EDUCATION

The Department of Education prepares students to teach in elementary and secondary schools.

ABOUT THE PROGRAM

Hope College's Teacher Education programs are approved by the Michigan Department of Education. The Council for the Accreditation of Educator Preparation (CAEP) recognizes the Department of Education at Hope College as a nationally accredited program. CAEP: 1140 19th Street N.W., Washington, D.C. 20036 (caepnet.org). This accreditation covers all preparation programs.

To fulfill the requirements for graduation and for certification, all teacher candidates planning on a professional teaching career must complete a major and a minor in an approved academic field, all general education requirements, and the professional education course sequence. This sequence introduces the theoretical foundations of creative and responsible teaching and simultaneously provides clinical experiences for teacher candidates to put theory into practice. Teacher candidates complete a minimum of five clinical experiences in area schools prior to student teaching. Throughout the professional sequence, prospective teachers develop increasing competence and confidence in the professional abilities identified by education faculty. These abilities enable a graduate to act as:

- Ethical Educators
- Skilled Communicators
- Engaged Professionals
- Curriculum Developers
- Effective Instructors
- Decision Makers
- Reflective Practitioners

Student-led chapters of national organizations, particularly Council for Exceptional Children and Association of Supervision and Curriculum Development, offer professional development and service opportunities for teacher education candidates. A student chapter of NAEYC (National Association of the Education of Young Children) will be available soon. Teacher candidates are also given opportunity and encouraged to engage in research projects and to attend and present at state, regional and national conferences.

Graduates of Hope's education program teach in public, private, charter and parochial K-12 schools across the country and around the world. Most graduates pursue advanced studies for continuing certification and to complete graduate degrees in their majors or in special areas.
of education, such as reading, curriculum development, special education, counseling and administration.

Graduates of our education program are currently serving as:

- Classroom teachers in rural, urban and suburban K-12 schools
- Special education teachers in categorical, inclusive or resource classrooms
- Teachers overseas
- Peace Corps volunteers
- Counselors in elementary and secondary schools
- Curriculum coordinators and supervisors
- Administrators in school systems throughout the United States
- College professors

Information contained in this catalog is subject to change, due to mandates by the Michigan Department of Education or the Michigan State Board of Education. Teacher candidates should consult Department of Education personnel and/or the Department of Education website to ensure that they have received updated information.

TEACHER PREPARATION PROGRAMS:

Teacher candidates planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program. Application for admission to the Teacher Education program is made following the successful completion of the required introductory courses and clinical experiences. Michigan law, as well as some other state laws, prohibit an individual from obtaining or maintaining a valid certification if the individual has any of several listed criminal convictions. The Hope Department of Education will evaluate criminal convictions to determine an individual’s likelihood of obtaining a teacher certificate and whether the individual will be admitted into the program. Application information and procedures can be accessed online on the Department of Education website.

Teacher candidates are urged to plan their programs carefully and should begin that process early in their college careers. Teacher candidates are expected to meet individually with education faculty for advising. Teacher candidates typically begin the teacher education sequence with Education 220/221 during their freshman or sophomore year and reserve one semester of the senior year for student teaching. Application for student teaching must be made two semesters before the student teaching semester. Information about required courses is available on the department website.

All program requirements must be completed for teacher candidates to be recommended for a teaching certificate in the State of Michigan. Program requirements include:

- Formal admission to the Teacher Education program.
• Satisfy the general education requirements for the B.S., B.A. or B.Mus. degree at Hope College.
• Completion of the Professional Education Sequence which has been established.
• Earn a C+ or better grade in each education professional sequence course in levels 2 and 3 and corresponding clinical experiences.
• Earn a GPA of at least 2.75 in each of the following areas prior to student teaching: the major course sequence, the minor course sequence, the education sequence and the cumulative GPA for all college coursework at Hope College.
• Complete the requirements for a major and minor approved by the Department of Education and affirmed by the Michigan Department of Education.
• Pass the required Michigan Tests for Teacher Certification (MTTC) in appropriate areas.
• Hold valid certification in CPR/First Aid at the time of application for Michigan teacher certification.

*State of Michigan requirements are subject to periodic change. Teacher candidates must meet State of Michigan and Department of Education requirements for teacher certification in effect at the time application is made.

**Specific requirements for all certifiable majors and minors are available on the department website.

A COMPLETED APPLICATION INCLUDES THE FOLLOWING ITEMS:
• Completion of two orientation sessions (Education Department and Chalk & Wire)
• Declared Education major
• Three faculty recommendations
• Demonstrated competency of reading, math and writing through SAT scores, or ACT scores or alternative options
• Successful completion of EDUC 220, 221, 225, 226, 270
• Completed ISTE portfolio (for EDUC 220, 225, 270)
• Statements for IDS 200, Confidentiality, Criminal Background Check and Commitment to Professionalism
• Program Completion Plan (with advisor)
• Overall GPA of 2.75 or higher

All policies that pertain to the application process to the Teacher Education program, the continuation through the course sequence, the process for assignment to a student teaching placement and final approval for Michigan certification can be found on the department’s website under “General Information Policies and Procedures.” These policies and procedures are available electronically on the department’s website (www.hope.edu/academics/education/). Teacher candidates must read this information, become familiar with all expectations, deadlines and
responsibilities, and comply with policies and regulations stated therein. Failure to do so may cause delays in the student’s application process, in entry to courses in the professional sequence and to the student teaching semester.

Elementary Education:

Elementary: 1) Teacher candidates select a major in Mathematics, Integrated Science, Social Studies or English Language Arts. The candidates must also complete a prescribed Planned Program minor consisting of three content areas, as well as course work in Health/Physical Education, World Languages and the Arts; or 2) Teacher Education Candidates who select a Comprehensive major must also declare a Special Education major (Emotional Impairments and/or Learning Disabilities), a Spanish K-12 major or an Early Childhood minor. An endorsement in ESL can be added to either option. Complete EDUC 220, 221, 225, 226, 270, 280, 281, 282, 283, 310, 311, 312, 455, 470, 500.

