

# COLLEGE OF EDUCATION

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*Departments and Programs*

- Leadership and Counseling
- Special Education
- Teacher Education

## MISSION STATEMENT

To create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem-solving abilities of our students so that they may become ethical, productive and contributing participants and leaders in a democratic and diverse society.

Given the size and complexities of the professional preparation programs of Eastern Michigan University, the complicated interactions between University programming and external authorities, the rapid change that is occurring to keep EMU professional education programming on “the cutting edge,” and other such factors, it is virtually impossible for any single faculty or staff member to be completely and fully informed on every matter that might be raised.

Faculty and staff members make every effort to be helpful to students and departmental/program materials are intended to inform. Even so, none of these sources is infallible, especially in complicated situations.

Thus, there is the need for a single, authoritative source of information about professional education curricula and academic policy on which the entire EMU community can draw and in which all can have confidence. This portion of the catalog is intended to serve that purpose.

## THE GOVERNANCE OF PROFESSIONAL EDUCATION

As a member of The Renaissance Group, Eastern Michigan University is committed to the principle that teacher preparation is a campus-wide responsibility. Many EMU organizational entities are involved with services to prospective teachers (and other professional personnel) and teacher (and other professional personnel) preparation program delivery. Several established faculty bodies are charged with roles involving curriculum and academic policy issues.

### Committee on Basic Programs

The committee on basic programs (CBP) is charged, under its governing document, with the coordination of initial teacher preparation. The CBP is composed of elected faculty members from three academic colleges, each representing one or more program areas in which the institution prepares beginning teachers; students; and major administrators of the teacher education program. The determinations of the CBP are made as recommendations to the education council.

### College of Education Council

The College of Education Council (COE Council) is composed of elected members of the faculty of the College of Education. CBP recommendations are forwarded to the COE Council for its review. Positive recommendations are forwarded through the dean of the College of Education to the Office of the Provost and Vice President for Academic Affairs for further review and approval.

All matters related to the advanced preparation of teachers and related to the preparation of all other types of educational personnel (e.g., principals, counselors) are processed through the committee on advanced programs and the COE Council determinations are forwarded through the dean of the College of Education to the office of the Provost/Vice President for Academic Affairs.

### Central Institutional Structures

An item approved by the College of Education Council and also approved by the dean of the College of Education is transmitted to the Office of the Provost and Vice President for Academic Affairs. From there, the routing to obtain closure on the item, depending on the nature of the item, might be to one or more of several different entities, including the Faculty Council, the Graduate School, the Board of Regents, etc. The policies, procedures, minutes, etc. of these various structures are available through the executive officer of the body or the relevant Eastern Michigan University administrator.

## GENERAL INFORMATION APPLICABLE TO ALL PROSPECTIVE TEACHERS

Eastern Michigan University is authorized and approved by the Michigan Department of Education and accredited by the National Council for Accreditation of Teacher Education to prepare the following types of teachers. Successful completion of the appropriate program of studies leads to a recommendation for the Michigan provisional certificate.

### Elementary

Several approaches for establishing eligibility for recommendation for certification as an elementary teacher are offered. One approach includes the course work necessary for eligibility for the additional early childhood education endorsement. See the curricula in both elementary and early childhood education.

### Secondary and K-12

Programming is offered to establish eligibility for recommendation for certification as a secondary teacher in the following major fields: biology, business education (business, management, marketing and technology), chemistry, computer science, earth science, economics, English, French, geography, German, history, marketing education, mathematics, physics, political science, psychology, social studies, sociology, Spanish and speech (communication). Preparation through a minor is available in several additional fields. See the curricula for these secondary programs.

Programming is offered to establish eligibility for recommendation for certification as a K-12 teacher in the following fields: Japanese language and culture, music (instrumental), music (vocal), physical education, technology and design and visual arts education. See the curricula for these K-12 programs.

### Special Education

In general, one must complete requirements for becoming an elementary or secondary teacher prior to or simultaneously with completing additional requirements for becoming a special education teacher. At the baccalaureate level, EMU prepares special education teachers in the areas of emotional impairment, hearing impairment, cognitive impairment, physical and other health impairment and visual impairment. The speech and language pathology program is a five-year course of study that culminates in a master's degree. The learning disabilities program is a graduate-level program only. See the curricula for these special education programs.

### Endorsements

One may become eligible to become endorsed in a second (or third or fourth) teaching field. In addition to the teaching fields given above, course work leading to eligibility for recommendation for a certification endorsement is available in such fields as bilingual Spanish, health and vocational business education.

### Employment Opportunities

The demand for certain kinds of teachers is much greater, both in Michigan and nationally, than it is for other kinds of teachers. In addition, it is sometimes difficult to place student teachers in certain teaching fields. Accordingly, prospective teachers are urged to consult with an adviser at an early point so as to optimize ultimate employment opportunities through careful selection of a course of study.

### Education Honor Society

Kappa Delta Pi, International Honor Society in Education, has been in existence since 1911. Pi Chapter, the chapter at Eastern Michigan University, was established at Michigan State Normal School on June 20, 1922. It has operated continuously since that date, the 16th chapter chartered out of more than 600 in the world. In 1999, Pi Chapter was recognized as an “ACE” (Achieving Chapter Excellence) chapter. Among the activities of Pi Chapter are the following:

- Assisting with the care and welfare of the Town Hall School, the 1895 one-room schoolhouse;
- Adoption of Bellevue Elementary School in Detroit;

- Overseeing the Kappa Delta Pi and Lyman-Lindquist Scholarship Funds;
- Making juried presentations at state, regional and international convocations;
- Helping graduating students learn how to better present themselves in interviews and in the preparation of credential files and portfolios;
- Working to promote pre-service and in-service programs for prospective and practicing educators;
- Promoting and assisting in the establishment of the Capital Nacional de México (the Mexican National Chapter of Kappa Delta Pi) at la Universidad Autónoma de Querétaro, Qro.
- Working for the betterment of multicultural education and promoting diversity in the educator force.

Applications are available on the Kappa Delta Pi bulletin board outside 226 Porter and at the Department of Teacher Education, 313 Porter. Membership requirements are 3.2 GPA (undergraduates) or 3.5 GPA (graduates and post-baccalaureate certification students) and admission to a teacher education program. First and second year students who intend to become teachers can pledge the chapter until they are eligible to become regular members.

For more information, please refer to the International Kappa Delta Pi Web site.

## Continuing Certification

The Michigan provisional teaching certificate earned in teacher preparation programs is good for six years. In order to maintain a valid teaching credential, teachers must continue their studies toward a professional certificate. A minimum of 10 credit hours must be earned during the first six years in order to renew a Provisional Certificate. The College of Education's Office of Academic Services is responsible for assisting certified Michigan teachers in maintaining and updating their teaching credentials with the state of Michigan. The Office of Academic Services (206 Porter, 734.487.0275) can help licensed Michigan teachers renew a provisional certificate, add endorsements or apply for the professional certificate. The office is unable to process applications for certification outside Michigan.

Current teacher licensing information for each licensed teacher in Michigan can be found at [http://meis.mde.state.mi.us/teachercert/sr\\_teaCerts.asp](http://meis.mde.state.mi.us/teachercert/sr_teaCerts.asp).

### First Renewal Certificate Requirements (good for three years)

1. Ten credit hours after the issuance of Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate, or endorsement areas to be added to an existing certificate. (Six credits are required from Eastern Michigan University and four credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.)
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of graduate transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.

### Second Renewal Certificate Requirements (good for three years)

1. Completion of the entire 18 credit hours after the issuance of the Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate, or endorsement areas to be added to an existing certificate. (Twelve credits must be taken at Eastern Michigan University and six credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.)
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of graduate transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.

### Professional Certificate Requirements

1. Three years of teaching (150 days per year, 450 days total).

2. Completion of the entire 18 credit hours after the issuance of the Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate. (Twelve credits must be taken at Eastern Michigan University and six credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.) To meet state Reading requirements for the professional certificate, six hours of Reading courses for elementary or three hours for secondary must be posted on your transcripts.
3. Photocopy of latest Michigan certificate (front side only).
4. Photocopy of transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.
5. Recommendation form completed by appropriate school district representative. After the professional certificate has been issued the teacher must complete either six credit hours *or* 18 hours of CEU's that have been approved in advance by the Michigan Department of Education. Contact the Michigan Department of Education (Marleen Higbee) by phone, 517.373.3310, or fax, 517.373.0542, to obtain an application to renew Professional Certificates.

