serve first year undergraduates in their general education classes. Upgraded use of technology and state-of-the-art teaching and learning centers highlight the plans for Sangren. The current building will provide classroom and office space until the new building is finished.

In closing, I will retire from the college's dean position on June 30, 2010. I am pleased to pass the leadership baton to Dr. John Wheeler. Dr. Wheeler brings experience and a record of distinction to the deanship. The historical legacy of planned change and student success continues through the efforts of our faculty and staff who are staying focused on building positive relationships, networking, classroom excellence, professional recognition and professional service to our communities.

My best to all entering "your" college's doors!

Gary Wegenke, PhD
Dean, College of Education and Human Development



Dr. Gary Wegenke

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Tennessee Educator Named Dean of Education College

A Tennessee educator with a lengthy track record in research, teaching and statewide project leadership has been named dean of Western Michigan University's College of Education and Human Development.

Dr. John J. Wheeler, associate dean and director of doctoral studies at Tennessee Technological University, will take the reins of WMU's oldest college July 1, pending approval by the WMU Board of Trustees. He will replace Dr. Gary Wegenke, who is retiring.

In addition to his position as associate dean at Tennessee Tech, which he has held since 2002, Wheeler has served for 16 years as principal investigator and project director of Tennessee's Make a Difference Project. That state-funded effort offers behavioral consultations, behavioral assessment, behavioral interventions and training resources to schools in 23 rural and underserved Tennessee counties.

"We are delighted to be able to welcome Dr. Wheeler to WMU," says Dr. Timothy Greene, provost and vice president for academic affairs. "He brings strong leadership skills and a commitment to the importance of blending both superb teaching and strong research in a way that benefits both our students and the community."

Wheeler has been a Tennessee Tech professor of special education since 1994. Prior to taking that position, he was associate professor of special education and director of interdisciplinary training at the South Dakota Center for Disabilities in the Department of Pediatrics of the University of South Dakota's School of Medicine. While in South Dakota, he served as a founding member of the South Dakota Autism Project for five years, delivering clinical and field-based supports to children with autism and other developmental disabilities, families and educators throughout the state.

Wheeler began his career as a teacher of students with severe disabilities in his home state of Illinois. His background includes experience there as a K-12 special education teacher and a high school football assistant coach. He earned bachelor's, master's and doctoral degrees from Southern Illinois University in 1985, 1986 and 1989, respectively.

Wheeler says his Illinois connections and his career focus on such topics as autism spectrum disorders and behavioral supports across the lifespan have made him familiar with and a strong proponent of WMU's distinct strengths.

"I've known of Western Michigan University for years, and have been indirectly tied to WMU for some time. This just seems like the right place," says Wheeler of his new university, pointing to WMU's reputation in special education and other fields like behavioral psychology.

"I'm first and foremost a teacher and, from that, a researcher and someone who has spent time and effort building community partnerships," he says. "While I've never coveted the role of dean, this opportunity made me think about how the experiences and skills I have could be put to good use here. The college has a strong focus on educational and human development issues across the lifespan, and that is very appealing to me."

During his years at Tennessee Tech, Wheeler was honored repeatedly for outstanding teaching and research, receiving campus-wide awards for both as well as winning the TTU Mortar Board Society Certificate of Recognition for Outstanding Teaching and a nod as "Professor of the Year" from the school's Panhellenic Council.

Wheeler is the author of numerous research articles and book chapters and book reviews in the areas of positive behavior supports and autism. He serves on numerous editorial boards, including Exceptional Children, the Journal of International Special Education Needs, and Focus on Autism and Other Developmental Disabilities. In addition, he is the coauthor of three textbooks, including "Behavior Management: Principles and Practices of Positive Behavior Supports," the second edition of which was published in 2009.



Dr. John J. Wheeler

Focus on Development



Sangren Hall Building Project

In September 2008, the Michigan Legislature gave approval for planning Phase I of the Sangren Hall Renovation. The national architecture/engineering firm SHW Group, with offices in Berkley, Michigan, was selected as architect of record for the project. In December 2009, the university submitted a capital outlay request for Phase 2 of the Sangren Hall project, with the change of scope from renovation to new construction. In February, the university announced that it was moving forward with the new construction project, to be started this summer and completed in 2012.