Secondary education:

Secondary: Teacher education candidates select a content or group major and a minor. If an Emotional Impairments or Learning Disabilities major is selected at the secondary level, the candidate must declare an English or Mathematics minor (See Department of Education website for details). An endorsement in ESL can be added to any track. Complete EDUC 220, 221, 225, 226, 270, 275, 276, 283, 286, 287, 360, 361, 455, 480 or 485, 500 and methods courses in the major and minor fields.

Special education:

The Department of Education offers majors in the areas of K-12 Emotional Impairments and K-12 Learning Disabilities. Teacher candidates follow either the Elementary or Secondary certification track. Teacher candidates complete courses as listed for elementary or secondary as well as EDUC 241, 242, 251, 253, 254, 333, 342, 352, 356, 357, 358, 359, 434, 453, 454, student teaching, PSYC 230, 320/235.

K-12 Teaching specialists:

In the areas of Art, Music, Kinesiology, Dance and Spanish, Hope College offers K-12 programs for teaching specialists. Teacher candidates majoring in Art, Music, Kinesiology and Dance follow the Secondary certification track. Teacher candidates majoring in Spanish K-12 choose either the Elementary or Secondary certification track. Complete EDUC 220, 221, 225, 226, 270, 275, 276, 285, 286, 287, 500, methods courses, student teaching.

Student teaching and clinical placement requirements:

Teacher candidates completing requirements for a secondary teaching certificate must have clinical experiences (inclusive of student teaching) in both the major and minor areas of study and in both middle and high school.
Teacher candidates completing requirements for K-12 endorsement (special education, dance, music, art, kinesiology and Spanish) must have clinical experiences (inclusive of student teaching) at the elementary and secondary levels.

Teacher candidates who complete requirements for an elementary teaching certificate must also have structured clinical experiences (inclusive of student teaching) at both the elementary and middle school levels (with the exception of Early Childhood candidates).

All teacher candidates must complete a minimum of three different diverse clinical experiences (inclusive of student teaching). Diverse clinical experiences are defined as a classroom with at least 20% racial diversity, at least 20% low socioeconomic diversity and inclusive of students with exceptionalities (special needs or gifted).

**Student Teaching Opportunities:**

In addition to a broad range of local student teaching opportunities, elementary and secondary teacher candidates may apply for off-campus student teaching through The Philadelphia Center; the Chicago Semester Program; Liverpool, UK; Interaction International; Hope comes to Watts, Los Angeles, California and the Rosebud Indian Reservation, South Dakota and various international settings (as available). The Department of Education website has updated information about off-campus student teaching opportunities.

After approval from the Department of Education, teacher candidates fulfill their student teaching experience in urban, suburban or rural school districts.

**MEETING PROFESSIONAL STANDARDS:**

All teacher candidates in education courses must demonstrate that they have met the Interstate Teacher Assessment and Support Consortium (InTASC Standards), as well as the National Education Technology Standards for Teachers (NETST) in order to be designated as “highly qualified” teachers. The Department of Education has selected an electronic portfolio program (Chalk & Wire) that requires teacher candidates to model core teaching standards and store artifacts and assessments over the course of the certification program. Utilizing this past work, teacher candidates will develop their student teaching professional portfolios to demonstrate they have met these professional standards. Graduates may continue the use of this program as they begin their careers.

**certification:**

After successful completion of all program requirements, graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate, through reciprocal certification agreements, is valid in many other states. Teacher candidates desiring to teach outside of Michigan should confer with the Department of Education’s Director of Certification for specific requirements.
FINDING A TEACHING POSITION:

Special efforts are made by the Boerigter Center for Calling and Career to help teacher candidates secure teaching positions, but the college does not guarantee the placement of graduates in positions. Credentials packets must be completed during the student teaching semester. They are then managed either by the student or by a private online service.

MAJORS

For a complete list of education majors, see the department of education website.

MINORS

For a complete list of education minors, see the department of education website.
INTRODUCTORY COURSES

EDUC 220 - Educational Psychology
This course focuses on the growth and development of children with special emphasis on their social, emotional, and intellectual development. Careful study of the learning process is emphasized and its implications for teaching and the classroom are examined. Students will be introduced to the department's Professional Abilities and program options.

Credits Awarded: 3
Terms Offered: Fall, Spring
Corequisites: Educ 221

EDUC 221 - Educational Psychology Field Placement
This clinical experience is a corequisite with Educ 220 and will provide opportunities for students to work with mentor teachers in K-12 classrooms and to interact with children in large and small groups and/or one-to-one to discover the complexities of the teaching/learning process, and to determine if teaching is a desired career choice.

Credit Awarded: 1
Terms Offered: Fall, Spring
Corequisites: Educ 220

EDUC 225 - The Exceptional Child and Adolescent
This course provides an introduction to categories of disabilities, the legal and historical foundations of special education, identification, and referral and IEP processes when working with individuals identified as exceptional, gifted, English Language Learners, and/or at-risk. This course addresses differentiation, including modifications, accommodations, technologies, and Universal Design for Learning. ED 220/221 are highly recommended prior to this course. Cross-listed with PSY 225. This may be used as an elective for the psychology major, but not the psychology minor.

Credits Awarded: 3
Terms Offered: Fall, Spring, Summer
Corequisites: Educ 226

EDUC 226 - The Exceptional Child and Adolescent Clinical Experience
This clinical experience provides opportunities for interaction with persons identified as exceptional, gifted, English Language Learners, and/or at-risk in public, charter, private schools, residential facilities, or community agencies. Teacher candidates will participate as aides, tutors, and instructors with individuals and small groups.

