

# Application for State Approval of Teacher Preparation Specialty Programs

## Vocational Endorsement/Interim Occupational Certificate Programs

(For Teachers Seeking Interim Occupation Certificates AND Vocational Endorsements  
On Provisional or Professional Teaching Certificates)

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### Directions:

- For each new, amended, or experimental program, a separate application is required.
- Submit a separate application for each vocational endorsement code.
- Application and all documentation are to be submitted electronically.
- Fax or mail only the cover page that is signed by the head of the education unit.
- All correspondence regarding this application should be addressed to the consultant/coordinator identified above.

<b>I. Application Information</b>	
Institution	Eastern Michigan University
Date of this application	November 9, 2007
MDE endorsement area and code (from Application Attachment 8)	Vocational Marketing (VM)
U.S. Department of Education Secondary Classification of Instructional Programs (CIP) Code(s) for this application (see Attachment 1)	52.199
Name and title of Education Unit Head	John E. Boyless
Signature of Education Unit Head	

<b>II. Contact Information for Questions Related to This Application</b>	
Contact person's name and title	Ronald Fulkert
Contact person's phone and fax	734.487.4330/734.4877690
Contact person's E-mail address	rfulkert@gmail.com
Vocational Certification Officer name	Nancy Dahl
Vocational Certification Officer E-mail address, and phone/fax numbers	ndahl@emich.edu 734.487.1416; 734.487.7089

III. Type of Request for Approval		(Indicate One)
New program for institution		
Compliance with State Board of Education new or modified program criteria		X
Experimental program		
Program amendment (See Section IX for guidelines)		

IV. Institutional Representatives					
Please list institutional content experts available to serve on Michigan Department of Education Ad-Hoc Committees Related to this Specialty Program (e.g., program review, standards development, test development, forum planning). Include both institutional content experts and K-12 partners.					
Name/Title	Specialty	Mailing Address	E-Mail Address	Phone	Fax
Ron Fulkert	Business Services	20 Sill Hall	rfulkert@gmail.com	734.487.4330	734.487.7690
Dave Leopard	Marketing Education (VM)	Eastern Michigan School of Technology Studies 20 Sill Hall Y	davideleopard@Yahoo.com	734.487.4330	734.487.7690

V. Program Information	
<b>Program Summary</b>	<p>Prepare a program narrative (<i>5 page maximum</i>), which addresses R 390.1161 (1) (a), which requires “a program in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers in the occupational area of the endorsement.”</p> <ul style="list-style-type: none"> <li>• Describes the philosophy, rationale, and objectives of the specialty program and explains how the program is consistent with the philosophy, rationale, and conceptual framework of the education unit.</li> <li>• Describes how candidates learn teaching methods for vocational classrooms.</li> <li>• Describes how candidates learn multiple methods to assess student work in vocational classrooms.</li> <li>• Describes how candidates gain field experiences in secondary vocational classrooms related to the specific vocational code. (Student teaching in a vocational classroom is not required; appropriate field experiences include observation, working with groups of students, implementing lesson plans and providing support to classroom teacher.)</li> </ul>

<b>Program Coursework</b>	<ul style="list-style-type: none"> <li>• Complete Application Attachment 3 showing the required courses for this program, which address R 390.1161 (1) (a), requiring “a program in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers in the occupational area of the endorsement.” The program should consist of a minimum of 6 semester hours to include the following topics: vocational curriculum development, management of vocational programs, safety and ethical issues, and instruction in work-based learning. In addition, field experiences in state approved secondary vocational classrooms would be a required component of this coursework (see above).</li> <li>• Submit a narrative explaining all options for candidates to complete coursework in the occupational area. Include processes for accepting content credits earned (related to the CIP area) at another institution.</li> <li>• Submit a narrative explanation of if and how the institution proposes to use MOCAC/NOCTI tests in place of work experience. <i>Note: Institutions may allow passage of national competency tests (e.g., NOCTI) to take the place of up to half of this academic credit.</i></li> <li>• Submit a narrative explanation of if and how the institution proposes to use MOCAC/NOCTI tests in place of coursework related to this specific program specialty area (major/minor, if applicable). <i>Note: Passage of national competency tests cannot be used to take the place of both work experience and academic credit for the occupational major or minor.</i></li> </ul>
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<b>VI. Evaluation of Work Experience</b>	
Complete Application Attachment 4 showing the names and qualifications of individuals who will be evaluating the work experience of each candidate for vocational endorsement for the CIP codes in this application.	