Eastern Michigan University does not process renewals of Professional Certificates. Professional renewals are handled by contacting the Michigan Department of Education directly (517.373.3310).

### Adding Endorsements

Endorsements are available in various subject areas. These endorsements require coursework, and typically, the appropriate subject area test from the Michigan Test for Teacher Certification. The first step in this process is to meet with a department adviser who can write a program of study for the subject area you would like to add. Upon completion of the coursework and test(s), each candidate must present the following documents to the College of Education Office of Academic Services.

1. Photocopy of test scores for the endorsement area to be added.
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.
4. Signed approval form from appropriate Eastern Michigan University department, if needed.

The Michigan Department of Education will bill each candidate for their renewal, professional certificate, or endorsement. Do not send any money to the Office of Academic Services.

### Admission

Students interested in pursuing coursework toward continuing certification should apply for Graduate School admission as "non-degree" students. This requires an application, application fees and undergraduate transcripts (401 Pierce, 734.487.3060).

## ADMISSION TO AND RETENTION IN THE TEACHER CERTIFICATION PROGRAM

In order to pursue the sequence of courses necessary to complete eligibility for recommendation for certification, one must apply for and be admitted to the teacher certification program. Admission requirements are common for all teacher certification programs, except that certain special education programs have additional requirements.

Application for admission to the teacher certification program should occur immediately after the semester in which the student has earned 56 credit hours. Transfer students with more than 56 credit hours should apply immediately after the semester in which they have earned 12 hours at EMU, including at least one course in their major.

Admission to the teacher certification program is not automatic. Only those persons who have formally applied are considered for admission. Not all persons who apply become eligible for admission.

Application forms and additional information are available online at <http://www.emich.edu/coe/oas>.

### Criteria

Criteria for admission to and continuance in the teacher certification program are:

1. Completion of 56 credit hours with a minimum EMU overall GPA of at least 2.5 and at least a 2.5 GPA in the major (secondary and where applicable, elementary) or three minors (elementary).
  - a. Post-baccalaureate students whose overall undergraduate GPA is 2.5 or above must either:
    - i. apply as a post-baccalaureate student through the Office of Admissions if all admission requirements to the teacher certification program are met, or
    - ii. enter as a non-degree student through the Office of Admissions, then apply for admission to the teacher certification program as a post-baccalaureate student through the Office of Admissions.
  - b. Post-baccalaureate students whose undergraduate GPA is below 2.5 must either:
    - i. apply to the second bachelor's program and satisfy the GPA requirement by completing 24 credit hours of approved undergraduate work in Michigan-approved substantive fields at EMU and earn a GPA of 2.5 or better. At least one half of the credits must be in the major or minor(s) which the student expects to teach. Students must submit the list of courses for approval to the College of Education Office of Academic Services during the first semester of course work. Students may not enroll in courses for which admission to the teacher certification program is a prerequisite before the 24 credit hours are completed. The second bachelor's degree must be posted before the student is approved for student teaching.
    - ii. complete a master's degree at an accredited institution with a 3.0 GPA. Students may not enroll in courses for which admission to the teacher certification program is a prerequisite before the master's degree is completed.
2. Demonstrated competence in:
  - a. speaking effectiveness as determined by successful completion of the required course(s) in speech;
  - b. reading ability as determined by EMU admission policies, successful completion of general education requirements; and successful completion of the state-mandated basic skills test.
  - c. written expression as determined by successful completion of all general education requirements, a review of an autobiography submitted as a part of the teacher certification program admission process; and successful completion of the state-mandated basic skills test.
  - d. mathematical computation as determined by EMU admissions policies, completion of general education requirements in science and mathematics with a C or better in each course, and successful completion of the state-mandated basic skills test.
3. Satisfactory health status, including tuberculosis and speech and hearing screenings.
4. Social and emotional adjustment: account is taken of standards of conduct expected on Eastern's campus; the degree to which students meet their academic, financial, moral, social and other obligations; and the practice of good citizenship among fellow students.
5. Freedom from any kind of probation — administrative or academic. While on academic probation, students may not register for, remain in, or receive credit for a professional education course. This includes all methods classes taught in departments outside of the College of Education.

Undergraduate students on academic probation may not earn credit for any graduate-level on-campus or off-campus courses (500-level and above).

## ELEMENTARY AND EARLY CHILDHOOD PROGRAMS

The curricula for the elementary education programs leading to the bachelor's degree consists of (1) an appropriately selected group of courses in general education, (2) a major and minor (or three minors) from approved lists and (3) a required group of professional education courses. If the student wishes to be endorsed in a subject field, an additional minor from the approved list will be required. A variation of this program is available for those who wish to be prepared as early childhood teachers. Satisfactory completion of these courses and requirements will satisfy requirements for a baccalaureate and for eligibility for recommendation for the State of Michigan Provisional Elementary Certificate. See General Information Applicable to All Prospective Teachers (page 170) for requirements having to do with admission to, retention in, and exit from the teacher education program.

Ordinarily, the degree earned is the bachelor of science. The bachelor of arts degree requires completion of 75 credit hours in the liberal arts and one year of college credit in foreign language.

The State Elementary Provisional Certificate is valid for teaching all subjects K–5, for teaching in self-contained classrooms in grades six through eight, and for teaching in one's major or minor areas of concentration in grades six through eight. The Michigan Test for Teacher Certification (MTTC) for elementary education is #83, "Elementary Education." A person is not considered for "program completion" until this test is passed.

An active articulation agreement exists between this program and a community college. For further details, see the Articulation Agreements section, page 13.

### Approved Majors for the Elementary Program

Elementary Integrated Science  
Language Arts Group  
Mathematics for the Elementary Teaching Certificate  
Reading  
Social Studies Group Major for Elementary Education

### Approved Minors for the Elementary Program and the Special Education-Elementary Programs

Arts Group minor (not available with art minor, music minor or with technology minor)  
Early Childhood Education  
Elementary Music Education  
Elementary Integrated Science  
French, German and Spanish Language  
Health  
Language Arts Group  
Mathematics for the Elementary Teaching Certificate  
Physical Education for Special Education (only for special education majors)  
Reading  
Social Studies Group (Elementary)  
Structure of the Disciplines  
Technology and Design Education

## SECONDARY (MIDDLE-HIGH SCHOOL) AND K-12 PROGRAMS

The curricula for the secondary/K-12 teacher education programs consist of (1) an appropriately selected group of courses in general education, including the EMU General Education program, (2) an appropriately chosen major and (certain teaching fields excepted) minor and (3) a required group of professional education courses. See General Information Applicable to All Prospective Teachers for requirements having to do with admission to, retention in, and exit from the teacher education program. Satisfactory completion of these courses and requirements will satisfy requirements for a baccalaureate degree and for eligibility for recommendation for the State of Michigan Provisional Secondary Certificate.

Ordinarily, the degree earned is the bachelor of science; however, the bachelor of arts degree may be obtained by completion of 75 credit hours in the liberal arts and one year of college credit in foreign language.

An active articulation agreement exists between this program and a community college. For further details, see the Articulation Agreements section, page 13.

#### Approved Majors for Secondary (Middle-High School) and K-12 Teachers

##### Secondary Programs

Biology  
Business Services and Technology Education (business education)  
Chemistry  
Communication and Theater Arts (speech)  
Computer Science  
Earth Science  
Economics  
French Language  
Geography  
German Language  
History  
Language, Literature and Writing (English)  
Marketing Education  
Mathematics  
Physics  
Political Science  
Psychology  
Social Studies (only with specified minors)  
Sociology  
Spanish Language

##### K-12 Programs

Japanese Language and Culture  
Music (Instrumental)  
Music (Vocal)  
Physical Education  
Technology and Design Education  
Visual Arts

#### Approved Minors for Secondary, K-12 and Special Education-Secondary Programs

Bilingual-Bicultural Education Spanish-English  
Biology  
Chemistry  
Comprehensive Minor in Communication and Theatre Arts (speech)  
Computer Science  
Earth Science  
†Economics  
French Language  
†Geography  
German Language  
Health  
History  
Language, Literature and Writing (English)  
Mathematics  
Physical Education  
Physical Education for Special Education Majors (available only to special education majors)  
Physics  
†Political Science  
†Psychology  
†Sociology  
Spanish Language

##### Note:

†Not available with a Special Education major

## SPECIAL EDUCATION PROGRAMS

### Admission

Admission requirements to the University, the teacher certification program and the Department of Special Education must be met by students intending to major in the programs listed below. However, students may indicate their intention to major in special education upon entrance to the University. Formal application for admission to any of the special education programs of study will be considered only when supported by a letter of recommendation from a faculty member in the Department of Special Education and following acceptance into the teacher education program. Program area faculty will determine admission.