The new Sangren Hall will be about 216,000 gross square feet and will be situated on the site of the south wing of the current building where the four large lecture halls and the Education Library are currently located. The library/lecture wing will be demolished and these functions will be temporarily relocated to other buildings on campus. The larger part of the original building will continue to be operational throughout the construction process. At the end of construction the rest of the original building will be demolished. The university is reserving the area just north of the original building for a proposed future campus apartment complex.

The focal point of the new building will be the central open space, or “commons,” on the first and second floors. The south-side interior will feature a two-story atrium and an open grand staircase. It is designed to provide a welcoming environment for socializing, informal meetings and gatherings, and relaxing between classes. The corridors will be lined with seating nooks and benches. There will be conference rooms located on all floors of the building and there will be small media-equipped

“break-out” rooms on each floor that can be reserved by anyone in the building for small meetings or study groups.

The Dean’s office plus all CoEHD student service functions, computer labs and technology services will be located on the second floor next to the commons. The departments, clinics and centers will occupy the 3rd and 4th floors. CoEHD’s computer labs and technology services, in addition to being fully multi-media and technology-ready, will be furnished with table and chairs similar to the new classrooms in Brown Hall. The building will also feature a tiered, 75-seat case study classroom and a 36-seat media-intensive classroom, also known as a “learning space”.

The new building will have a redesigned Education Library located in the second floor with a view of the grand staircase and the atrium. It will have study carrels, open computer stations and a computer classroom in addition to its book, journal, microfiche, and other collections.



Thank You for Contributing to ‘The Rebirth of Sangren Hall’ Fund

Name: _____ E-mail: _____

Please return with check made payable to: WMU or

VISA MasterCard Discover Exp. Date _____

Account # _____ Signature _____

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My/Our Gift to ‘The Rebirth of Sangren Hall’: _____\$50 _____\$100 _____\$250 _____\$500 _____\$1000 _____Other

Contributions can be considered tax deductible as a charitable contribution for federal income tax purposes. Consult your tax advisor regarding your specific circumstances.

ABOUT WMU

Western Michigan University is a dynamic, student-centered research university with an enrollment of nearly 25,000. WMU is focused on delivering high-quality undergraduate instruction, advancing its growing graduate division and fostering significant research activities.

Undergraduate students at WMU may choose from 140 program offerings while graduate students may select from 67 master's programs, one specialist and 29 doctoral programs. A number of programs at both the undergraduate and graduate levels have attained national recognition. Also enriching the quality of campus life are some 275 registered student organizations and a full array of NCAA Division IA intercollegiate athletic teams.

The Carnegie Foundation for the Advancement of Teaching places WMU among the 76 public institutions in the nation designated as research universities with high research activity.

“IN ITS ANNUAL RANKING OF THE NATION’S 4,000 COLLEGES AND UNIVERSITIES, U.S. NEWS & WORLD REPORT CONSISTENTLY LISTS WMU AS ONE OF THE NATION’S TOP 100 PUBLIC UNIVERSITIES.”



CoEHD Offices

Office of Admissions and Advising

LOCATION: 2504 Sangren Hall | www.wmich.edu/coe/admissions | (269) 387-3474

Orientation:

The mission of the Western Michigan University Orientation program is to provide a comprehensive experience which will aid new students in their transition to the institution, expose new students to the educational opportunities within WMU, integrate new students into the academic and campus life of the institution, increase the retention rate of new students, assist parents of new students to understand the University environment and services, and enhance parental awareness of issues facing college students.

Visit <http://www.wmich.edu/fye/orientation/registration.html> for more information.



