History and Purpose

The Morris Hood, Jr. Pathways to Urban Teachers for Underrepresented Scholars program is part of the Martin Luther King, Jr. • César Chávez • Rosa Parks (KCP) Initiative sponsored by the Department of Talent and Economic Development within the State of Michigan Talent Investment Agency. It is one of six KCP special initiatives designed to break down barriers that restrict non-traditional students from achieving academic success in an educational setting. The program was developed in 1999 in memory of State Representative and longtime Wayne State University advocate, Morris Hood, Jr.

The College of Education continues to place emphasis on retention, certification and graduation rates of students enrolled in teacher education programs. The primary goal of the Morris Hood, Jr. Program is to increase the number of underrepresented teachers in today’s classrooms. This initiative is supported by two programs: the Morris Hood Scholars (Level 2) program, and the Pre-Morris Hood Learning Community (Level 1). The Pre-Morris Hood Learning Community is funded by the Wayne State University Office of the Provost. The Pre-Morris Hood Learning Community Grant supported the hiring of two new Morris Hood peer mentors. A new advisor was hired in Academic Services and has assumed the additional duties of serving as a Program Coordinator for the Pre-Morris Hood Learning Community.

The Morris Hood Scholars Program and the Pre-Morris Hood Learning Community work in partnership to provide academic and professional support to targeted underrepresented students. The major objective of the Morris Hood Scholars Program is to ensure students successfully complete their certification programs and ultimately graduate with a bachelor’s degree. The primary mission of the Pre-Morris Hood Learning Community is to help students increase their overall grade point average and successfully pass the Michigan Test for Teacher Certification (MTTC) Professional Readiness Exam (PRE), which will enable them to qualify for admission to teacher education programs. Over the years, the program has offered three signature components: Leadership and Professional Development, Personal Development and Academic Advising, Financial Planning and Tuition Assistance. New to this reporting period, a fourth component was developed to provide additional support for Pre-Morris Hood students needing help passing the MTTC PRE.
Twenty Morris Hood Scholars and 19 Pre-Morris Hood students took advantage of services offered through the program during the 2016 academic year. The Morris Hood Advisory Council was reconstituted to oversee and further enhance program events and activities. The council adopted a “wrap around” advising model that was more service oriented. The group met monthly and assisted with organizing the monthly meeting calendar, marketing and communications, recruitment, assessment, events and speakers. Students were informed about various campus resources and were encouraged to seek supplemental support at the Academic Success Center, the Writing Zone, and the Mathematics Resource Center. The council developed an “Incentivized” approach for 2016. While engaged in the learning process, the incentivized program allowed participants to earned points while spending time studying, attending scheduled meetings, workshops, and supporting identified service projects. It helped to generate a fun and competitive spirit among participating members. Point winners will receive scholarships to help reduce the cost of their tuition.

Leadership and Professional Development

Students engaged in a Professional Development session offered by the Morris Hood Program.

Morris Hood Program students attentively participate in a Leadership Development session.

Personal Development and Academic Advising

Financial Planning and Tuition Assistance

Psoccrates Stansberry, Morris Hood Scholar and Kurt Troutman, Pre-Morris Hood Coordinator at Spring 2016 Commencement.
PROGRAM COMPONENTS

Professional Readiness Exam (PRE) Preparation

The Professional Readiness Exam (PRE), a sub-test for the Michigan Test for Teacher Certification (MTTC), was the primary focal point for MHED students and staff. Pre-Morris Hood students continue to struggle with passing the writing and mathematics portions of the PRE. The following initiatives were developed and offered during the academic year to assist Pre-Morris Hood students with the exam.

- A series of PRE Boot Camps were developed to assist students who needed help passing the writing and mathematics section of the PRE. Certified instructors provided intensive instructional and tutorial support in math and writing.

- Individualized “PREscription” plans were developed for each Pre-Morris Hood student. The PREscription plan provided students with a personalized set of online resources that offered modules and instructional support in math and writing.

- Pre-Morris Hood students also received supplemental support from the Writing Zone and the Mathematics Resource Center.

- The College of Education has developed a three-credit course to assist students with their writing skills and a second three-credit course to help students improve their math skills. The first courses were offered during the Fall 2016 semester. Ongoing monitoring of the courses will help determine their impact.

- The Morris Hood staff initiated discussions with faculty from the mathematics and English departments to develop additional strategies to assist students with passing the mathematics and writing portions of the PRE.

Personal Development and Academic Advising

The Morris Hood advising staff met with the Morris Hood Scholars and Pre-Morris Hood Learning Community students on a regular basis. Although most advising sessions took place during scheduled appointments, staff also maintained an “open door policy” and routinely met with students during unscheduled visits.