<b>VII. Supporting Documentation</b>	
<b>Syllabi</b>	<ul style="list-style-type: none"> <li>• Provide a representative syllabus for each required course (those listed on Application Attachment 3).</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• Please complete the <i>Instructional Faculty</i> table from Application Attachment 5.</li> <li>• Include all faculty names teaching the courses shown on the <i>Summary of Course Requirements for Specialty Program</i> (Application Attachment 3), including those who may be temporary or non-tenure stream.</li> <li>• List additional faculty positions that may be added if this program is approved.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Describe how this program will utilize technological resources.</li> </ul>

<b>VIII. Experimental Program Description (Rule 53)</b>	
<b>Program Purpose</b>	<p>Attach a statement describing the purpose and objectives(s) of this preparation program. Please include the following:</p> <ul style="list-style-type: none"> <li>• Employer Needs/Student Aspirations.</li> <li>• National/Statewide Needs (for content area, level, diversity, etc., as per the goals of the experimental program).</li> <li>• The number of candidates you anticipate preparing for this endorsement during each of the first three years, if this program is approved.</li> </ul>

<b>Program Design</b>	<ul style="list-style-type: none"> <li>• The hypothesis being tested.</li> <li>• The design of the program (including all courses).</li> <li>• Control and experimental groupings.</li> <li>• Assessment and evaluation instruments and techniques.</li> </ul>
<b>Program Duration</b>	Specify the period of time you wish for the experimental program to be in effect. Approval by the State will normally be granted for a time period of three to five years. Once approved, institutions should submit annual reports, including any changes in the experimental program design, and an analysis of evaluation data.

<b>IX. Guidelines for Applying for Amendments to Currently Approved Teacher Preparation Programs</b>
<p>If the amendment is minor (e.g., change in a course number(s), change in course sequence, minor modification to a course change in faculty, change in work experience evaluator etc.) and does not have a major impact on the program, the amendment may be described in a letter to the Office of Professional Preparation Services with updated documents, as applicable. Minor amendments do not require official State approval and are filed with program documentation previously submitted. If the proposed amendment is not clear, or if more information is needed, the institution will be contacted by the Office of Professional Preparation Services. Once approved, the description of the amendment will be attached to the program application that is currently on file.</p> <p>If the amendment is more extensive, or is submitted in response to new state standards, a complete "Application to Request State Board of Education Approval for Professional Preparation Programs" should be submitted to the Office of Professional Preparation Services. (Institutions may copy, for inclusion in the new application, any sections of the previously approved application that have not been affected by the amendment.)</p>



**CIP Codes by Career Pathway**

Career Pathway	Cluster	CIP Code	CIP Code Title	Vocational Endorsement Code	Preparation / Certification / Endorsement	Related Licensing Required	Content Standards And Cluster Pathways (To Guide Preparation in CIP Area)
Business, Management, Marketing, and Technology Pathway	Vocational Marketing (VM)	52.199	Vocational Marketing	VM	GX, GQ, or GH Candidate may be recommended for 52.1299, if they have work experience in any of the three areas and have completed GX, GQ, or GM.		GQ Standards <a href="http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-24835-,00.html">http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-24835-,00.html</a>  GX, GH Standards – NBEA Standards