Office of Field Placements

The Office of Field Placements is responsible for the coordination and oversight of all field experiences (pre-internships and internships) associated with teacher education curricula in the College of Education and Human Development. The Office of Field Placements is located in 2206 Sangren Hall.

www.wmich.edu/coe/intern | (269) 387-3466

Teacher Certification Office

The Teacher Certification Office clarifies the requirements necessary to become a licensed teacher in Michigan. We are committed to providing quality service to each student in WMU's College of Education and Human Development. The Teacher Certification Office is located in 2217 Sangren Hall.

www.wmich.edu/coe/tc | (269) 387-3473

Office of the Dean

The Dean's Office oversees college operations, organizes scholarships, conducts donor and alumni relations, sets budgets and develops strategies for the constant improvement of the College of Education and Human Development. Our alumni, faculty, staff, postdoctoral scholars, students and the university administration all contribute to the success of our great college. The Dean's Office is located in 2306 Sangren Hall.

www.wmich.edu/coe | (269) 387-2960

The Department of Counselor Education and Counseling Psychology

Master's Programs

Counseling Psychology Counselor Education

- Clinical Mental Health Counseling
 - College Counseling
- Marriage, Couple and Family Counseling
 - Rehabilitation Counseling
 - School Counseling

Human Resources Development

The **Master of Arts in Counseling Psychology** provides beyond the departmental required core coursework, a focus on psychopathology, psychological assessment, counseling and psychotherapy theories and practices and practicum experiences. The program prepares students to offer services in a variety of mental health settings and is designed for students seeking limited licensure as a psychologist in the State of Michigan.

The **Master of Arts in Counselor Education** is designed to prepare individuals for entry level positions in college counseling; clinical mental health counseling; marriage, couple and family counseling; school counseling and rehabilitation counseling/teaching in a variety of educational and counseling settings. There are five program options including: Clinical Mental Health Counseling; College Counseling; Marriage, Couple and Family Counseling; School Counseling; and Rehabilitation Counseling.

The **Clinical Mental Health Counseling** program prepares individuals to function as clinical mental health counselors in a variety of professional counseling settings.

The **College Counseling** program emphasizes counseling with college students and prepares students for careers as counselors in community colleges, four-year colleges and universities.

The **Marriage, Couple and Family Counseling** program option is offered in collaboration with the Department of Family and Consumer Sciences and prepares graduates to work with individuals, couples and families in a variety of professional counseling settings.

The **Rehabilitation Counseling** option prepares generalist rehabilitation counselors for employment in public and private rehabilitation settings serving persons with disabilities.

The **School Counseling** program is designed to prepare individuals to function as school counselors at one of three levels (grades K-8, 6-12 or K-12) in public and private schools.

Doctoral Programs

Counseling Psychology Counselor Education

The **Master of Arts in Human Resources Development (HRD)** provides graduate preparation for persons seeking entry into, or advancement in, a career in workplace learning and performance in business, government, education, and health care settings. This program prepares leading-edge HRD practitioners who are able to provide effective direction, through leadership and consulting roles, to assure that organizational learning and development functions are linked to, produce, and can demonstrate worthwhile organizational and individual performance results.

The **Ph.D. program in Counseling Psychology** began in 1978 and is based on a scientist-practitioner model of training. The program is fully accredited by the American Psychological Association and meets curriculum requirements for licensure as a psychologist.

The **Ph.D. program in Counselor Education** is designed to provide advanced-level preparation for counselors in various mental health and school settings as well as preparing counselors for the counselor education professorate in colleges and universities. The program is also CACREP accredited and leads to licensure as a professional counselor.



The Department of Educational Leadership, Research, and Technology

The **Master of Arts in Educational Leadership** prepares leaders for educational organizations, including K-12 schools, higher education, governmental agencies and professional associations. This comprehensive program supports active instruction by merging cutting-edge theory with best practices. WMU's K-12 Educational Leadership Program concentrations meet NCATE accreditation standards and the guidelines of the Interstate School Leaders Licensure Consortium (ISLLC) and is a Michigan State Board of Education Approved Principal Preparation Program. The Higher Education and Student Affairs (HESA) Leadership concentration meets CAS standards for higher education. The organizational analysis concentration is designed for graduate students who desire to develop and enhance their leadership skill in areas outside K-12 education.

The **Master of Arts in Educational Technology** is an extension of the graduate certificate program, designed for educators seeking to integrate educational technology into the K-12 curriculum and other educational settings. The program prepares teachers for educational technology leadership roles in school systems at the regional, district, building, and classroom level.

The **Master of Arts in Evaluation, Measurement, and Research** is designed to prepare students for staff positions in evaluation, testing, or research units in schools or non-school organizations or in local, state, or federal government agencies.