Credit Awarded: 1
Terms Offered: Fall, Spring, Summer
Corequisites: Educ 225
EDUC 241 - Introduction to Emotional Impairments
This course provides an introduction for teaching students with emotional/behavior impairments. Definitions and characteristics of an emotional impairment will be emphasized as well as historical, philosophical, etiological, and specific theoretical models identified regarding educating students with emotional/behavioral impairments.

Credits Awarded: 3
Terms Offered: Spring
Corequisites: Educ 242

EDUC 242 - Field Experience: Emotional Impairment
This clinical experience provides an opportunity for Hope students to work with individuals with emotional/behavioral impairments and observe how to service these individuals in school settings.

Credit Awarded: 1
Terms Offered: Spring
Corequisites: Educ 241

EDUC 251 - Assessment, Data and IEP in Special Education
This course provides the knowledge and skills necessary to administer formal and informal assessments and use this data to create strength-based Individual Education Plans (IEPs). Legal issues, evidence-based practices, technical understanding of assessment, and reliability and validity concerning testing are examined. Administration of various norm-referenced, criterion-referenced, Curriculum-Based Assessments, observations and informal tests are practiced. This information will be used to develop IEPs while evaluating the effectiveness of instruction using progress-monitoring techniques. This course transitions from 2 to 4 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Educ 225 and Educ 226

EDUC 252 - Advanced Reading and Literacy Practices for Special Education (K-12)
This course is designed to meet the individual needs of students who are experiencing significant difficulties with reading skills in K-12 classrooms. Emphasis is placed on evidence-based practices, assessment-driven instruction, and strategies that meet the unique needs of at-risk readers and students with disabilities in the K-12 setting. This course provides many opportunities for guided independent practice of skills while allowing the teacher candidate to explore and analyze the use of research-based strategies with struggling readers.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Educ 220 and Educ 221, Educ 225 and Educ 226
EDUC 253 - Introduction to Learning Disabilities
This course provides the foundation for teaching students with learning disabilities. Definitions and characteristics of a learning disability are emphasized in addition to historical perspectives and special education processes, programs and services at all levels - preschool through high school. In addition to exploring medically related issues, theoretical models and their implications for teaching students with learning disabilities are also addressed.

Credits Awarded: 3
Terms Offered: Fall
Corequisites: Educ 254

EDUC 254 - Field Experience: Learning Disabled
This clinical experience provides an opportunity for Hope teacher candidates to work with students with learning disabilities and observe how they are serviced in the school setting. Teacher candidates focus on experiences in a special education setting at the elementary, middle, or high school level.

Credit Awarded: 1
Terms Offered: Fall
Corequisites: Educ 253

EDUC 258 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education
This course will introduce teacher candidates to early childhood assessment practices for children birth-age 8, appropriate assessment tools, develop an understanding of responsible assessment and ways to include families and other professionals in the process. In addition, they will enhance their understanding of the IEP/IFSP requirements and how to adapt assessments strategies for young children with special needs. Furthermore, teacher candidates will have an opportunity to review program assessment by completing a program assessment tool such as the PQA, ELLCO, etc. Educ 315 is highly recommended concurrently with this course.

Credits Awarded: 3
Terms Offered: Spring
Prerequisites: Declared education major
Corequisites: Educ 259

EDUC 259 - Observations and Assessment Practices in Early Childhood and Early Childhood Special Education
This clinical experience will help teacher candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for all children.

Credit Awarded: 1
Terms Offered: Spring
Prerequisites: Declared education major
Corequisites: Educ 258
**EDUC 260 - Social Studies for the Elementary and Middle School Teacher**

This course addresses content topics from U.S. and world history, physical, cultural, and political geography; the structure and functions of local, state, and national government; the rights and responsibilities of citizenship; and principles of microeconomics and macroeconomics according to Elementary Certification Program Standards.

**Credits Awarded:** 4  
**Terms Offered:** Fall, Spring  
**Attribute:** Social Science 2 (SS2)

**EDUC 270 - Foundations of Education**

This course surveys the historical, philosophical, and social foundations of American education, from Plato to the present, and the political structure that governs the Pre-K-12 education system. The course is designed as a companion to Educ 500, which explores financial, legal, and political issues in contemporary American education, and is taken during the student teaching semester. It is required that this course be taken concurrently with either Educ 220/221 or Educ 225/226.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring

**EDUC 275 - Introduction to Secondary Education & Instruction Design**

In this course, students pursuing secondary education will be introduced to the specific needs of working with adolescents and in secondary schools. Topics covered include professional standards, curriculum, assessment, lesson design, organizing for instruction, writing instructional objectives, differentiation, accommodations, using technology for teaching and learning, structures of secondary schools including models of co-teaching, and how to use data from and about students to implement effective instruction. Educ 275/276 is required for all secondary education students who enter Hope Fall 2015 and after. Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

**Credits Awarded:** 2  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Declared education major  
**Corequisites:** Educ 276

**EDUC 276 - Introduction to Secondary Education & Instruction Design Field Placement**

This coordinated, supervised clinical experience occurs in a secondary classroom (grades 7-12). Music Education majors: Educ 276 is not required; Educ 275 is highly recommended to be taken concurrently with Mus 300 or Educ 225/226.

**Credit Awarded:** 1  
**Terms Offered:** Fall, Spring  
**Prerequisites:** Declared education major  
**Corequisites:** Educ 275
**EDUC 295 - Studies in Education**
This course is designed to allow students at the sophomore and junior level to become involved in studies in special interest areas.