## CIP Codes by Career Pathway

- Coursework in First Aid and CPR is required for all Michigan teachers from a State-approved vendor.  
See [http://www.michigan.gov/mde/0,1607,7-140-6530\\_5683-75289--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_5683-75289--,00.html)

**NOTE:** These documents can be used for specific CIP Code selection or changes that have occurred in CIP Code numbers or program titles:

- OCTP Crosswalk for CIP Codes –  
[http://www.michigan.gov/documents/Crosswalk\\_of\\_CIP\\_Codes\\_and\\_Standard\\_CIP\\_Codes\\_for\\_2003-04\\_rev\\_073003\\_73798\\_7.pdf](http://www.michigan.gov/documents/Crosswalk_of_CIP_Codes_and_Standard_CIP_Codes_for_2003-04_rev_073003_73798_7.pdf)
- 2005-2006 Secondary CTE Program CIP Codes -  
[http://www.michigan.gov/documents/05-06\\_Secondary\\_CTE\\_Program\\_CIP\\_Codes\\_138754\\_7.pdf](http://www.michigan.gov/documents/05-06_Secondary_CTE_Program_CIP_Codes_138754_7.pdf)
- Crosswalk of CIP Codes and Standard Courses for 2005-2006 -  
[http://www.michigan.gov/documents/Crosswalk\\_of\\_CIP\\_Codes\\_and\\_Standard\\_Courses\\_for\\_2005-2006\\_138755\\_7.pdf](http://www.michigan.gov/documents/Crosswalk_of_CIP_Codes_and_Standard_Courses_for_2005-2006_138755_7.pdf)
- CIP Codes and Standard Courses for 2005-2006 -  
[http://www.michigan.gov/documents/CIP\\_Codes\\_and\\_Standard\\_Courses\\_for\\_2005-2006\\_138749\\_7.pdf](http://www.michigan.gov/documents/CIP_Codes_and_Standard_Courses_for_2005-2006_138749_7.pdf)

**Summary of Course Requirements for Vocational Teacher Preparation Programs**

Required by R 390.1161 (1) (a), which states: “An application for vocational endorsement shall... present evidence of completing “a program in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers in the occupational area of the endorsement.” The program should consist of a minimum of 6 semester hours to include the following topics: vocational curriculum development, management of vocational programs, safety and ethical issues, and instruction in work-based learning.

**Institution:** Eastern Michigan University **Date:** November 9, 2007

**Vocational Program:** Business, Management, Marketing, and Technology **Vocational Endorsement Code:** VB

**Program Contact Person:** Ronald Fulkert

**DIRECTIONS:** On the table below, list the required courses for vocational teacher preparation programs at your institution. You may add rows and/or adjust the size of cells, as needed.

Course Title	Course Number	* Sem. Hours	Course Description
Curriculum for Career and Technology Education	BMMT (BEDU) 363	3.0	This course is sequenced to take a student through the process of curriculum planning and design for a Career and Technology Education Program (CTE). The process will result in both the assembly of a curriculum package and master of the process. Students will be responsible for out of class research of content areas, curriculum implementation ideas, and curriculum material as well as curriculum trends in career and technology education. Presentations of findings will be made to the group