The **Specialist in Education Degree** prepares students for leadership roles in educational administration positions. It is a terminal degree appropriate for students wishing to earn a post-master's degree but not a doctorate. Admission to this degree program is limited to those students who meet the requirements for administrator certification and, upon completion of an approved program of study, will be eligible for endorsement as a central office administrator or superintendent of schools.

The **Graduate Certificate in Educational Technology** is an online program designed to develop the specialized knowledge and competencies required by educators who provide school or district-wide leadership pertaining to the effective instructional use of information technology. The focus of this graduate program is on the teaching, learning and organizational issues that promote the effective use of information technology in schools.

The **Ph.D. program in Educational Leadership** prepares forward-thinking leaders to address appropriately the challenges of increased organizational accountability with limited resources, and the societal, economic, and technological pressures of today's educational institutions. Current and future leaders must have a better understanding of how collecting and assessing data from their various organizational components will in turn, assist with program improvements. Such leaders need to make research and data analysis a more integral part of their workplace.

The **Ph.D. program in Evaluation, Measurement and Research** is designed to prepare students as an evaluator, assessment specialists or researcher for leadership and teaching positions in schools, non-school organizations, institutions of higher education, and government. The WMU interdisciplinary Ph.D. in educational evaluation is offered in collaboration with the Evaluation Center and is designed to expose future evaluators to practice linked learning in a world-class center of excellence in evaluation.

Master's Programs

Educational Leadership
Educational Technology
Evaluation, Measurement, and
Research

Specialist Program

Education

Graduate Certificate

Educational Technology

Doctoral Programs

Educational Leadership
Evaluation, Measurement, and
Research



The Department of Family and Consumer Sciences

Undergraduate Programs

Career and Technical Education
Dietetics
Family Studies
Food Service Administration
Interior Design
Textile and Apparel Studies

The **Bachelor of Science (B.S.) in Career and Technical Education** is an on-campus degree program leading to a State of Michigan K-12 or Secondary Provisional Certificate (depending on the teachable major or minor). Although vocational endorsement is available for a few selected majors and minors, this on-campus degree program appeals primarily to individuals seeking to become teachers of career and technical education programs in public and private middle schools, junior high schools and comprehensive high schools.

The **Bachelor of Science in Child and Family Development** is focused on preparing individuals to work with infants, toddlers, preschoolers, school-age children and their families in a variety of settings. This program meets state of Michigan requirements for childcare center directors. Students in this major explore relationships among children, families and their environment and culture with a focus on prevention strategies. This major provides the knowledge and skills to build successful careers in both public and private settings to children and families

The **Bachelor of Science in Dietetics** is accredited by the American Dietetic Association and seeks to provide students with a broad perspective of the dietetics profession, with a solid foundation of knowledge required for the practice of dietetics, and with the opportunity to begin to develop professional skills. Dietetics is a continuously evolving, broad area of practice that includes clinical nutrition, community nutrition and food service management.

Master's Programs

Career and Technical Education
Dietetics
Family Studies
Textile and Apparel Studies

The **Bachelor of Science in Family Studies** is an inter-disciplinary program for students who desire positions in public or private human service organizations or programs related to children, families and individuals. Students in this major explore relationships among individuals, families and their environment and culture with a goal of improving quality of life within communities and society at large. A Bachelor of Science degree in Family Studies prepares students to pursue careers in family life education found throughout health care, government, religious, social service, military and corporate settings.

The **Bachelor of Science in Food Service Administration** curriculum is scientifically oriented for in-depth study of foods in relation to the business field. The program emphasizes knowledge of food preparation, nutrition, and management principles. Students may pursue supervisory/managerial careers in commercial food institutions in the equipment field, food research, public utility companies, mass media productions, quality testing, technical writing, or governmental food agencies.

The **Bachelor of Science in Interior Design** is a dynamic, stimulating and demanding profession that draws on creative and practical talents, and emphasizes the application of analytical, technical, business and aesthetic skills in the development of spaces for living, working and/or relaxing. Graduates are employed with architectural and design firms, in interior/facilities management divisions of large corporations, retailing home furnishings and marketing positions and showroom management. The program is accredited by the Council for Interior Design Accreditation.