### Admission and Continuance Criteria (For All Programs Except Speech/Language Pathology)

1. Completion of 56 hours of college credit and with an EMU grade point average of 2.5 or better.
2. Completion of SPGN251 and the introductory course in the major area of study with a grade of C or better. These introductory courses are:
  - a. Emotional impairment: SPEI301
  - b. Hearing impairment: (see statement under Hearing Impairment)
  - c. Cognitive impairment: SPCI350
  - d. Physical and other health impairment: SPPI310
  - e. Visual impairment: Demonstrate proficiency in typing
3. Successful completion of the state-mandated basic skills test.
4. Submission of a formal application for admission to the Department of Special Education supported by a recommendation from a faculty member in the Department of Special Education.

Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 cumulative grade point average.
2. Maintenance of a 2.5 cumulative grade point average in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. A major course may be repeated only once.
4. Demonstration of performance that indicates reasonable aptitude, maturity, stability, skill and understanding necessary for success in the professional field of special education.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise them of any extenuating circumstances that may aid them in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

### Speech and Language Impaired Admission and Continuance Criteria

The following criteria must be met before admission to the undergraduate program is granted:

1. Must complete 35 to 45 credit hours with a minimum GPA of 2.75.
2. Must have taken the Basic Skills Test, which assesses math, reading comprehension, grammar and writing skills. Must achieve or surpass the score established by the College of Education.
3. Must pass a speech and hearing screening.
4. Must meet application submission deadlines:

Fall semester: February 15

Winter semester: October 15

When the number of applicants exceeds program capacity, a specific formula will be applied to make selections. Preference will be given on the basis of GPA, previous enrollment at EMU and membership in a protected minority group.

To be allowed to continue in the speech-language pathology program, the student must meet the following:

1. Maintenance of a cumulative overall GPA of 2.75 or better.
2. Maintenance of a cumulative major GPA of 3.0 or better.
3. Completion of all major academic courses with a grade of C or better. Courses in which a grade of C- or lower is achieved must be repeated and may be repeated only once. A student must retake the course in which the lowest grade was received. No more than one course may be repeated. Students will not be able to enroll in courses at the management level or beyond until this requirement is met. Students must remain in their planned tracks if they are required to repeat. This implies ineligibility to take advanced SPSI courses for one or two terms.
4. Completion of all major clinical courses with a grade of C+ or better. Clinical courses in which a grade of C or lower is achieved must be repeated before the student is allowed to continue with the next level of courses and may be repeated only once.
5. Demonstration of behaviors which indicate reasonable stability, maturity, understanding and aptitude as judged necessary for predicted success as a speech-language pathologist. Such qualitative judgements will be made by the SLP faculty.
6. Students on academic probation will not be allowed to enroll in major courses until the probation is lifted and their overall GPA is 2.75.

#### Termination from the Program

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with the full faculty for discussion of academic performance and continuation in the program.

#### General Information

Fieldwork in both general and special education is required. Pre-student teaching experiences are required of all candidates pursuing a teaching certificate (see Pre-student Teaching). Majors in special education are required to complete practicums or pre-clinical experiences in addition to those required for teacher certification and should consult with their advisers regarding specific requirements within their designated areas of special education.

Student teaching in either elementary or secondary education must be successfully completed prior to the special student teaching placement. Special student teaching assignments are arranged and approved by the department upon the recommendation of the faculty within the designated area of special education.

#### Certification — Special Education

Certification in either elementary or secondary (regular) education is required for all programs of study in special education except speech and language impaired (see SLI program description). Successful completion of any program of study leads to a K-12 special education endorsement when students pass the relevant state certification test.

The professional entry-level credential in speech-language pathology (speech and language impaired) is the master's degree. Students who are awarded the bachelor's degree in speech-language pathology at Eastern Michigan University are expected to apply for admission to graduate degree programs. Those applying to the graduate speech-language pathology program at Eastern Michigan University will compete with other applicants for admission.

Each of the programs of study in special education meets or exceeds minimum course, experience, or competency requirements established by the Michigan State Board of Education for that endorsement area. However, meeting Michigan teaching certification and endorsement requirements does not necessarily meet requirements for teacher certification or endorsement in other states. All special education programs of study are recognized and approved for accreditation by the International Council for Exceptional Children.

The hearing impaired and speech and language impaired programs also are certified by national professional associations. The American Speech-Language-Hearing Association issues Certificates of Clinical Com-

petence to individuals who present satisfactory evidence of their ability to provide independent clinical services to persons who have disorders of communication (speech, language, and/or hearing). An individual who meets these requirements may be awarded a Certificate of Clinical Competence in Speech Pathology. Specific requirements may be obtained from the advisers in speech and language impairment.

National certification is provided by the Council on Education of the Deaf to eligible majors in the hearing impaired program. Specific requirements may be obtained from advisers in this area.

#### Teaching Minor Methods Courses for Special Education/ Secondary Programs

*Bilingual-Bicultural Education Spanish-English:* FLAN422 (3 hrs)

*Biology:* BIOL403 (3 hrs)

*Chemistry:* PHY325 (3 hrs)

*Communication Minor for Elementary Special Education Students:*

CTAC307 (3 hrs)

*Computer Science:* COSC346 (3 hrs)

*Earth Science:* ESSC347 (3 hrs)

*Language, Literature and Writing:* ENGL409 (3 hrs)

*French Language:* FLAN411 (3 hrs)

*German Language:* FLAN411 (3 hrs)

*Health:* HLED325 (3 hrs)

*History:* HIST481 (3 hrs)

*Mathematics:* MATH306 (3 hrs)

*Physical Education:* PHED415 (3 hrs)

*Physical Education for Special Education Majors (available only to special education majors):* PHED415 (3 hrs)

*Physics:* PHY325 (3 hrs)

*Spanish Language:* FLAN411 (3 hrs)

## PRE-STUDENT TEACHING FIELD EXPERIENCES

#### Departmental Administration

Field Experience Coordinator

313 Porter

734.487.7120 ext. 2502 or 734.487.3260

Barbara Gorenflo

206 Porter

734.487.1416

The pre-student teaching field experiences require prospective teachers to work with children or youth in classroom settings. They are designed to help prospective teachers evaluate their own abilities as teachers and to affirm their decision about choosing teaching as a career. They also enable prospective teachers to understand how the professional education courses in human development and learning, social aspects of teaching and curriculum and methods relate to the classroom.

A minimum of 100 clock hours of approved pre-student teaching field experiences is required of all candidates for a recommendation for a teaching certificate. See the program descriptions for the exact requirement in each program. At least 50 percent of the experience must be in a classroom situation with the age group and (in the case of secondary/K-12) in the subject matter area the student plans to teach. Students in elementary and secondary programs complete 60 pre-student teaching hours in FETE (Field Experiences in Teacher Education) courses. Students should make sure that their pre-student teaching field experiences include opportunities to work with students from different socio-economic levels and cultures.

By the end of the pre-student teaching field experience, the student should be able to:

1. Discuss the ways in which schools and communities interact to impact student learning.
2. Describe and reflect upon teaching/learning activities in a variety of settings.

3. Plan, carry out and assess a series of learning activities for an individual student or group of students.
4. Describe and reflect upon a variety of classroom environments and how they affect student learning.
5. Make a valid decision concerning teaching as a career.

Most students will complete approximately 60 of their 100 pre-student teaching hours through required Field Experiences in Teacher Education (FETE) courses. Students who complete all three FETE courses are not required to complete an additional pre-student teaching coursepack. Majors in special education should consult their advisers or the pre-student teaching director concerning overlapping preclinical requirements.

## STUDENT TEACHING

### Departmental Administration

Barbara Gorenflo, Director  
206 Porter  
734.487.1416  
E-mail: bgorenflo@emich.edu

See page 280 for student teaching course descriptions.

### Applicability

All candidates for recommendation for certification as a teacher are required to fulfill a student teaching requirement in the area of their academic preparation and at the level for which certification is being sought.

Students desiring certification in the elementary, secondary and K-12 programs are required to complete successfully 12 credit hours of student teaching.

Students in special education areas (emotional impairment, hearing impairment, cognitive impairment, physical and health impairment and visual impairment) are required to fulfill six credit hours of student teaching with nonimpaired children and an additional 10 credit hours of student teaching in their area of specialization.