<p><b>PRINCIPLES OF CAREER &amp; TECHNICAL EDUCATION</b></p>	<p>BMMT (BEDU) 200</p>	<p>3.0</p>	<p>The Principles of Career &amp; Technical Education course will have three major areas of focus. The first segment will concentrate upon orienting students to their specialty area. Along with inputs provided by guest speakers and lecture-discussion sessions, students will have an opportunity to review literature and participate in professional development activities within their program area. A major portion of the pre-student teaching experience will be completed and documented in connection with this part of the course. Students will also examine and report upon basic business subjects pertinent to their area.</p> <p>In the second phase of the course the student will develop, through demonstration-performance procedures. Instruction and practice will be provided in basic teaching methods.</p> <p>The third phase of the course will familiarize students with the processes involved in and the requirements for becoming a Career &amp; Technical Education teacher. Specialists in the various processes will visit the class to discuss steps, guidelines, and other issues related to student teaching, teacher certification, and vocational certification. Program outlines, advising, and professional student organizations will also be discussed. Development and employment opportunities will also be examined.</p> <p>Assignments which involve a group presentation, providing input on an assignment, or critiquing presentations will have those aspects included as a part of their grade.</p> <p>Some of the assignments will be made at the beginning of the semester and will not be due until later in the course. The nature of these assignments necessitates that they be carried out over time. It is imperative that these assignments be initiated as soon as they are received.</p> <p>In emergency situations extensions may be granted for written assignments. It is important, however, that students be ready for all presentation assignments as they are scheduled. All papers should be word processed except where designated by the instructor. Other exceptions must be pre-approved. Original work is required for all assignments. Work originating in other courses will be disqualified from fulfillment of requirements for this course.</p>
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Total number of SEMESTER HOURS <b>REQUIRED*</b>		6.0	
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(1) \*If the institution assigns a different type of credit, please convert to semester hours.

BEDU Preference Code Courses are in the process of being changed to BMMT courses

**Evaluators of Work Experience and Technical Preparation by CIP Code**

**Institution** Eastern Michigan University **Date:** November 9, 2007

**Vocational Program:** Vocational Marketing **Vocational Code:** VM

**Program Contacts for Work Experience Evaluation:** Dr. Ronald Fulkert

**DIRECTIONS:** On the table below, list the names and qualifications of individuals who will be evaluating work experiences for the CIP Codes areas included with this application. Qualifications should include a license in the area, if applicable, and at least four years of professional work experience in the specific CIP Code area. Please note that evaluators are NOT required to be faculty members and that evaluation guidelines are available to assist with this process.

Pathway	CIP Code	CIP Code Title	Name of Individual(s)* who will be evaluating work experience for this secondary CIP Code area	Actual Qualifying Credentials of Individual(s) who will be evaluating work experience for each secondary CIP Code area**
Business, Management, Marketing, and Technology Pathway	52.1999	Business Administration Management and Operation	Ronald Fulkert	Program Coordinator, vocational experience in business, certified in comprehensive business education
			David Leopard	Previous Marketing Coordinator, vocational experience in business and marketing, certified in Marketing Education

\* When there are changes in evaluators, an updated form should be sent to the Michigan Department of Education as a part of an *Application for Approval of an Amended Program*.

\*\* Please summarize qualifications; do **NOT** attach resumes or vitae.

**Instructional Faculty**

**Institution:** Eastern Michigan University **Date:** 11/9/07

**Vocational Program:** Vocational Marketing **Vocational Code:** VM

Please include all faculty names teaching the courses shown on the Summary of Course Requirements for Vocational Teacher Preparation Programs (Application Attachment 3), including those who may be temporary or non-tenure stream.

<b>Courses</b>	<b>Faculty Member</b>	<b>Highest Degree in this Specialty Area; Indicating Study Focus and Research Area</b>	<b>Professional Development Experience in the Last 3 Years</b>	<b>Special Awards and Recognition</b>	<b>Collaborative Work with Secondary Career and Technical Education Programs</b>
BMMT 200	Dr. David Leopard	Ph.D.	NBEA Conferences, workshops, and presentations		CTE Advisory Committee
BMMT 363	Dr. Ronal Fulkert	PH.D	NBEA Conferences, MBEA Conferences, workshops, presentations.	MBEA Post-secondary teacher of Year Eastern Michigan University Alumni Teaching Excellence Award	CTE Advisory Committee, WCC Advisory Committee
BMMT 200	Ms. Melinda Carlson	Mater's Business Education	NBEA Conferences, MBEA Conferences, workshops, presentations. Lincoln Park School In-service	BPA President	
BMMT 200	Mr. Maurice Henderson	M.S. in Business Education	NBEA Conferences, MBEA Conferences, Workshops, presentations	MBEA Board	