The Department of Family and Consumer Sciences (continued)

The **Bachelor of Science in Textile and Apparel Studies** provides students with the knowledge and skills needed to work in companies that use, produce and merchandise textile and apparel products. The program emphasizes the increasing importance of international influences and computer technology essential in preparing for a career in the fashion industry and has concentrations in merchandising, fashion design, and product development. Courses are designed to build decision making, communication and critical thinking skills and to develop the ability to solve problems in a team environment. Graduates are prepared to take advantage of exciting opportunities in manufacturing, wholesaling and retailing.

The **Master of Arts in Career and Technical Education** allows students to expand their expertise in the career and technical education program administration, acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development and special populations. Post-baccalaureate students new to CTE have the option of completing the requirements for Initial Teacher Certification as the first part of their master's degree.

The **Master of Arts in FCS, Dietetics** concentration is intended for students with undergraduate backgrounds in dietetics or other areas that are closely related to the science of nutrition. The program is suitable for those who are concurrently enrolled in WMU's Dietetic Internship Program, those who are registered dietitian-eligible and those who are already registered dietitians (R.D.'s) who would like to earn a master's degree that will provide skills complementing those acquired for the R.D.

The **Master of Arts in FCS, Family Studies** concentration requires 30 credit hours of coursework planned in consultation with and approved by the graduate student advisor. Students are required to take coursework in each of the ten family life substance areas and to complete an individualized practicum experience. Students who do not have a bachelor's degree in family studies or a related area may be required to take additional courses to meet requirements for family life educator certification.

The **Master of Arts in FCS, Textile and Apparel** concentration offers a flexible program grounded in human ecological concepts to students who want to further develop knowledge and skills necessary for success in the fashion environment. The program is also valuable for students interested in pursuing a doctorate in preparation for a career in academia, as they can explore interests within the flexibility of this program and enter a Ph.D. program with a strong sense of direction.

The **Career and Technical Education concentration within the Doctor of Philosophy in Educational Leadership** is designed to enhance skills in administrative leadership, curriculum, or instruction for individuals involved in adult, secondary, postsecondary and four-year institutions.



Doctoral Programs

Career and Technical Education



The Department of Health, Physical Education and Recreation

Undergraduate Programs

Athletic Training
Exercise Science
Health Education
Physical Education - Teacher/
Coach
Recreation

The **Bachelor of Science in Athletic Training** prepares students for the Board of Certification (BOC) Examination in pursuit of a professional career as an entry-level certified athletic trainer. Comprised of didactic and clinical experiences, the program emphasizes the development of skills, knowledge and competencies essential for the practice of a certified athletic trainer.

The **Bachelor of Science in Exercise Science** prepares students for careers in the areas of personal fitness and health promotion, cardiac rehabilitation, and fitness assessment and exercise prescription. It is also appropriate for students interested in entering professional programs in physical or occupational therapy, medicine, chiropractic or graduate school.

The **Bachelor of Science in Health Education** (school health or community health emphasis) prepares candidates to either teach in public schools or to work in community health education settings. It is recognized nationally as an approved program by the American Association for Health Education (AAHE) and the National Council for the Accreditation of Teacher Education (NCATE). The school health education program is the first in Michigan to be approved by the Michigan Department of Education.

The **Bachelor of Science in Physical Education**, teacher/coach emphasis is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and provides an articulated curriculum that incorporates effective instruction, extensive professional field experiences in area schools, state of the art technology and academic resources. The goal of providing this type of program is to develop lifelong learners who possess the skills, knowledge and personal-social attributes to competently assume professional roles in a culturally diverse, highly technical society.

The **Bachelor of Science in Recreation** prepares students for leadership positions in recreational services. Students study the role of leisure in societies, organizational leadership and program and event management. Students develop professional skills and competencies that can be applied to a wide variety of job settings in public, non-profit, private or commercial recreation agencies and organizations.

The **Master of Arts in Coaching Sport Performance** is accredited by NSSC and NCACE and provides classroom and field experiences enabling students to develop skills and knowledge that high performance coaches and related sport clinicians should possess.