- **Credits Awarded:** 1-4
- **Terms Offered:** As Needed

### PROFESSIONAL SEQUENCE COURSES

**EDUC 280 - Literacy I: Reading and Language Arts, Birth to Third Grade**
This course provides an in-depth examination of literacy issues which begin at birth and develop through the third grade. The six language arts (reading, writing, speaking, listening, viewing and visually representing) will be studied in an interactive, integrated manner to guide the prospective teacher through a developmentally appropriate, constructive analysis of emerging literacy. Through the use of children's literature, diagnosis and assessment, reading strategies, phonological awareness, writing and holistic approaches to instruction, the prospective teacher will be encouraged to adopt a flexible teaching stance which recognizes the diversity of learning styles and needs in the elementary classroom.

- **Credits Awarded:** 3
- **Terms Offered:** Fall, Spring
- **Prerequisites:** Declared education major
- **Corequisites:** Educ 281

**EDUC 281 - Literacy I: Field Placement**
This coordinated, supervised clinical experience occurs in an appropriate elementary school, Pre-K through grade three.

- **Credit Awarded:** 1
- **Terms Offered:** Fall, Spring
- **Prerequisites:** Declared education major
- **Corequisites:** Educ 280

**EDUC 282 - Literacy II: Reading and the Language Arts, Grades 4-8**
This course focuses on the transitional reader. It is during grades 4 through 8 that the child will become an independent reader in the elementary or middle school classroom. Building on the foundation provided in Educ 280, prospective teachers will consider issues surrounding content area reading and the growing use of expository texts, informal and formal assessment, children's literature, and the integrated language arts. Additional attention will be paid to designing and conceptualizing instruction which engages all learners.

- **Credits Awarded:** 3
- **Terms Offered:** Fall, Spring, Summer
- **Prerequisites:** Declared education major, Educ 280 and Educ 281 with a grade of C+ or better
- **Corequisites:** Educ 283

**EDUC 283 - Literacy II: Field Placement**
This coordinated, supervised clinical experience occurs in an appropriate elementary or middle school setting, grades 4-8.

- **Credit Awarded:** 1
- **Terms Offered:** Fall, Spring, Summer
- **Prerequisites:** Declared education major, Educ 280 and Educ 281
- **Corequisites:** Educ 282
EDUC 285 - Literacy in the Content Area
This course will focus on the integration of reading, writing, listening, speaking, viewing, and graphically representing into content subjects for grades 6-12. Course topics include: disciplinary literacy practices, generic literacy skills, modeling comprehension, differentiation, ELL, diverse learners, and assessment practices.
Credits Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 275 and Educ 276 with a grade of C+ or better
Corequisites: Educ 286

EDUC 286 - Literacy in the Content Area
Field Placement
This coordinated, supervised clinical experience occurs in an appropriate content area middle school or high school classroom.
Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 275 and Educ 276
Corequisites: Educ 285

EDUC 287 - Classroom Management for Secondary Teachers
This course will examine critical dimensions of adolescent (ages 12-18) development and identify appropriate instructional structures which create effective middle and high school learning environments. Students will study, analyze, and link classroom and behavior management theories and techniques with issues of instructional design. This course is not required for Music Education majors.
Credits Awarded: 2
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 285 or Educ 360

EDUC 305 - Physical Geography
This course explores the basic concepts and terms related to the study of physical geography. The characteristics and uses of maps, globes, and other geographic tools and technologies are addressed. The course also identifies the characteristics of landmasses and the physical processes in their development, including the shapes and patterns on the earth’s surface, e.g., the atmosphere, the biosphere, the hydrosphere and the lithosphere.
Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major

EDUC 306 - Cultural Geography
This course examines the geographical and climatic factors that have influenced the social and economic development of global populations. It analyzes the relationship of humans and their environment and explores the nature and complexity of earth’s cultural mosaics. It distinguishes the patterns and networks of economic interdependence on the earth’s surface with an emphasis on world health, religions, foods, gender relationships, etc.
Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major
EDUC 310 - Elementary Curriculum and Methods (Math, Science, Social Studies)
This course provides an examination of elementary and middle school curriculum -- its philosophy; organization; methods of curriculum development, including single-subject and integrated designs; and methods of instruction, including emphases on high-level teaching practices, instructional modifications for students, and using technology in the classroom. Recommended for pre-student teaching semester.
Credits Awarded: 5
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 282 and Educ 283 with a grade of C+ or better
Corequisites: Educ 311, Educ 312

EDUC 311 - Elementary Curriculum and Methods Field Placement
This clinical experience occurs in local elementary or middle school classrooms. Students will observe instruction, maintain classroom routines and work with individual students, small and large groups. Students are required to plan and teach at least two lessons. Recommended for the semester prior to student teaching.
Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 282 and Educ 283
Corequisites: Educ 310, Educ 312

EDUC 312 - Classroom Management for the Elementary and Middle School Teacher
This course provides an overview of classroom and behavior management techniques for elementary and middle school teachers in general education settings. Course topics will include classroom organization, setting individual and group behavioral expectations, developing and implementing classroom rules and procedures, working proactively with students, and analyzing a variety of behavioral management philosophies. Special Education majors do not take Educ 312, but rather Educ 356.
Credits Awarded: 2
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 282 and Educ 282 with a grade of C+ or better
Corequisites: Educ 310, Educ 311

EDUC 313 - Theories of Child Development and Early Childhood Education
This course introduces teacher candidates to the field of early childhood education where they will get an opportunity to view typical and atypical behaviors of young children. All developmental areas will be covered (physical, adaptive, cognitive, social/emotional, language). Theories that influence young children’s development will be reviewed. Teacher candidates will explore national and state organizations/associations that set standards for early childhood programs.
Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 314
EDUC 314 - Theories of Child Development and Early Childhood Education Field Placement
In this clinical experience teacher candidates observe and analyze young children's development and interactions. They keep reflective logs, and work with individual students as well as large and small groups of children.
Credit Awarded: 1
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 313