<b>Courses</b>	<b>Faculty Member</b>	<b>Highest Degree in this Specialty Area; Indicating Study Focus and Research Area</b>	<b>Professional Development Experience in the Last 3 Years</b>	<b>Special Awards and Recognition</b>	<b>Collaborative Work with Secondary Career and Technical Education Programs</b>

**Recommended Qualifications for Evaluators of Work Experience  
For CTE Teacher Candidates in Occupational Pathway Area**

**Education Required**

1. Graduate of an approved and accredited educational program and
  - a. Holds a secondary teaching certificate with vocational endorsement and/or an occupational certificate for the occupational CIP code and/or higher education teaching experience in the occupational area they are reviewing.
  - b. Holds the appropriate state licensing for the occupational pathway area, if applicable.
2. Has held relevant industry or education and/or professional roles in the CTE pathway area.

**Recommended Evidence for Institutional Selection of Evaluators**

1. A current resume or vita.
2. Copies of appropriate certificates and/or licensure in CIP area.
3. Qualifying documentation for post-secondary level experience.
4. Documentation of relevant industry or educational and/or professional roles in the CTE pathway area.

## Administrative Rule Governing the Preparation of Michigan Teachers

(Proposed Rule)

### PART 6. VOCATIONAL ENDORSEMENT AND AUTHORIZATION

R 390.1161 State secondary provisional certification with vocational endorsement.

Rule 61.

- (1) An applicant for vocational endorsement shall meet the requirements for state secondary provisional certification as described in part 2 of these rules as well as presenting evidence of completing:
  - (a) A program **with a minimum of 6 semester credit hours, or equivalent, of coursework** in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers ~~in the occupational area of endorsement.~~
  - (b) ~~A major or a minor in an approved program in the occupational area of the endorsement.~~ **Completion of an approved program in the occupational area of the endorsement.**
  - (c) Two years of work experience in the occupational area of the endorsement or completion of a planned equivalent program of directed supervised occupational experience approved by the department of education. The occupational experience shall be characterized by its relevancy and recency.
- (2) Vocational endorsement is valid for teaching in the stated occupational area in approved vocational education programs.

#### Notes:

- #1 The proposed rule is a part of a package of recommended changes to the *Administrative Rules Governing the Certification of Michigan Teachers*. These will be subject to public feedback in winter 2006.
- #2 Rule 1127 (1) (c) states: "After July 1, 1983, 3 semester hours in the teaching of reading. Evidence shall be presented to prove completion of such credit." This applies to all secondary teaching certificates.
- #3 Excerpt from THE REVISED SCHOOL CODE, Act 451 of 1976  
380.1531d First aid and cardiopulmonary resuscitation; requirements for teacher certification.

Sec. 1531d. (1) Beginning July 1, 2004, the superintendent of public instruction shall not issue an initial teaching certificate to a person unless the person presents evidence satisfactory to the superintendent of public instruction that the person meets one of the following:

- (a) Has successfully completed a course approved by the department in first aid and cardiopulmonary resuscitation, including a test demonstration on a mannequin, and has successfully completed instruction approved by the department in foreign body airway obstruction management, and holds valid certification in these topics issued by the American Red Cross, American Heart Association, or a comparable organization or institution approved by the department.
- (b) Has physical limitations that make it impracticable for the person to complete the instruction and obtain the required certification under subdivision (a).