The **Master of Arts in Exercise and Sport Medicine** encompasses two master's of science concentrations. The NATA accredited athletic training concentration provides the student with advanced athletic training didactic and laboratory experiences, clinical internship opportunities in which the student will solidify skills, and research experiences to become better clinicians and educators. The exercise physiology concentration provides a course of study that will enable graduates to work in a wide variety of settings

The **Master of Arts in Physical Education** has two emphases. Pedagogy is designed for those individuals who wish to improve and expand their professional teaching skills, acquire self-assessment skills and develop supervision competencies. Adapted Physical Education is designed to prepare physical education teachers in providing quality special (adapted) physical education for school children with disabilities in the least restrictive, most appropriate, and most inclusive environments.

The **Master of Arts in Sport Management** is designed to prepare students to blend general management skills with the specific demands of managing sport organizations and teams.

Master's Programs

Coaching Sport Performance
Exercise and Sports Medicine
with emphases in Athletic
Training or Exercise Physiology
Physical Education with
emphases in Pedagogy or
Special Physical Education
Sports Management



The Department of Special Education and Literacy Studies

The **Bachelor of Science in Special Education** offers emphases for the preparation of teachers in the areas of emotional impairments/learning disabilities (EI/LD) and cognitive impairments/learning disabilities (CI/LD), at either the elementary or secondary level of special education. Students completing the Bachelor of Science earn a State of Michigan Elementary Provisional Teaching Certificate (K-8) and an endorsement in one of the following areas:

- Emotional Impairments/Learning Disabilities (K-12)
- Cognitive Impairments/Learning Disabilities (K-12)

The **Master of Arts in Literacy Studies** provides a comprehensive professional development program to meet the need in today's classrooms for continuous literacy instruction K-12 based on current theory, research and best practices. The program is designed to enhance the knowledge and skills of reflective practitioners as they become leaders such as Reading Specialists, Literacy Coaches, innovative classroom teachers, researchers and advocates. Reflective practitioners are passionate learners who embrace diversity, actively inquire and reflect upon their own practice and nurture the development of new knowledge and skills. This is accomplished through a process of continuous professional, intellectual and social growth. Students will make connections between and among research, theory, policy and practice to evaluate the teaching-learning process, inquire into how teaching can be improved and develop efficacy based on best practices.

The **Master of Arts in Special Education** is based on an information literacy model. Students gain skill in locating, organizing, critically evaluating, using and disseminating information; effectively using the ever-expanding information base to solve problems in the field of special education; and producing new information related to the field. The clinical teacher option is available to certified teachers seeking a master's degree and an initial endorsement in one area of special education. The master teacher option is designed for persons who have special education certification and who plan to remain directly involved with students with disabilities in an instructional capacity. The administrative option, designed for certified and experienced special education teachers, provides coursework and field-based experiences necessary to gain State of Michigan Central Office Administrator Certification and approval as either a director or supervisor of Special Education.

The **Doctor of Education in Special Education** is a competency-based graduate program designed to prepare an individual to serve as a college teacher in a department of special education and as an administrator of educational programs for children and youth with disabilities.

Undergraduate Programs

Special Education

Master's Programs

Literacy Studies

Special Education

- Clinical Teacher
- Master Teacher
- Administration

Doctoral Programs

Special Education



The Department of Teaching, Learning and Educational Studies

Undergraduate Programs

Elementary/Early Childhood Education
Secondary Education

The Bachelor of Science in Early Childhood Education leads to initial certification (State of Michigan) and the ZA (early childhood) endorsement. Students in this program complete the early childhood professional minor (44 hours) and complete concentrations of 15-21 credits in each of four academic areas: mathematics, integrated science, language arts and social studies. In addition, they must complete an additional 6-8 hours leading to minors in 2 of the 4 academic areas.

The Bachelor of Science in Elementary Education leads to initial certification (State of Michigan). Students in this program complete the elementary professional education minor (35 hours) and complete an additional 6-8 hours leading to minors in 2 of 4 academic areas.

The Bachelor of Science in Secondary Education leads to initial certification (State of Michigan). Students in this program take Teaching, Learning and Educational Studies courses in theory, methods and practice, but complete their majors and minors in other departments.