Dean Whitman addresses the Morris Hood Program inductees on personal and professional development.
A "wrap around" advising approach helped the staff establish a closer working relationships with Pre-Morris Hood students and Morris Hood Scholars. This model helped set the tone for their partnership; it also helped students develop their academic framework for success. A Fall semester orientation presentation entitled “Framework for Success” outlined the expectations of the members in the program. Staff continued to utilize available campus resources and services to help students improve their academic standing and grade point average.

**PROGRAM COMPONENTS**

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**Leadership and Professional Development**

Monthly leadership and professional development meetings focused on networking and information sharing. The sessions were designed to be responsive to students’ needs, allowing them to initiate discussions about topics of concern. During the year, students participated in the following meetings and events:

- Gary Pollard, chair of WSU’s Board of Governors, and Douglas Whitman, Dean of the College of Education, were special guest speakers.
- Morris Hood members sponsored a “Black Lives Matter” event that was facilitated by members of two branches of law enforcement and provided helpful tips on how men of color could effectively communicate and interact when stopped by police.
- Two Morris Hood Scholars, Stefan Carter and Psoccrates Stansberry, presented at the 2016 Martin L. King, César Chávez and Rosa Parks (KCP) Equity Conference, presentation entitled “Morris Hood – Arriving as Students, Leaving as Scholars.”
- Morris Hood Scholars participated and volunteered at the Young Educators Society Conference held on the WSU campus in the Spring of 2016.
- Alumni from the Morris Hood program shared their past experiences as Scholars with current members. They discussed and encouraged current members to finish their degree and certification programs during a leadership development session.
Leadership and Professional Development

- Paul Johnson, Certification Officer in the Division of Academic Services, presented “Lessons Learned: The Continuum-Being a Responsible Teacher,” a session that included team building exercises.

- Members also volunteered for campus activities - including the Fall and Winter Commencement, the College of Education Job Fair and Graduate Program Showcase, and Celebrate Learning Fair, another KCP initiative - that served targeted GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) students.

Financial Planning and Tuition Assistance

The Morris Hood program provided Morris Hood Scholars with financial assistance by paying for a minimum of eight credit hours during the academic year.

- Pre-Morris Hood (Level 1) and Morris Hood Scholars (Level 2) received in-depth information on the availability of financial aid. The workshop included information on determining financial eligibility, writing a successful personal statement, completing the FAFSA and identifying aggregate loan limits.

- Pre-Morris Hood and Morris Hood Scholars received $19,500 in supplemental scholarship funds. Funding was granted through the Detroit Federation of Teachers, the College of Education and the Young Educators Society.

- Tuition assistance help to reduce Scholar’s loan amounts and out of pocket expenses.

- Scholarships allowed Scholars to attend classes in all semesters, and gave Scholars more time to focus on academics.

“Each One · Reach One · Teach One”
2016 Program Outcomes

Morris Hood Scholars (Level 2)

- All Scholars advanced in their class standing during this reporting period.
- The average age of the Morris Hood Scholars was 30 years.
- All Scholars completed the year in good academic standing with a cumulative GPA of 3.35.
- Five Scholars completed their certification and degree requirements in 2016.
- All five graduates are gainfully employed in contract teaching positions.
- 100% (15 Scholars) returned and are expected to continue as program participants for the 2016-2017 school year.

Graduates

Cumulative GPA: 3.56

- Aaron Ames
  May 2016
  Secondary Ed.
  Social Studies & History

- Psocrrates Stansberry
  May 2016
  Secondary Ed.
  Math

- Stefan Carter
  August 2016
  Secondary Ed.
  Social Studies

- Henry Warren
  May 2016
  Elementary Ed.
  K-5 All subjects

- Darrin Driesenga
  May 2016
  Elementary Ed.
  K-5 All subjects

Pre-Morris Hood (Level 1)

- All 19 students completed the year in good academic standing.
- The cumulative GPA for all students was 2.98 for the year.
- The average age of program participants was 30 years.
- Eight students successfully transitioned to the Morris Hood Scholars program.
- Students completed over 300 service hours while volunteering in urban schools and supporting other community and campus based events.

Program participants celebrated a successful school year with an “End of the Year Celebration,” during which the college honored graduates and presented awards to current members.
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R. Douglas Whitman, Ph.D., Professor and Dean, College of Education

Janice Green, Ph.D., Assistant Dean, Academic Services and Program Director, Morris Hood, Jr. Program

Paul Johnson, Certification Officer, Morris Hood, Jr. Advisory Council

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College of Education Theme - The Effective Urban Educator:
Reflective, Innovative and Committed to Diversity