EDUC 315 - Planning and Implementing Curriculum and Instruction for Early Childhood
This course introduces teacher candidates to early childhood curriculum models for infants, toddlers, pre-schoolers and primary age children. They will have an opportunity to plan developmentally appropriate large and small group activities, appropriate transitions, behavioral strategies, activities supporting the arts and individual differences through in-class assignments and clinical placements. Educ 258 is highly recommended concurrently with this course.
Credit Awarded: 3
Terms Offered: Spring
Corequisites: Educ 316

EDUC 316 - Planning and Implementing Curriculum and Instruction for Early Childhood
This clinical experience will help teacher candidates to integrate their understanding of, and relationships with, children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
Credit Awarded: 1
Terms Offered: Spring
Corequisites: Educ 315

EDUC 319 - Leadership Advocacy, and Administration in Early Childhood Programs
This course will help teacher candidates explore early childhood leadership principles. Social, economic, educational, cultural and political forces affecting early childhood issues will be addressed. Topics including budgets, personnel, professional development, program creation, licensing, curriculum, collaboration, grant writing, building maintenance, nutrition, advocacy, and leadership theories will be covered.
Credit Awarded: 2
Terms Offered: Fall
EDUC 321 - Teaching of Social Studies in the Secondary School
This course is designed to develop the knowledge, skills and theoretical considerations needed to teach social studies in the secondary classroom by providing pre-service teachers with a comprehensive overview of some of the most effective approaches to planning, implementing, managing, and assessing successful and effective learning experiences for students. Using a synthesis of the College, Career, and Civic Life (C3) Framework, Michigan’s content expectations, and the Common Core State Standards for Literacy in History/Social Studies, emphasis is placed on the selection and/or design of rigorous and relevant student tasks and appropriate pedagogical scaffolding to support students’ engagement in those tasks. Teacher candidates will have multiple opportunities to engage in key pedagogical practices while receiving constructive feedback from both the instructor as well as peers through an instructional coaching model.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 322

EDUC 322 - Teaching of Social Studies in the Secondary School Field Placement
This clinical experience occurs in a social studies classroom in a middle or high school.

Credit Awarded: 1
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 321

EDUC 324 - Teaching of Mathematics in the Secondary School Field Placement
Cross-listed as Math 324. See Math 324 for more information.

Terms Offered:

EDUC 331 - Teaching of Science in the Secondary School
This course introduces methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of biology, chemistry, geology, and physics. Classroom management, student diversity, at risk students, cooperative learning in the science classroom, the Michigan Curriculum Benchmarks and Content Standards, student-centered activity-based lesson plans, long-term planning, and safe laboratory practices and techniques are topics included in this course.

Credits Awarded: 3
Terms Offered: Fall, Summer
Prerequisites: Declared education major
Corequisites: Educ 332

EDUC 332 - Teaching of Science in the Secondary School Field Placement
This clinical experience occurs in a science classroom in either a middle or high school.

Credit Awarded: 1
Terms Offered: Fall, Summer
Prerequisites: Declared education major
Corequisites: Educ 331
EDUC 333 - Secondary Special Education: Transition from School to Life
This course is designed to prepare teacher candidates to understand and work with students with disabilities at the secondary level, focusing on transition from school to life. This class provides an overview of historical foundations, legal federal implementations, best practices, programming, and assessments for secondary students in special education, and using these assessments to write the Transition Individualized Education Plan for high school students in Special Education. In addition, information about agencies, self-determination, vocational and post-school planning will be emphasized.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major

EDUC 342 - Strategies and Programs for Students with Emotional Impairment/Behavior Disorders
This course provides a comprehensive study of the unique curricular and programming alternatives for school-aged students with emotional impairments and behavior disorders. Emphasis is placed upon the use of applied behavior analysis and evidence-based practices that address the needs of this student population. This course will move to 2 credits for all students seeking endorsement in Emotionally Impairment and enter Hope in Fall 2016 and after.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major

EDUC 352 - Assessment, Prescription and Remediation in Special Education
This course provides an opportunity for students to apply assessment practices in the field in conjunction with a corresponding clinical experience. Students move through the assessment process from the selection of testing tools, to the administration of assessments, writing of a case study, and implementation of an Individualized Education Plan within the special education system.

Credit Awarded: 1
Terms Offered: Spring
Prerequisites: Declared education major, Educ 251
Corequisites: Educ 356, Educ 357 or Educ 358, Educ 359

EDUC 356 - Classroom and Behavior Management and Behavior Analysis in Special Education
This course provides an in-depth study of classroom and behavior management for both general and special education pre-service teachers. Emphasis is placed on evidence-based practices that address the emotional and behavioral needs of students, including the unique needs of students with learning disabilities and emotional impairments. The course highlights the unique strategies, curriculum options, and programming possibilities available to students with and without disabilities. This course transitions from 2 to 4 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 4
Terms Offered: Spring
Prerequisites: Declared education major, Educ 241 or Educ 253 and Educ 254, Educ 251
Corequisites: Educ 352, Educ 357 or Educ 358, Educ 359
EDUC 357 - Clinical Experience for Learning Disabilities
This clinical experience provides direct teaching experience in the special education setting. Emphasis will be on the application of assessment, lesson design, classroom and behavior management, technology supports, and remediation techniques. An IEP progress report and evaluation plan will be written on a student. Teacher candidates will receive feedback on lessons, assessments, and IEP development. This course transitions from 3 to 2 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2
Terms Offered: Spring
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242, Educ 251
Corequisites: Educ 352, Educ 356, Educ 359