**This applies to all secondary teaching certificates.**

January 2006

**AX COMMUNICATION ARTS**

**BX LANGUAGE ARTS**

BA English  
BC Journalism  
BD Speech  
BT Reading

BR Reading Specialist

**RX SOCIAL STUDIES**

CA Economics  
CB Geography  
CC History  
CD Political Science

**SOCIAL SCIENCE\*2**

CE Psychology  
CF Sociology  
CH Anthropology  
CL Cultural Studies  
CM Behavioral Studies

**DX SCIENCE\*3**

**DI INTEGRATED SCIENCE**

DA Biology  
DC Chemistry  
DE Physics  
DH Earth/Space Science

DP Physical Science

**EX MATHEMATICS**

**WORLD LANGUAGE**

FA French  
FB German  
FC Greek  
FD Latin  
FE Russian  
FF Spanish  
FG Other  
FH Italian  
FI Polish  
FJ Hebrew  
FL Japanese Language and Culture  
FR Chinese Language and Culture

**BILINGUAL EDUCATION**

YA Bilingual French  
YB Bilingual German  
YC Bilingual Greek  
YE Bilingual Russian  
YF Bilingual Spanish  
YH Bilingual Italian  
YI Bilingual Polish  
YJ Bilingual Hebrew  
YK Bilingual Arabic

**BILINGUAL EDUCATION (Con't.)**

YL Bilingual Other  
YM Bilingual Vietnamese  
YN Bilingual Korean  
YO Bilingual Servo-Croatian/Bosnian  
YP Bilingual Chaldean  
YR Bilingual Chinese  
YS Bilingual Filipino  
YT Bilingual Japanese

**BUSINESS EDUCATION\*2**

GQ Business, Management, Marketing, and Technology  
GM Marketing Education

**HX AGRISCIENCE AND NATURAL RESOURCES**

**IX INDUSTRIAL TECHNOLOGY**

**JX MUSIC EDUCATION\*4**

**JQ MUSIC EDUCATION**

**KH FAMILY AND CONSUMER SCIENCES**

**LX ART EDUCATION\*5**

**LQ VISUAL ARTS EDUCATION**

**LZ VISUAL ARTS EDUCATION SPECIALIST**

**HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE**

MA Health  
MB Physical Education  
MD Recreation

MH Dance

**MISCELLANEOUS**

NB National Board Certification  
ND Library Media  
NJ Environmental Studies  
NP Educational Technology  
NR Computer Science  
NS English as a Second Language  
NT Guidance and Counseling

**OX FINE ARTS**

**PX HUMANITIES**

PR Academic Study of Religions  
PS Philosophy

**SPECIAL EDUCATION**

SA Cognitive Impairment  
SB Speech and Language Impairment  
SC Physical or Other Health Impairment  
SE Emotional Impairment  
SK Visual Impairment  
SL Hearing Impairment  
SM Learning Disabilities  
SP Physical Education for Students with Disabilities  
SV Autism

**TX TECHNOLOGY AND DESIGN**

**ZA EARLY CHILDHOOD EDUCATION\*6**

**ZD MIDDLE SCHOOL\*6**

**ZL MIDDLE LEVEL\*6**

**ZG GENERAL EL K-5\*6**

**CAREER AND TECHNICAL EDUCATION**

VH Vocational Family and Consumer Sciences

*Vocational Agriscience and Natural Resources Pathway*

VA Vocational Agriscience and Natural Resources

*Vocational Business, Management, Marketing, and Technology Pathway*

VB Vocational Business Services  
VM Vocational Marketing Education  
VZ Vocational Hospitality

*Vocational Health Sciences Pathway*

VS Vocational Health Sciences

*Vocational Engineering, Manufacturing, Industrial & Technology Pathway/Vocational Arts and Communication Pathway*

VT Vocational Technical

*Vocational Human Services Pathway*

VC Vocational Child Care  
VE Vocational Cosmetology  
VF Vocational Law Enforcement/Fire Science  
VG Vocational Teacher Cadet



- \*<sup>1</sup> Endorsement codes (e.g., BA, ZA) do not appear on Michigan teaching certificates.
- \*<sup>2</sup> Endorsements for the Social Science group (formerly CX), for the Business Education group (formerly GX), or for the Health, Physical Education, Recreation, and Dance group (formerly MX) are no longer program options.
- \*<sup>3</sup> The DX endorsement may not be offered to new candidates after the fall semester of the 2003-2004 academic year.
- \*<sup>4</sup> The JX endorsement may not be offered to new candidates after the fall semester of the 2006-2007 academic year.
- \*<sup>5</sup> The LX endorsement may not be offered to new candidates after the fall semester of the 2002-2003 academic year.
- \*<sup>6</sup> The “Z” codes are used only by teacher preparation institutions for recommending these grade levels to the Michigan Department of Education.