Students desiring certification in bilingual education are required to fulfill eight credit hours of student teaching with English-speaking children and an additional four credit hours of student teaching in bilingual education.

### Application Deadlines

Applications for student teaching may be obtained from [www.emich.edu/coe/oas/apps.html](http://www.emich.edu/coe/oas/apps.html), and should be completed and returned to 206 Porter in accordance with the following schedule:

Fall student teaching:	previous January 15
Summer student teaching:	previous January 15 (for certified teachers only)
Winter student teaching:	previous June 15
Spring student teaching:	previous January 15 (for certified teachers only)

Applications for student teaching will be accepted after the deadline; however, placement priority is given to those students who file in accordance with the deadline dates and it is rarely possible to provide placements for those who apply late.

### Eligibility for Student Teaching

To qualify for a student teaching placement, students must satisfy the following criteria:

1. Fulfill the requirements of the pre-student teaching field experience.
2. Demonstrate minimum levels of skills in reading, written English and mathematics as defined and measured by the state-mandated basic skills test.
3. Demonstrate competence in the teaching field(s) through a satisfactory score on state-mandated subject area test(s), if required by the state.

4. Provide written recommendations from course instructors and field supervisors demonstrating a minimum level of skill in working with students. These become a part of the student teacher's file.
5. Have a positive recommendation from the designated representative of the department in which the major is located.
6. Register in the appropriate student teaching course (see course descriptions).
7. Be a first semester senior with the majority of major courses completed.
8. Carry a class load of no more than 15 credit hours. To be considered for more than 15 credit hours, the student must have a 3.0 cumulative GPA.
9. Complete one semester of resident study at EMU prior to student teaching. Exceptions are subject to approval by the dean of the College of Education or the Dean's designee.

The following prerequisites are to be completed prior to student teaching and cannot be taken concurrently:

1. CURR304 Curriculum and Methods: Elementary (Elementary) or CURR305 Curriculum and Methods: Secondary (Secondary and K-12);
2. EDPS322 Human Development and Learning (all except Special Education) or EDPS325 Life Span Human Growth and Development (Special Education);
3. SOFD328 Schools in a Multicultural Society;
4. Any of the following courses that are required in the program of studies: EDPS340 Introduction to Assessment and Evaluation, ECE341 Assessment of the Young Child, SPGN390 Measurement and Diagnosis in Special Education, PHED470 Assessment and Evaluation in Physical Education;
5. Secondary and K-12: the appropriate special methods course in the major or minor field;
6. Elementary: RDNG300 Early Literacy, RDNG310 Literacy Across the Curriculum in the Intermediate Grades and MATH381 The Teaching of Mathematics, K-6;
7. Early childhood education: ECE302 Methods of Integrating Curriculum and Resources in ECE and ECE03 Implementing the Curriculum in ECE; and
8. All state-mandated tests.

No student shall be assigned to student teaching whose GPA is less than 2.5 in work completed at Eastern Michigan University or less than 2.5 in the teaching major (including courses completed at other colleges if applicable). No student shall be assigned to student teaching who has received a grade lower than C or an unresolved I in any professional education course. Students enrolled in the elementary education program, if taking the three minors option, must attain a combined minimum GPA of 2.5 in the three teaching minors.

### Placements

Students who meet all eligibility requirements at the time of application for student teaching will receive priority in placement. Placement during the requested semester can not be guaranteed for those who do not qualify at the time of application.

Students may not arrange their own student teaching assignments. Prior arrangements will not be honored by the College of Education Office of Academic Services. Placement could be delayed a full semester in these cases.

A preferred student teaching placement will be accommodated by the College of Education Office of Academic Services if possible. In requesting placement in a particular school district, the student is advised to avoid the following: districts in which a parent or other relative is employed by the district board of education; districts in which the student has a record of significant prior involvement; and districts that are outside of the list of the student teaching agreements.

The director of student teaching must approve all placements outside the list of Eastern Michigan University cooperating districts. A request for a guest student teaching must be approved by the Office of Records and Teacher Certification and the director of student teaching and must be at an NCATE (National Council for Accreditation of Teacher Education) accredited institution. Guest status at another university requires a 3.0 University GPA.

Students enrolled at another institution in Michigan or in another state who wish to do their student teaching through Eastern Michigan University are advised to consult the director of student teaching on their campus prior to submitting the request to this University. Students granted guest student status for student teaching are expected to have fulfilled all prerequisites required for student teaching at the home institution.

Spring student teaching is available only under very specialized circumstances involving special education teachers.

When students are doing student teaching, they should arrange their daily schedule so that teaching will take precedence over other interests and duties.

Students requesting placements beyond a 40-mile radius from Eastern Michigan may be assessed a mileage fee.

For the 2001-2002 academic year, 547 students were placed during the Fall semester and 551 students were placed during the Winter semester for a total of 1,098 student teachers.

### Courses

All student teaching courses (EDUC490 through EDUC499) provide practical experience in the appropriate classroom under the guidance of mentor supervising teachers. The student teacher's role as an instructional decision-maker is reflected in planning for teaching, managing the classroom and directing and assessing student learning. Student teachers are given increasing tasks for directing the activities of the classroom, gradually assuming full responsibility.

All student teaching courses have as prerequisites the following requirements, with additional prerequisites given, as applicable, with each course:

*Elementary* — Completion of EDPS322 or EDPS325; EDPS340, EDPS341 or SPGN390; RDNG300; RDNG310; CURR304; SOFD328 and MATH381 (or appropriate substitutions).

*Secondary* — Completion of EDPS322 or EDPS325, EDPS340, PHED470 or SPGN390, CURR305, RDNG311, SOFD328 and completion of the special methods course in the major or minor (or appropriate substitutions).

## POST-BACCALAUREATE CERTIFICATION PROGRAMS

Post-baccalaureate certification programs are designed for individuals who have a bachelor's degree or higher who want to obtain a teaching certificate. The number of additional courses will vary for each individual, depending on how many program requirements are met by courses taken as part of the bachelor's (or higher) degree.

Students pursuing this program will complete either elementary or secondary teacher certification requirements. Students wishing to pursue an endorsement in any area of special education, in addition to their teaching certificate, should see the Special Education Master's Program with Teacher Certification (SEM-T) described under the Department of Special Education in the Graduate Catalog. Students wishing to be certified in any of the following areas have requirements that differ from the general programs listed below and must obtain additional information from the College of Education Office of Academic Services: music (vocal and instrumental), physical education, Japanese language and culture, marketing education, business education, technology and design education and visual arts education.

Initial contact for all post-baccalaureate students should be with the College of Education Office of Academic Services through post-baccalaureate group advising. Sessions are held regularly throughout the year. For further information inquire in the Office of Academic Services at 206 Porter (734.487.0275). Note that students with a previous degree interested in applying to special education should apply for the SEM-T program instead of the post-baccalaureate program.

Criteria for admission to and continuance in the teacher certification program are as follows:

#### 1. Admission status.

A. Post-baccalaureate students whose overall undergraduate GPA is 2.5 or above must either:

*(choose one option from the following)*

- i. Apply as a post-baccalaureate teacher certification student through the Office of Admissions in 401 Pierce. This application may be made if all the following conditions are met:
  - a. Have a minimum undergraduate GPA of 2.5. (Applicants with less than a 2.5 should contact the Second Bachelor's Office, 301 Pierce. See below.)
  - b. Official scores from the Michigan Test for Teacher Certification (MTTC) Basic Skills Test are on file at Eastern Michigan University.
  - c. A signed moral turpitude statement is on file at Eastern Michigan University.
  - d. A personal statement explaining your interest in becoming a teacher, including experience working with children and youth, is on file.
  - e. A professional recommendation from a professional source (preferably on letterhead) is on file.

- ii. Enter as an undergraduate "non-degree" student through the Office of Admissions in 401 Pierce and fulfill all admission requirements for the post-baccalaureate teacher certification program as identified above. The student may then apply for admission to the post-baccalaureate teacher certification program through the Office of Admissions in 401 Pierce.

B. Post-baccalaureate students whose undergraduate GPA is below 2.5 must either:

*(choose one option from the following)*

- i. Apply to the second bachelor's program and satisfy the GPA requirement by completing 24 credit hours of approved undergraduate work at EMU and earn a GPA of 2.5 or better. Students must submit the list of courses for approval to the College of Education Office of Academic Services during the first semester of course work. Students may not enroll in courses for which admission to the Teacher Certification Program is a prerequisite before the 24 hours are completed. The second bachelor's degree must be posted before the student will be approved for student teaching.
- ii. Complete a master's degree at an accredited institution with a 3.0 GPA or higher. Students may not enroll in courses for which admission to the teacher certification program is a prerequisite before the master's degree is completed.