Master's Programs

Practice of Teaching
Socio-Cultural Studies of Education

The Master of Arts in the Practice of Teaching is a 30-hour degree structured in a manner that allows teachers to customize their program of study to meet individual needs and professional goals. Students have the opportunity to study the issues that matter to them, their school, and their community. Students currently enrolled in the master's degree in early childhood, elementary and middle school teaching may choose to complete their original program, or meet with their faculty advisor for information on how to transition to the new program.

The Master of Arts in Socio-cultural Studies of Education program is designed for educators striving to understand and improve the quality of educational practices at all levels. It centers on the study of contemporary issues and problems in education. The program aims to encourage and support the work of educators seeking to examine aspects of schooling by way of focused inquiry in the social-historical, cultural, and philosophical contexts of educational practice. This focus allows students considerable flexibility to explore educational topics in disciplined and far-reaching ways. Students engaged in this program are encouraged to select coursework that allow them to study educational problems and practices of particular concern to them. Given the complexity of most educational issues, interdisciplinary inquiry is often appropriate and welcome in this degree program.





Student Council for Exceptional Children

Student Council for Exceptional Children (SCEC) is a new and exciting addition to Western Michigan University's registered student organization (RSO). SCEC's mission is to provide assistance to exceptional children in a way that enhances their academics as well as improves their quality of life. The SCEC is working side-by-side with Parchment Northwood Elementary School to provide books to hard-working and well-behaved students. We have named it the "Northwood Literacy Fund." The process is simple: classroom teachers nominate exceptional students. SCEC then rewards the students with a book that has been handpicked for them according to their individual interests and reading level. SCEC has dedicated all fundraising profits directly to the "Northwood Literacy Project." Although we are a new RSO, we cannot wait to continue the tradition that has been established by the current RSOs at Western Michigan University.

SCEC is always looking for new members who want to improve the lives of children with disabilities. There are several benefits to joining SCEC. First, you can become a member of Council for Exceptional Children. As a part of that, professional journals will be sent to you. Second, you are networking with experts in your community. Third, you can add new leadership skills to your resume. Above all, you are improving the educational success of individuals with disabilities.

The SCEC meets every Tuesday at 7pm in room 3202 in Sangren Hall. We also host a social event the first Tuesday of every month prior to our meeting. The SCEC has "walking taco" fundraisers monthly. We are also very excited to work with other student organizations on campus to set up volunteer opportunities with Special Olympics.

IN FUTURE ISSUES: Two other RSO's

- Kappa Delta Pi
- SCMATA



What is SMEA?

The Student Michigan Education Association (SMEA) is a pre-professional organization for people preparing for the teaching profession in any of the higher education institutions in Michigan who are not regularly employed as educators by an educational institution or agency.

The Michigan Education Association (MEA) and its student program lead education majors to a brighter professional future. The program exists to help students make a smooth transition from the campus to the classroom - giving students the edge as a teacher in those very important first years.

WMU's SMEA is part of the National Education Association Program (NEA-SP), the nation's largest and most influential student organization. SMEA is part of the 150,000+ member MEA and the 2.4 million+ member National Education Association (NEA). Together, these groups are the voice of education in America.

CoEHD ALUMNI SOCIETY

The College of Education and Human Development Alumni Society is charged with serving the College's alumni. We provide for networking opportunities with educators both local and countrywide through the various programs we support. The alumni society sponsors two major functions each year. The first is the Golden Apple Award which is in its twelfth year of honoring outstanding graduates of the College. Nominations for this award are due June 1 (forms are available at www.wmich.edu/coe). The second is the CommUniverCity event and football game in the fall. These events connect the business and education communities in a collaborative and social setting.

Existing board members include:



Dr. Dennis McCrumb (President) is an assistant professor in the Department of Educational Leadership, Research and Technology at WMU. Previously, he spent 16 years as superintendent of schools in Marcellus. He received his bachelor's degree from WMU in 1971 and his graduate degrees (M.S. '80, Ed.S. '82, Ed.D. '85) from Indiana University.