EDUC 358 - Clinical Experience for Emotional Impairment
This placement provides an opportunity to integrate information addressed in Educ 436 and Educ 363 to special education clinical experience settings. Emphasis will be on application of assessment, lesson design, classroom and behavior management, and remediation techniques. An IEP progress report and evaluation plan will be written on a student. This course transitions from 3 to 2 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2
Terms Offered: Spring
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242, Educ 251
Corequisites: Educ 352, Educ 356, Educ 359

EDUC 359 - Instructional Design Using Evidence Based Practice: Elementary Focus for Learning Disabilities
This course focuses on curricular methods, evidence-based practices, and materials appropriate for the instruction of elementary students with learning disabilities. Emphasis is on the development of programming, lesson designed on IEP goals, delivery, and evaluation within a one-to-one, small group, or large group setting. Focus areas include curriculum adaptation, technology support, co-teaching, consultation, and content area teaching strategies. This course transitions from 4 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 253 and Educ 254
Corequisites: Educ 352, Educ 356, Educ 357 or Educ 358

EDUC 360 - Secondary Principles
This course is a study of secondary schools, with particular emphasis on principles and practices. The course topics include current issues, lesson and unit design, instructional strategies, assessment, technology, professionalism, educational reform, and working with adolescents.

Credits Awarded: 2
Terms Offered: Fall, Spring, Summer
Prerequisites: Educ 285 and Educ 286 with a grade of C+ or better
Corequisites: Educ 361
EDUC 361 - Secondary Principles Field Experience
A coordinated, supervised clinical experience occurs in an appropriate content area middle or high school classroom.
Credit Awarded: 1
Terms Offered: Fall, Spring, Summer
Prerequisites: Declared education major, Educ 285 and Educ 286
Corequisites: Educ 360

EDUC 363 - Instructional Design Using Evidence Based Practice: Elementary Focus for Emotional Impairment
This course focuses on curricular methods, evidence-based practices, and materials appropriate for the instruction of students with emotional and behavioral concerns. Emphasis is placed on the development of programming, service delivery models, lessons based on specific IEP objectives, instructional strategies, and evaluation. This course transitions from 4 to 3 credits for students entering Hope Fall 2019 or after.
Credit Awarded: 3
Terms Offered: Spring
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242
Corequisites: Educ 352, Educ 356, Educ 357 or Educ 358

EDUC 360 - Teaching of Secondary School English
Cross-listed as Engl 380. See Engl 380 for more information.

EDUC 381 - Teaching of English in the Secondary Schools Field Placement
Cross-listed as Engl 381. See Engl 381 for more information.

EDUC 388 - Second Language Acquisition: from Theory to Practice
This course focuses on methods of teaching second and world (or foreign) languages in grades K-12. Required of those planning to teach these languages at the elementary and/or secondary levels.
Credit Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 389 or Educ 392

EDUC 389 - The Teaching of Second and World Languages K-12 Field Placement
This clinical experience occurs in a foreign language classroom at the elementary and/or secondary levels. This course transitions from 1 to 2 credits for students entering Hope Fall 2019 or after.
Credit Awarded: 1
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 388

EDUC 390 - English as a Second Language Methods and Assessment
This course examines the theoretical foundation of ESL/EFL teaching, current issues in ESL/EFL, and provides a guided practical experience in teaching English as a Second Language classes at the K-12 level.
Credit Awarded: 3
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 393
EDUC 391 - Research in Educational Practices
This course affords an opportunity for a student to pursue supervised projects in educational research under the direction of an education professor. The research topics and methods are varied. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for this research practicum that has not taken basic course work in the educational program.

Credits Awarded: 0
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 270

EDUC 392 - Critical Issues in Second Language Acquisition and ESL
This course applies core insights from second language acquisition (SLA) theory to ESL contexts. The course will explore diverse pedagogical approaches to ESL in the K-12 environment in light of research-based findings in SLA.

Credit Awarded: 1
Terms Offered: Fall
Prerequisites: Declared education major
Corequisites: Educ 388

EDUC 393 - ESL Methods and Assessment Clinical Experience
This course, a required K-12 clinical experience for teacher candidates seeking the ESL endorsement, will combine both theory and practice and implement instructional approaches that support literacy and academic development of ESL learners. It will include 15 hours in an elementary ESL classroom setting and 15 hours in a secondary classroom setting.

Credit Awarded: 1
Terms Offered: Fall as needed, Spring
Prerequisites: Declared education major
Corequisites: Educ 390

EDUC 395 - Studies in Education
A course offered in response to student and instructor interest. Topics are not generally covered in the regular course listings. Course may be taken multiple times if topics are different.

Credits Awarded: 1-4
Terms Offered: As Needed

EDUC 420 - Family and Child Centered Interventions in Diverse Cultural Contexts
This course will focus teacher candidates on recommended practices, theoretical perspectives, and current literature regarding young children, birth-8 years of age within the framework of their family, school, and community environments. The impact of cultural, ethnic, linguistic, and socio-economic diversity on development and learning will also be addressed. Teacher candidates will develop insight into the value of parents as educational partners. Educ 313 is highly recommended prior to this course.

Credits Awarded: 3
Terms Offered: Fall
Corequisites: Educ 421

EDUC 421 - Family and Child Centered Interventions in Diverse Cultural Contexts Field Placement
This clinical experience is taken concurrently with the Family and Child Centered Interventions in Diverse Cultural Context course. Clinical experiences may be at Center for Women in Transition, Life Services-Parents as Teachers, Community Mental Health, Pathways (formerly Child and Family Services of Western Michigan), etc.

Credit Awarded: 1
Terms Offered: Fall
Corequisites: Educ 420
EDUC 434 - Learning Disabled Secondary Instructional Design

This course provides a study of theories, programs and strategies relative to adolescence, appropriate for use with students with learning problems in the middle or high school setting. Emphasis will be placed on current pedagogical practices designed to meet the needs of secondary level students with disabilities.