[http://www.michigan.gov/documents/EndorsementAreas&CodesA60660\\_74341\\_7.PDF](http://www.michigan.gov/documents/EndorsementAreas&CodesA60660_74341_7.PDF)

## Teacher Cadet

1. Requirements for a secondary or elementary teacher who does not hold any vocational endorsements to earn a teacher cadet endorsement -
  - a. Professional certificate
  - b. Tenured in a least one school district
  - c. Complete 6 semester hours of course work in an approved vocational program
  - d. Have to complete the Michigan program for teacher cadet teachers
  - e. 4000 hours of recent and relevant work experience in secondary (7-12) teaching (note: the item that went to the SBE indicated that 2,000 of those hours needed to be in a high school setting)
  - f. Completion of a course in adolescent developmental psychology
  
2. Requirements for a secondary teacher who holds an interim occupational or occupational certificate in vocational child care –
  - a. Completion of 18 hours of an approved secondary professional education course sequence (cover letter to explain how existing teacher cadet teachers may have already earned these credits)
  - b. Tenured in at least one school district
  - c. 4000 hours of recent and relevant work experience in secondary (7-12) teaching
  - d. Have to complete the Michigan program for teacher cadet teachers
  
3. Requirements for a secondary teacher who holds any vocational endorsement to earn a teacher cadet endorsement -
  - a. Professional certificate
  - b. Tenured in at least one school district
  - c. Have to complete the Michigan program for teacher cadet teachers
  - d. 4000 hours of recent and relevant work experience in secondary (7-12) teaching (note: the item that went to the SBE indicated that 2,000 of those hours needed to be in high school setting)
  
4. Requirements for a secondary teacher who holds an interim occupational or occupational certificate in any area other than vocational child care –
  - a. Completion of 18 hours of an approved secondary professional education course sequence (cover letter to explain how existing teacher cadet teachers may have already earned these credits)
  - b. Tenured in at least one school district

## Which Teacher Cadet Candidates Can be in the Program?

	<b>Non-vocational Programs (No Endorsement Needed)</b>	<b>CTE Programs (VG Endorsement) Perkins Funding</b>
Any elementary teacher holding a Professional Certificate	Any secondary K-12 student	
Any secondary teacher holding a Professional Certificate	Any secondary K-12 student	
Secondary teachers who are also vocationally certified and hold the Occupational Certificate		Any secondary vocational education student

## Preparation Needed for Teacher Cadet Teachers

	<b>Certification</b>	<b>Teacher Cadet Training</b>	<b>6 Hours of Vocational Training</b>	<b>Work Experience</b>
<b>Non-Vocational programs (No endorsement needed)</b>	Any elementary teacher holding a Professional Certificate	South Carolina, SVSU, or State		Recommended Experience teaching in grades 10-12, or coursework to orient them to teaching at the secondary level
	Any secondary teacher holding a Professional Certificate	South Carolina, SVSU, or State		Recommended Experience teaching in grades K-6, or coursework to orient them to teaching at the elementary level
<b>CTE Programs (VG Endorsement) Perkins Funding</b>	Secondary teachers who are vocationally certified and hold the Occupational Certificate	South Carolina, SVSU, or State	Will be earned in preparation for vocational certification	4,000 hours of CTE teaching experience in any vocationally endorsed area OR Human Services/Vocational Child Care endorsement