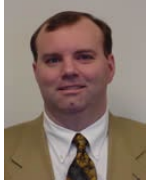
Judi Beam (Treasurer) is recently retired from the Portage Public School District where she held the positions of reading consultant and reading recovery teacher for Angling Road Elementary School for nineteen years. Judi received her BA from WMU in 1966, M.A. in 1969 and an additional M.A. in 1994.



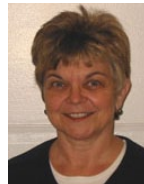
Dr. Charlotte Giscombe works for WMU as the Director of the TRIO Student Success Program. Charlotte received her bachelor's degree from Indiana University in 1978, a master's from WMU in 1998 and a Ph.D. in 2008.



Deveta Gardner currently works in career and student employment at WMU. She received her B.A. from Howard University in 1990, M.A. from WMU in 2002 and she is currently a Ph.D. candidate at Western.



Dr. Brett Geier has been the superintendent for the Bloomingdale Public Schools, since 2006. He has also been an elementary principal and a junior and senior high school assistant principal. Prior to his administrative career, Dr. Geier taught secondary social studies for the Bangor Public Schools. He completed his B.A. from Hope College in 1994, an M.Ed. from Grand Valley State University in 1999 and an Ed.D. from Western Michigan University in 2007. Dr. Geier enjoys spending time with his family, playing golf, and reading history.



Dr. Carole Bulmer (Secretary) retired from counseling at Marcellus High School after 35 years in education. She received her Ph.D. in Counseling Psychology from WMU in 1980 and is currently in private practice.



Amy Burns is the administrative assistant and building coordinator in the College of Education and Human Development. She has been with the University since 1980 and began working in the College in June 1988. Amy serves as the liaison between the College and the Alumni Society board.



Hardy Figueroa is the associate director of the Office of Alumni Relations and is the liaison to the CoEHD Alumni Society board of directors.



Maggie Hills is a trained reading recovery teacher leader and works in Portage and surrounding districts with reading recovery teachers and students. Maggie received her B.A. from WMU in 1962 and her M.A. in 1981.



Heather Russell (Vice President) is a 2008 graduate of Western Michigan University with a Master's Degree in Educational Leadership: Organizational Analysis. She earned her Bachelor's Degree in Elementary Education and Spanish from WMU in 2002. Heather is teaching second grade at the new dual language school, El Sol Elementary, for Kalamazoo Public Schools. She has held various leadership positions in the district and the community such as Writing Leadership team member, writer and developer of district curriculum, 2006 Rotary International Group Study Exchange team member, co-chair/co-director of the Hands Across the Border Exchange Program, and member of the Superintendent's Advisory Committee.

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Keep in Touch!

We would like to include news of alumni accomplishments in each issue of the College of Education and Human Development newsletter. Please use the form below to send us information about address changes, career changes, recognitions received and other news you would like to share with your former classmates, friends, colleagues and professors in our class notes section.
Clip and mail to: Jillian Grosscup, 1903 W. Michigan Ave. Kalamazoo, MI 49008-5229 or e-mail jillian.grosscup@wmich.edu

Name: _____

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Company: _____ Title: _____

Graduation year(s): _____ Major: _____

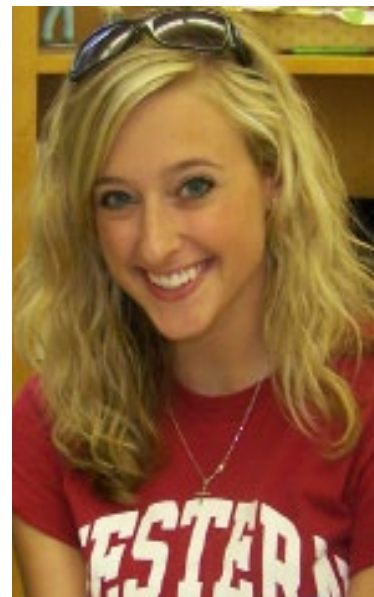
Your news: _____

I prefer follow-up contact by phone e-mail

The College of Education and Human Development Newsletter is published for alumni, emeriti and friends of the College of Education and Human Development at Western Michigan University. If you would like more information about the programs in the CoEHD, have questions or suggestions, or if you have a submission for the newsletter, please contact:

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