Credits Awarded: 3
Terms Offered: Fall
Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or Educ 358, Educ 359
Corequisites: Educ 453, Educ 454

EDUC 436 - Emotional Impairment Secondary Instructional Design

This course provides programs and strategies relative to adolescence students with emotional impairments in the middle or high school setting in different types of tier support settings. Emphasis will be placed on evidence-based practices, lesson design, team teaching, and social skills training. Transition, assessments, career services, and networking with agencies will be discussed. This course transitions from 2 to 3 credits for students entering Hope Fall 2019 or after.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major, Educ 220 and Educ 221, Educ 225 and Educ 226, Educ 241 and Educ 242
Corequisites: Educ 453, Educ 454

EDUC 453 - Computers and Technology: Special Education

This course provides a study of the ways in which technology can enhance learning not only for students with disabilities, but for all students. Topics include legislative regulations, assistive technologies, universal design for learning, and current issues.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359
Corequisites: Educ 434 or Educ 436, Educ 454

EDUC 454 - Current Issues and Trends: Special Education

This course provides a discussion of issues affecting the field of special education as well as an overview of current research and programs.

Credits Awarded: 2
Terms Offered: Fall
Prerequisites: Declared education major, Educ 333, Educ 352, Educ 356, Educ 357 or 358, Educ 359
Corequisites: Educ 434 or 436, Educ 453

EDUC 488 - Cross Cultural Education

This course provides an opportunity for students to be immersed in a diverse culture while interacting with the residents of the area. They will teach in the schools or work with area agencies. Locations include the Rosebud Reservation in South Dakota and Watts, Los Angeles.

Credits Awarded: 4
Terms Offered: Summer
EDUC 490 - Independent Studies in Education
This course is for prospective teachers who wish to do advanced study in a special interest field. Approval for study must be given by the department chairperson prior to registration.

Credits Awarded: 1-5
Terms Offered: Fall, Spring
Prerequisites: Approval of department chairperson, Declared education major

PROFESSIONAL SEMESTER COURSES

EDUC 455 - Student Teaching Seminar
The student teaching seminar is a required component of the Professional Semester experience and is taken in conjunction with student teaching. It provides an opportunity to synthesize the student teaching experience and move the student teacher toward the world of teaching at a professional level. Meeting once a week, it offers information on the certification and employment search processes, while also presenting chances to reflect on their experiences and practice. Student teachers also meet with their college supervisors in order to examine their practice in the field.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 470 or Educ 480 or Educ 485

EDUC 456 - Early Childhood Student Teaching Seminar
Taken concurrently with Educ 475 (Birth–age 4) and Educ 470 or Educ 485. It is designed to provide an opportunity to synthesize the student teaching/internship experience and move the student teacher/intern towards the world of teaching at the lower elementary level and servicing young children in a professional manner. Meeting once a week, it provides an avenue for Early Childhood student teachers/interns to analyze, evaluate and discuss the student teaching/internship experience with others in similar settings, while also offering information on the certification and employment search processes. Student teachers/interns are also given the opportunity to connect with their college supervisors in order to examine and reflect on their practice in the field. Student teachers/interns completing the Early Childhood minor will participate in several Seminar sessions that include all student teachers; at times, however, they will meet specifically with other Early Childhood student teachers/interns.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 475, Educ 470 or Educ 485
EDUC 457 - Special Education Student Teaching Seminar
The Student Teaching Seminar is a required component of the professional semester experience and is taken as a co-requisite with student teaching. It provides an opportunity to synthesize the student teaching experience and move the student teacher toward the world of teaching at a professional level. Meeting once a week, it offers the student teacher information on the certification and employment search processes, while also presenting repeated opportunities to reflect on their experiences and professional practice. Student teachers also meet with their college supervisors in order to examine their practice in the field.
Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 460 or Educ 465

EDUC 460 - Student Teaching, Learning Disabilities
This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student teacher is placed in a program for students with learning disabilities for the purpose of making application of previously acquired knowledge and skills. Offered for 9 credits for fall, 10 credits for spring. Double Special Education majors register for 5 credits during spring only.
Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 465 - Student Teaching, Emotional Impairments
This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. The student teacher is placed in a classroom for students with emotional impairments which provides a vehicle for application of previously acquired knowledge and skills. Offered for 9 credits for fall, 10 credits for spring. Double special education majors register for 5 credits during spring only.
Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 470 - Student Teaching in the Elementary/Middle School
This field-based, full-semester, clinical experience, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in elementary or middle school classrooms for a full semester’s clinical experience in order to develop and demonstrate knowledge and skills necessary to teach. Completion of content-area methods coursework and admission to the student teaching program are required. Spanish elementary majors register for 5 credits. Early childhood minors register for 6 credits. All other K-12 elementary track majors register for 10 credits.
Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455 or Educ 456
EDUC 475 - Early Childhood Student Teaching (Birth-age 4)
All students seeking an Early Childhood Endorsement to their elementary teaching certificate will spend six weeks of the 16 week student teaching experience in a full-day placement in either an infant/toddler program, pre-primary, pre-school or pre-kindergarten setting. Teacher candidates will be supervised and evaluated by the Education Department. The student teaching experience will be done in cooperation with area schools, pre-schools, and infant/toddler programs. Teacher candidates will develop and demonstrate the knowledge, skills and dispositions necessary to teach.

Credits Awarded: 4
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 456, Educ 470

EDUC 480 - Student Teaching in the Secondary School
This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. Students are placed in classes matching their major and/or minor areas of study at the middle or high school levels for a full semester’s clinical experience.