#### 2. Demonstrated competence in:

- A. Speaking effectiveness as determined by successful completion of the required course(s) in speech;
- B. Reading ability as determined by EMU admission policies, successful completion of general education requirements, and successful completion of the state-mandated basic skills test;
- C. Written expression as determined by successful completion of all general education requirements, a review of an autobiography submitted as a part of the teacher certification program admission process, and successful completion of the state-mandated basic skills test.
- D. Mathematical computation as determined by EMU admission policies, completion of general education requirements in science and mathematics with a grade of C or better in each course, and successful completion of the state-mandated basic skills test.

3. Satisfactory health status, including tuberculosis and speech and hearing screenings.
4. Social and emotional adjustment: account is taken of standards of conduct expected on Eastern's campus; the degree to which students meet their academic, financial, moral, social and other obligations; and the practice of good citizenship among fellow students.
5. Freedom from any kind of probation, administrative or academic. While on academic probation, students may not register for, remain in, or receive credit for a professional education course. This includes all methods classes taught in departments outside of the College of Education. Undergraduate students on academic probation may not earn credit for any graduate level on campus or off campus courses (500 level and above).

**Program Requirements**

The student must:

1. Have a review of previous course work performed by the College of Education Office of Academic Services to determine those requirements already completed, both for the teaching subject major/minor and for professional education. Any needed subject-matter courses must be completed.
2. Successfully complete general education requirements as needed.
3. Successfully complete the required hours of pre-student teaching field experience. Presently a minimum of 100 clock hours of field experience are required, including required FETE courses.
4. Successfully complete professional education course requirements, either elementary or secondary.
5. Be admitted to and successfully complete student teaching.

**Retention**

If the overall GPA falls below 2.5 the student is not eligible to take courses for which admission to the teacher certification program is a prerequisite.

**Exit Criteria**

1. Successful completion of all course work on program (designated minimum 2.5 GPA overall, and in majors or three minors).
2. Successful completion of required student teaching. See student teaching section of the catalog.
3. Pass appropriate MTTC subject area test(s).

**Curricula**

Most courses required for post-baccalaureate certification are undergraduate courses (course numbers under 500). See elementary or secondary post-baccalaureate information.

## DEPARTMENT OF LEADERSHIP AND COUNSELING

**Campus Address:** 304 Porter Building  
**Internet:** [www.emich.edu/coe/Lead\\_Coun](http://www.emich.edu/coe/Lead_Coun)  
**Telephone:** 734.487.0255  
**E-mail:** [jackie.tracy@emich.edu](mailto:jackie.tracy@emich.edu)

*See pages 266 and 279 for course descriptions.*

**Graduate-level Study**

Students who wish to enter the educational leadership program or the counseling program are reminded that these are graduate-level programs. The undergraduate courses in these areas provide an introduction to the organization of American education, help students explore career opportunities or provide an opportunity for the students to learn about basic counseling concepts and processes. Rules governing graduate study and complete descriptions of all graduate courses and programs are in the graduate catalog.

The educational leadership program offers graduate work leading to the master's, specialist and doctoral degrees in educational leadership with an emphasis on K-12, student affairs and general administration in higher education.

The counseling program focuses on the professional preparation of school counselors, community counselors and college counselors. This program provides course work leading to completion of the master's degree.

## DEPARTMENT OF SPECIAL EDUCATION

**Campus Address:** 128 Porter Building  
**Internet:** [www.emich.edu/coe/speced](http://www.emich.edu/coe/speced)  
**Telephone:** 734.487.3300  
**E-mail:** [lynne.rocklage@emich.edu](mailto:lynne.rocklage@emich.edu)

*See page 348 for course descriptions.*

The Department of Special Education is among the oldest and most prestigious preparation programs for teachers of students with disabilities in the nation. It is the largest special education program in Michigan and among the most extensive in the country because of its numerous course offerings, experienced faculty, location and affiliations with schools, clinics, institutions, agencies and hospitals in the metropolitan area that surrounds the University.

The department provides courses that prepare students to educate children and adolescents with disabilities. Special education majors earn a State Provisional Elementary or Secondary Teaching Certificate and endorsement to teach students with disabilities as described by the selected major.

The department has unique facilities on campus:

1. A speech and hearing clinic, which provides a complete range of clinical training opportunities for majors in speech-language pathology. Clinical outpatient services are available to college students and to children and adults from the surrounding areas. Clinical speech/language evaluations as well as therapy and complete audiological services are offered, including diagnostic audiology, hearing aid evaluation and selection, aural rehabilitation, pre-nursery evaluation and training and parent support. As part of their preparation, majors in speech and language impaired and hearing impaired may be directly involved in the delivery of these services under the supervision of clinical staff.
2. Specialized Technology Laboratory (STL) is a component of the Department of Special Education. The lab houses adaptive and assistive technologies appropriate for use with students with disabilities from pre-K-12. The Specialized Technology Lab serves as the teaching environment for the department's preservice and graduate courses in assistive technology. Additionally, the lab is utilized as a site for inservice presentations and workshops for professionals working with children and adolescents with disabilities, and their families.

**Advising**

Students are assigned a faculty adviser from the program area selected as a major. The adviser will monitor the student's progress throughout the professional preparation program. It is the student's responsibility to schedule advising appointments each semester prior to or during the university registration period. Faculty advisers post office hours and other times students may schedule appointments. Advisers can inform students of special area requirements and procedures.

**Faculty Advisers**

*Teachers of Students with Emotional Impairment:* Karen Carney, John Paladino, Steve Camron, Gil Stiefel

*Teachers of Students with Hearing Impairment:* Linda Polter, Lidia Lee

*Teachers of Students with Cognitive Impairment:* Jackie McGinnis, Kathlyn Parker, Phil Smith, Ann Orr

*Teachers of Students with Physical Impairment and Health Impairment:* Jackie McGinnis

*Teachers of Students with Speech and Language Impairments:* Ronald Hoodin, Bill Cupples, Carole Gorenflo, Lidia Lee

*Teachers of Students with Visual Impairment:* Alicia Li

## Admission

Admission requirements to the University, teacher education and the Department of Special Education must be met by students intending to major in the programs listed below. However, students should indicate their intention to major in special education upon entrance to the University. Formal application for admission to any of the special education programs of study will be considered only when supported by a recommendation from a faculty member in the Department of Special Education and following acceptance into the teacher education program. Departmental faculty determine admissions.

## Admission Criteria

(For all programs except speech and language impairment)

1. Completion of 56 credit hours and with an EMU GPA of 2.5 or better.
2. Completion of SPGN251 Education of Students with Exceptionalities and the introductory course in the major area of study with a grade of C or better. These introductory courses are:
  - a. Emotional Impairment: SPEI240 and SPEI301
  - b. Hearing Impairment: (see statement under Teachers of Students with Hearing Impairment)
  - c. Cognitive Impairment: SPCI240 and SPCI350
  - d. Physical Impairment and Health Impairment: SPPI240 and SPPI310
3. Successful completion of the state-mandated basic skills test.
4. Submission of a formal application for admission to the Department of Special Education supported by recommendation from a faculty member in the department.

## Admission Criteria (Speech and Language Impairment)

The following criteria must be met before admission to the undergraduate program is granted:

1. Must complete 35 to 45 credit hours with a minimum GPA of 2.5.
2. Must have taken the Basic Skills Test, which assesses math, reading comprehension, grammar and writing skills. Must achieve or surpass the score established by the College of Education.

## Continuance Criteria (All Programs)

Criteria for continuance in a program of study in the Department of Special Education is dependent upon:

1. Maintenance of a 2.5 GPA.
2. Maintenance of a 2.5 GPA in major courses in program of study.
3. Completion of all courses in the major with a grade of C or better. Students will be required to retake any major course in which they earn a grade below C. **A major course may be repeated only once.**
4. Demonstration of performance that indicates reasonable aptitude, maturity, stability, skill and understanding necessary for success in the professional field of special education.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty of a program area to apprise faculty of any extenuating circumstances that may aid faculty in arriving at a fair and equitable decision. The faculty decision will be final and will be transmitted to the student in writing by the department head.

Nothing in this department's procedures will negate University or College of Education action for students on academic, administrative or social probation.