Credits Awarded: 10
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Corequisites: Educ 455

EDUC 485 - Student Teaching in the Elementary and Secondary Schools (K-12)
This field based, full semester, supervised by the Department of Education, is done in cooperation with area school systems. A full semester’s clinical experience is provided at both the elementary and secondary levels, enabling students majoring in art, music, dance, kinesiology (physical education), and Spanish K-12 to obtain a K-12 endorsement. Spanish elementary majors register for 5 credits. All other secondary track majors register for 10 credits. Completion of content methods course(s) is highly recommended prior to this course.

Credits Awarded: 5-10
Terms Offered: Fall, Spring
Prerequisites: Declared education major, Educ 360 and Educ 361
Corequisites: Educ 455

EDUC 500 - Perspectives in Education
This seminar focuses on current critical issues facing K-12 education, including school finance, legal issues, unions, and school contracts. This is an 11-week course.

Credit Awarded: 1
Terms Offered: Fall, Spring
Prerequisites: Declared education major
Attribute: Social Science 1 (SS1)

FACULTY & STAFF

Afrik, Robyn
(2019)

Anderson, Emily
(2010)

Baker-Bush, Rebecca
Lecturer/Education (2014)
Brondyk, Dr. Susan  
*Associate Professor of Education (2013)*  
Ph.D., Michigan State University, 2009  
MAT, Aquinas College, 2000  
B.A., Hope College, 1984

Bryson, Michelle  
*Lecturer in Education (2016)*

Bultman, Dr. Baars  
*Professor of Education (1985)*  
Ph.D., Michigan State University, 1995  
M.A., Western Michigan University, 1976  
B.A., Hope College, 1971

Burkey, Lyne  
*Lecturer in Education (1999)*

Capel, Valerie  
*(2020)*

Chambers, Dick  
*Lecturer/Education (2001)*

Cherup, Susan  
*The Arnold & Esther Sonneveldt Professor of Education (1976)*  
M.A., Western Michigan University, 1967  
B.A., Hope College, 1964

Colsen, Wendy  
*Part-time Lecturer (2011)*  
MAT, National-Louis University, 1996  
B.A., Purdue University, 1992

Commeret, Michelle  
*Lecturer/Education (2014)*  
B.A., Trinity Christian College,  
M.Ed., Grand Canyon University,

Conley, Valerie  
*(2019)*

Cook, Nancy  
*Professor of Education (1985)*  
M.A., Michigan State University, 1978

Coussens, Rachel  
*(2012)*  
B.A., Hope College,

D’Agostino, Dr. Sophia  
*Assistant Professor of Education (2018)*  
B.S., Western Michigan University,  
M.Ed., Grand Valley State University,

deVries, Stacey  
*(2020)*

Doele, Kimberly  
*(2020)*

Donk, Dr. Tony  
*Professor of Education (1987)*  
Ph.D., Michigan State University, 1996  
M.S.W., Western Michigan University, 1983  
B.A., Western Michigan University, 1977

Eagin, Mary  
*Lecturer in Education PATH (1990)*

Field, Jennifer  
*(2000)*  
, Grand Valley State University,

Finn, Dr. Jane  
*Professor of Education, Department Chair (2002)*  
Ed.D., Western Michigan University, 2005  
M.A., Western Michigan University, 1989  
B.A., Hope College, 1986

Geldermann, Nancy  
*Lecturer (2016)*

Gerrits, Jodi  
*Lecturer/Education (2015)*  
B.A., Hope College,

Graham, Brandon  
*(2002)*
Holmes, Dr. Vicki-Lynn  
*Associate Professor of Mathematics and Education (2009)*  
Ph.D., University of Louisville, 2009  
B.A., Coll William And Mary, 1981

Homkes, Carrie  
*Lecturer (2016)*

Horton, Dr. Libbey  
*Assistant Professor of Education (2015)*  
Ph.D., George Mason University, 2014  
M.Ed., George Mason University, 2009  
B.S., Kuyper College, 2006

Hwang, Dr. Yooyeun  
*Professor of Education (1996)*  
Ph.D., University of Wisconsin, 1996  
M.A., Univ California Santa Barbara, 1990  
B.S., Sacred Heart College for Women, 1983

Karlis, Kristi  
*Part Time Lecturer (2007)*  
B.A., Hope College,  
M.A., Michigan State University,

Kontowicz, Ellen  
*Lecturer/Education (2015)*

Maat, Pamela  
*Lecturer in Education (1993)*

Pardo, Dr. Laura  
*Evert J. and Hattie E. Blokkink Professor of Education (2005)*  
Ph.D., Michigan State University, 2004  
M.A., Michigan State University, 1990  
B.S., Central Michigan University, 1982

Pasatta, Jason  
*(2019)*  
B.A., University of Michigan,  
M.Ed., Harvard University,

Reilly, Barbara  
*Lecturer (2016)*

Schenk, Kimberly  
*Lecturer (2016)*  
M.Ed., Grand Valley State University,

Scogin, Dr. Stephen  
*Assistant Professor of Biology and Education (2014)*  
Ph.D., Texas A&M Univ College Sta*, 2014  
M.S., Stephen F Austin State Univ, 1995  
B.S., Stephen F Austin State Univ, 1993

Seabolt, Krista  
*(2018)*

Spotts, Kevin  
*(2018)*

Van Duinen, Dr. Deborah  
*Associate Professor of Education (2011)*  
Ph.D., Michigan State University, 2011  
M.A., Calvin University, 2002  
B.A., Calvin University, 1998

Van Kampen, Darlene  
*(2019)*

Voss, Lisa  
*Lecturer in Education (2011)*

Vruggink, Gary  
*Lecturer in Education (2005)*  
B.A., Hope College,  
M.A., Michigan State University,

Yelding, John  
*The Susan M. and Glenn G. Cherup Associate Professor of Education (1994)*  
M.A., Western Michigan University, 1981  
B.A., Michigan State University, 1969