## Additional Continuance Criteria (Speech and Language Impairment)

To be allowed to continue in the speech-language pathology program, the student must meet the following criteria:

1. Maintenance of a cumulative overall GPA of 2.5 or better.
2. Maintenance of a cumulative major GPA of 2.5 or better.
3. Demonstration of behaviors which indicate reasonable stability, maturity, understanding and aptitude as judged necessary for predicted success as a speech-language pathologist. Such qualitative judgements will be made by the SLP faculty.
4. Students on academic probation will not be allowed to enroll in major courses until the probation is lifted and their overall GPA is 2.5.
5. Must pass a speech and hearing screening.

## Termination from the Department

Students who fail to comply with the continuation criteria stated above will be notified in writing of their termination from the program. Students so notified have the right to appeal such termination through normal University channels. In some cases, a student will be required to meet with the full faculty for discussion of academic performance and continuation in the program.

## General Information

Fieldwork in both general and special education is required. Pre-student teaching experiences are required of all candidates pursuing a teaching certificate (see Pre-student Teaching on page 174). Majors in special education are required to complete practicums or pre-clinical experiences in addition to those required for teacher certification and should consult with their advisers regarding specific requirements within their designated areas of special education.

Student teaching in either elementary or secondary education must be successfully completed prior to special education student teaching placement. Special education student teaching assignments are arranged and approved by the department upon the recommendation of the faculty within the designated area of special education.

## Teacher Certification and Special Education Endorsement

All program majors earn a provisional teaching certificate in elementary or secondary education. Additionally, successful completion of a major in special education results in the achievement of an endorsement as a teacher of students with a given disability. Majors in speech and language impairment choose between teacher certification or a health care specialty.

The professional entry-level credential in speech-language pathology (speech and language impaired) is the master's degree. Students who are awarded the bachelor's degree in speech-language pathology at Eastern Michigan University are expected to apply for admission to graduate degree programs. Those applying to the graduate speech-language pathology program at Eastern Michigan University will compete with other applicants for admission.

Each of the programs of study in special education meets or exceeds minimum course, experience or competency requirements established by the Michigan State Board of Education for that endorsement area. However, meeting Michigan teaching certification and endorsement requirements does not necessarily meet requirements for teacher certification or endorsement in other states. All special education programs of study are recognized and approved for accreditation by the International Council for Exceptional Children.

The hearing impaired and speech and language impaired programs also are certified by national professional associations. The American Speech-Language-Hearing Association (ASHA) accredits the department's program in speech and language impairment and The Council of Education of the Deaf (CED) accredits the department's program in hearing impairment.

## EMOTIONAL IMPAIRMENT MAJOR (EMOT)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for recommendation to the Michigan Department of Education for K-12 endorsement as a teacher of students with emotional impairment. This program of study meets all requirements of the Council for Exceptional Children. The Michigan Test for

Teacher Certification (MTTC) covering this field is #59, “Emotional Impairment.” Students select Secondary or Elementary Teacher Certification. A minor from the respective approved lists is required in either instance and students must pass the certification test, related to the minor in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the “Elementary Education” certification test, #83, as well.

## Elementary Teacher Certification and Endorsement in Emotional Impairment

**General Education Requirements** ..... 47 hours

### *Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

### *Area II Science and Technology*

1. See page 24
2. PSY101 General Psychology (3 hrs)
3. See page 24

### *Area III Social Sciences*

1. See page 24
2. See page 24
3. SOCL105 Introductory Sociology (3 hrs)
4. SOCL202 Social Problems (3 hrs)

### *Area IV Arts and Humanities*

1. See page 25
2. *One course from the following:*
  - LITR204 Native American Literature (3 hrs)
  - LITR260 African American Literature (3 hrs)
  - FLAN215 The Cultures of Mexican-Americans and Cubans in the United States (3 hrs)
3. See page 25
4. *One course from the following:*
  - ART300 Art Integration for the Elementary Teacher (4 hrs)
  - MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement** ..... 2 hours

PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Emotional Impairment Endorsement** 41 hours

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- SPGN271 Speech and Language Development in Children, Adolescents and Young Adults with Exceptional Learning Needs (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)
- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPEI240 Pre-clinical Experiences — Emotional Impairment (3 hrs)
- SPEI301 Children and Adolescents with Emotional Impairment (3 hrs)
- PSY360 Abnormal Psychology (3 hrs)
- †SPEI401 Curriculum, Methods and Programming for Elementary Students with Emotional Impairment (4 hrs)
- †SPEI449 Seminar: Current Topics in Emotional Impairment (2 hrs)
- †SPEI488 Curriculum, Methods and Programming for Secondary Students with Emotional Impairment (4 hrs)
- †SPLI468 Education of Children with Learning Disabilities (2 hrs)

**Professional Studies** ..... 36 hours

**Pre-admission phase: The Learner and the Community:** 4 hours  
EDPS325 Life Span Human Growth and Development (4 hrs)

**Phase I: Technology, Diversity and Teaching Environments** (may be taken with Phase II courses) 3 hours

†SOFD328 Schools in a Multicultural Society (3 hrs)

**Phase II: Curriculum and Assessment** (may be taken with Phase I courses) 3 hours

†CURR304 Curriculum and Methods: Elementary (3 hrs)

**Phase III: Methods and Technology** (may be taken with Phase IV courses) 4 hours

†MATH381 The Teaching of Mathematics, K-6 (3 hrs)

†EDMD345 Media for the Classroom Teacher (1 hr)

**Phase IV: Literacy, Culture and the Arts** (may be taken with Phase III courses) 6 hours

RDNG300 Early Literacy (3 hrs)

RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

**Phase V: Capstone Experience:** 16 hours

†EDUC499 Student Teaching (6 hrs)

†EDUC491 Student Teaching (10 hrs)

**Minor Requirements** ..... 10-20 hours

*Select a minor from the approved list of elementary minors for special education majors.*

**Program Total** ..... 136 hours

*Note:*

*\*This course satisfies both a general education and a major requirement.*

*†Admission to teacher education required.*

## Secondary Teacher Certification and Endorsement in Emotional Impairment

**General Education Requirements** ..... 47 hours

### *Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

### *Area II Science and Technology*

1. See page 24
2. PSY101 General Psychology (3 hrs)
3. See page 24

### *Area III Social Sciences*

1. See page 24
2. See page 24
3. SOCL105 Introductory Sociology (3 hrs)
4. SOCL202 Social Problems (3 hrs)

### *Area IV Arts and Humanities*

1. See page 25
2. *One course from the following:*
  - LITR204 Native American Literature (3 hrs)
  - LITR260 African American Literature (3 hrs)
  - FLAN215 The Cultures of Mexican-American and Cubans in the United States (3 hrs)
- 3 See page 25
- 4 See page 25

**Physical Education/Graduation Requirement** ..... 2 hours

PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teachers of Students with Emotional Impairment**

**Endorsement** ..... 43 hours

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)

- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPEI240 Pre-clinical Experiences — Emotional Impairment (3 hrs)
- SPEI301 Children and Adolescents with Emotional Impairment (3 hrs)
- PSY360 Abnormal Psychology (3 hrs)
- †SPEI401 Curriculum, Methods and Programming for Elementary Students with Emotional Impairment (4 hrs)
- †SPEI449 Seminar: Current Topics in Emotional Impairment (2 hrs)
- †SPEI488 Curriculum, Methods and Programming for Secondary Students with Emotional Impairment (4 hrs)
- PSY322 Psychology of Adolescence (3 hrs)
- CRM354 Juvenile Delinquency (3 hrs)

**Professional Studies ..... 33 hours**

- Pre-admission phase: The Learner and the Community: 4 hours**
- EDPS325 Life Span Human Growth and Development (4 hrs)
- Phase I: Curriculum and Assessment 6 hours**
- †SOFD328 Schools in a Multicultural Society (3 hrs)
- †CURR305 Curriculum and Methods: Secondary (3 hrs)
- Phase II: Methods and Technology 7 hours**
- †RDNG311 Teaching Reading in the Secondary School (3 hrs)
- †EDMD345 Media for the Classroom Teacher (1 hr)
- Methods Course: Minor Subject Area (3 hrs)
- Phase III: Capstone Experience: 16 hours**
- †EDUC499 Student Teaching (6 hrs)
- †EDUC491 Student Teaching (10 hrs)

**Minor Requirements ..... 17-20 hours**  
*Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.*

**Program Total ..... 142 hours**

*Note:*  
 \*This course satisfies both a general education and a major requirement.  
 †Admission to teacher education required.

## HEARING IMPAIRMENT MAJOR (HEAR)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for recommendation to the Michigan Department of Education for K-12 endorsement as a Teacher of Students with Hearing Impairment. This program of study meets all requirements of the Council for Exceptional Children. The Michigan Test for Teacher Certification (MTTC) covering this field is #62, "Hearing Impairment." Students select Secondary or Elementary Teacher Certification. A minor from the respective approved lists is required in either instance and students must pass the certification test, related to the minor in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the "Elementary Education" certification test, #83, as well.

Registration for the first course in the hearing impaired sequence (SPHI228) is by permission only. If there is greater demand for enrollment than availability of places in the class, program faculty will determine who receives permission. Grade point average will be the primary criterion. It is essential to see an adviser in hearing impairment in order to begin the program sequence.

All students are considered provisional majors until such time as they successfully complete SPHI391.

The basic philosophy of the program is oral communication; however, students are exposed to manual communication during their course of study.

### Elementary Teacher Certification and Endorsement in Hearing Impairment

- General Education Requirements ..... 47 hours**
- Area I Symbolics and Communication*
- 1. See page 23

- 2. CTAT121 Fundamentals of Speech (2 hrs)
- 3. ENGL323 Writing in the Professional World (3 hrs)
- 4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
- 5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

- 1. See page 24
- 2. PSY101 General Psychology (3 hrs)
- 3. See page 24

*Area III Social Sciences*

- 1. See page 24
- 2. See page 24
- 3. See page 24
- 4. See page 24

*Area IV Arts and Humanities*

- 1. See page 25
- 2. See page 25
- 3. See page 25
- 4. *One course from the following:*
- ART300 Art Integration for the Elementary Teacher (4 hrs)
- MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement ..... 2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teachers of Students with Hearing Impairment Endorsement... 48 hours**

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)
- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPHI228 Education of Students with Hearing Impairment (3 hrs)
- SPSI337 Language Acquisition (3 hrs)
- SPHI375 Fundamentals of Sign Communication (2 hrs)
- †SPHI387 Introductory Practicum — Students with Hearing Impairment (1 hr)
- †SPHI391 Language for Students with Hearing Impairment (4 hrs)
- †SPHI392 Introduction to Audiology (2 hrs)
- †SPHI394 Aural Habilitation/Rehabilitation (3 hrs)
- SPHI435 Phonetics and Hearing Impairment (2 hrs)
- †SPHI436 Speech Methods for Students with Hearing Impairment (2 hrs)
- †SPHI437 Adaptive Curriculum for Students with Hearing Impairment (3 hrs)
- †SPHI487 Speech Practicum — Students with Hearing Impairment (1 hr)

**Professional Studies ..... 36 hours**

- Pre-admission phase: The Learner and the Community: 4 hours**
- EDPS325 Life Span Human Growth and Development (4 hrs)
- Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses) 3 hours**
- †SOFD328 Schools in a Multicultural Society (3 hrs)
- Phase II: Curriculum and Assessment (may be taken with Phase I courses) 3 hours**
- †CURR304 Curriculum and Methods: Elementary (3 hrs)
- Phase III: Methods and Technology (may be taken with Phase IV courses) 4 hours**
- †MATH381 The Teaching of Mathematics, K-6 (3 hrs)
- †EDMD345 Media for the Classroom Teacher (1 hr)
- Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses) 6 hours**
- RDNG300 Early Literacy (3 hrs)

RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

**Phase V: Capstone Experience: 16 hours**

†EDUC499 Student Teaching (6 hrs)  
†EDUC491 Student Teaching (10 hrs)

**Minor Requirements .....8-20 hours**  
*Select a minor from the approved list of elementary minors for special education majors.*

**Program Total ..... 141 hours**

*Note:*

*\*This course satisfies both a general education and a major requirement.*

*†Admission to teacher education required.*

## Secondary Teacher Certification and Endorsement in Hearing Impairment

**General Education Requirements .....47 hours**  
*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. PSY101 General Psychology (3 hrs)
3. See page 24

*Area III Social Sciences*

1. See page 24
2. See page 24
3. See page 24
4. See page 24

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. See page 25

**Physical Education/Graduation Requirement .....2 hours**  
PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teachers of Students with Hearing Impairment Endorsement... 51 hours**

- SPGN251 Education of Students with Exceptionalities (3 hrs)  
PHED257 Physical Education for the Classroom Teacher (2 hrs)  
†SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
†SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)  
†SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)  
†SPGN481 Assistive Technology in Special Education (2 hrs)  
†SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)  
†SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)  
†SPGN491 Student Teaching Seminar - Special Education (2 hrs)  
SPHI228 Education of Students with Hearing Impairment (3 hrs)  
SPSI337 Language Acquisition (3 hrs)  
SPHI375 Fundamentals of Sign Communication (2 hrs)  
†SPHI387 Introductory Practicum — Students with Hearing Impairment (1 hr)  
†SPHI391 Language for Students with Hearing Impairment (4 hrs)  
†SPHI392 Introduction to Audiology (2 hrs)  
†SPHI394 Aural Habilitation/Rehabilitation (3 hrs)  
SPHI435 Phonetics and Hearing Impairment (2 hrs)  
†SPHI436 Speech Methods for Students with Hearing Impairment (2 hrs)

†SPHI437 Adaptive Curriculum for Students with Hearing Impairment (3 hrs)

†SPHI487 Speech Practicum — Students with Hearing Impairment (1 hr)

**Professional Studies .....33 hours**

**Pre-admission phase: The Learner and the Community:4 hours**  
EDPS325 Life Span Human Growth and Development (4 hrs)

**Phase I: Curriculum and Assessment 6 hours**

†SOFD328 Schools in a Multicultural Society (3 hrs)  
†CURR305 Curriculum and Methods: Secondary (3 hrs)

**Phase II: Methods and Technology 7 hours**

†RDNG311 Teaching Reading in the Secondary School (3 hrs)  
†EDMD345 Media for the Classroom Teacher (1 hr)  
Methods Course: Subject Area Minor (3 hrs)

**Phase III: Capstone Experience: 16 hours**

†EDUC499 Student Teaching (6 hrs)  
†EDUC491 Student Teaching (10 hrs)

**Minor Requirements ..... 17 hours**  
*Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.*

**Program Total ..... 147 hours**

*Note:*

*\*This course satisfies both a general education and a major requirement.*

*†Admission to teacher education required.*

## COGNITIVE IMPAIRMENT MAJOR (COGN)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for recommendation to the Michigan Department of Education for K-12 endorsement as a teacher of students with cognitive impairment. This program of study meets all requirements of the Council for Exceptional Children. The Michigan Test for Teacher Certification (MTTC) covering this field is #56, “Cognitive Impairment.” Students select Secondary or Elementary Teacher Certification. A minor from the respective approved lists is required in either instance and students must pass the certification test related to the minor in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the “Elementary Education” certification test, #83, as well.

## Elementary Teacher Certification and Endorsement in Cognitive Impairment

**General Education Requirements .....47 hours**  
*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. See page 24
4. See page 24

*Area IV Arts and Humanities*

1. See page 25

2. See page 25
3. See page 25
4. *One course from the following:*  
 ART300 Art Integration for the Elementary Teacher (4 hrs)  
 MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement** ..... 2 hours  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teachers of Students with Cognitive Impairment Endorsement: 41 hours**

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)
- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPCI240 Pre-clinical Experiences — Cognitive Impairment (3 hrs)
- SPCI350 Introduction to Cognitive Impairment (3 hrs)
- †SPCI427 Education of the Elementary Student with Cognitive Impairment (2 hrs)
- †SPCI429 Curriculum Design and Educational Programs for Students with Cognitive Impairment (3 hrs)
- †SPLI468 Education of Children with Learning Disabilities (2 hrs)
- †SPCI483 Education of Students in Programs for Moderate or Severe Cognitive Impairment (4 hrs)

**Professional Studies** ..... 36 hours

- Pre-admission phase: The Learner and the Community: 4 hours**  
 EDPS325 Life Span Human Growth and Development (4 hrs)
- Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses) 3 hours**  
 †SOFD328 Schools in a Multicultural Society (3 hrs)
- Phase II: Curriculum and Assessment (may be taken with Phase I courses) 3 hours**  
 †CURR304 Curriculum and Methods: Elementary (3 hrs)
- Phase III: Methods and Technology (may be taken with Phase IV courses) 4 hours**  
 †MATH381 The Teaching of Mathematics, K-6 (3 hrs)  
 †EDMD345 Media for the Classroom Teacher (1 hr)
- Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses) 6 hours**  
 RDNG300 Early Literacy (3 hrs)  
 RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)
- Phase V: Capstone Experience: 16 hours**  
 †EDUC499 Student Teaching (6 hrs)  
 †EDUC491 Student Teaching (10 hrs)

**Minor Requirements** ..... 8-20 hours

*Select a minor from the approved list of elementary minors for special education majors.*

**Program Total** ..... 134 hours

*Note:*  
 \*This course satisfies both a general education and a major requirement.  
 †Admission to teacher education required.

## Secondary Teacher Certification and Endorsement in Cognitive Impairment

**General Education Requirements** ..... 47 hours  
*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. An Approved Math Elective
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. See page 24
4. See page 24

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. See page 25

**Physical Education/Graduation Requirement** ..... 2 hours  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Cognitive Impairment Endorsement: 41 hours**

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)
- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPCI240 Pre-clinical Experiences — Cognitive Impairment (3 hrs)
- SPCI350 Introduction to Cognitive Impairment (3 hrs)
- †SPCI427 Education of the Elementary Student with Cognitive Impairment (2 hrs)
- †SPCI429 Curriculum Design and Educational Programs for Students with Cognitive Impairment (3 hrs)
- †SPLI468 Education of Children with Learning Disabilities (2 hrs)
- †SPCI483 Education of Students in Programs for Moderate or Severe Cognitive Impairment (4 hrs)

**Professional Studies** ..... 33 hours

- Pre-admission phase: The Learner and the Community: 4 hours**  
 EDPS325 Life Span Human Growth and Development (4 hrs)
- Phase I: Curriculum and Assessment 6 hours**  
 †SOFD328 Schools in a Multicultural Society (3 hrs)  
 †CURR305 Curriculum and Methods: Secondary (3 hrs)
- Phase II: Methods and Technology 7 hours**  
 †RDNG311 Teaching Reading in the Secondary School (3 hrs)  
 †EDMD345 Media for the Classroom Teacher (1 hr)  
 Methods Course: Subject Area Minor (3 hrs)
- Phase III: Capstone Experience: 16 hours**  
 †EDUC499 Student Teaching (6 hrs)  
 †EDUC491 Student Teaching (10 hrs)

**Minor Requirements** ..... 17 hours  
*Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.*

**Program Total** ..... 140 hours

*Note:*

*\*This course satisfies both a general education and a major requirement.*

*†Admission to teacher education required.*

## TEACHER OF STUDENTS WITH PHYSICAL AND OTHER HEALTH IMPAIRMENT MAJOR (POHI)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for recommendation to the Michigan Department of Education for K-12 endorsement as a Teacher of Students with Physical Impairment and Students with Other Health Impairment. This program of study meets all requirements of the Council for Exceptional Children. The Michigan Test for Teacher Certification (MTTC) covering this field is #58, “Physical Impairment and Other Health Impairment.” Students may select Secondary or Elementary Teacher Certification. A minor from the respective approved lists is required in either instance and students must pass the certification test related to the minor in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the “Elementary Education” certification test, #83, as well.

### Elementary Teacher Certification and Endorsement in Physical Impairment and Health Impairment

**General Education Requirements** ..... 47 hours

*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. See page 24
4. See page 24

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. *One course from the following:*  
 ART300 Art Integration for the Elementary Teacher (4 hrs)  
 MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement** ..... 2 hours  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students Physical Impairment and Other Health Impairment Endorsement** ..... 45 hours

- SPGN251 Education of Students with Exceptionalities (3 hrs)  
 PHED257 Physical Education for the Classroom Teacher (2 hrs)  
 SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)  
 †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
 †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)

- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)  
 †SPGN481 Assistive Technology in Special Education (2 hrs)  
 †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)  
 †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)  
 †SPGN491 Student Teaching Seminar — Special Education (2 hrs)  
 SPPI240 Preclinical Experiences — POHI (3 hrs)  
 SPPI310 Developmental Sciences for Teachers of the Physically and Health Impaired (4 hrs)  
 SPCI350 Introduction to Cognitive Impairment (3 hrs)  
 SPCI360 Pathology of Physical and Health Impairments (3 hrs)  
 †SPPI412 Ancillary Services and Health Procedures for Teachers of Physically Impaired (2 hrs)  
 †SPPI414 Educational Strategies for Teachers of the Physically Impaired (4 hrs)  
 †SPLI468 Education of Children with Learning Disabilities (2 hrs)

**Professional Studies** ..... 36 hours

**Pre-admission phase: The Learner and the Community:** 4 hours

EDPS325 Life Span Human Growth and Development (4 hrs)

**Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses)** 3 hours

†SOFD328 Schools in a Multicultural Society (3 hrs)

**Phase II: Curriculum and Assessment (may be taken with Phase I courses)** 3 hours

†CURR304 Curriculum and Methods: Elementary (3 hrs)

**Phase III: Methods and Technology (may be taken with Phase IV courses)** 4 hours

†MATH381 The Teaching of Mathematics, K-6 (3 hrs)

†EDMD345 Media for the Classroom Teacher (1 hr)

**Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses)** 6 hours

RDNG300 Early Literacy (3 hrs)

RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

**Phase V: Capstone Experience:** 16 hours

†EDUC499 Student Teaching (6 hrs)

†EDUC491 Student Teaching (10 hrs)

**Minor Requirements** ..... 8-20 hours  
*Select a minor from the approved list of elementary minors for special education majors.*

**Program Total** ..... 138 hours

*Note:*

*\*This course satisfies both a general education and a major requirement.*

*†Admission to teacher education required.*

### Secondary Teacher Certification and Endorsement in Physical Impairment and Health Impairment

**General Education Requirements** ..... 47 hours

*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24

- 3. See page 24
  - 4. See page 24
- Area IV Arts and Humanities*
- 1. See page 25
  - 2. See page 25
  - 3. See page 25
  - 4. See page 25

**Physical Education/Graduation Requirement ..... 2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Physical Impairment and Other Health Impairment Endorsement ..... 45 hours**  
 SPGN251 Education of Students with Exceptionalities (3 hrs)  
 PHED257 Physical Education for the Classroom Teacher (2 hrs)  
 SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)  
 †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
 †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)  
 †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)  
 †SPGN481 Assistive Technology in Special Education (2 hrs)  
 †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)  
 †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)  
 †SPGN491 Student Teaching Seminar — Special Education (2 hrs)  
 SPPI240 Preclinical Experiences — POHI (3 hrs)  
 SPPI310 Developmental Sciences for Teachers of the Physically and Health Impaired (4 hrs)  
 SPCI350 Introduction to Cognitive Impairment (3 hrs)  
 SPPI360 Pathology of Physical and Health Impairments (3 hrs)  
 †SPPI412 Ancillary Services and Health Procedures for Teachers of Physically Impaired (2 hrs)  
 †SPPI414 Educational Strategies for Teachers of the Physically Impaired (4 hrs)  
 †SPLI468 Education of Children with Learning Disabilities (2 hrs)

**Professional Studies ..... 33 hours**  
**Pre-admission phase: The Learner and the Community: 4 hours**  
 EDPS325 Life Span Human Growth and Development (4 hrs)  
**Phase I: Curriculum and Assessment 6 hours**  
 †SOFD328 Schools in a Multicultural Society (3 hrs)  
 †CURR305 Curriculum and Methods: Secondary (3 hrs)  
**Phase II: Methods and Technology 7 hours**  
 †RDNG311 Teaching Reading in the Secondary School (3 hrs)  
 †EDMD345 Media for the Classroom Teacher (1 hr)  
 Methods Course: Subject Area (3 hrs)  
**Phase III: Capstone Experience: 16 hours**  
 †EDUC499 Student Teaching (6 hrs)  
 †EDUC491 Student Teaching (10 hrs)

**Minor Requirements ..... 17-20 hours**  
*Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.*

**Program Total ..... 144 hours**

*Note:*  
 \*This course satisfies both a general education and a major requirement.  
 †Admission to teacher education required.

## SPEECH/LANGUAGE PATHOLOGY MAJOR (SPEE)

Elementary or Secondary Teacher Certification/Health Care Track

Successful completion of this course of study, in the context of other program requirements, with respect to K-12 teacher licensure, satisfies the undergraduate portion of the requirements for the professional entry-level credential at the master's degree level. This program leads toward, but does not satisfy, the requirements for recommendation to the Michigan Department of Education for K-12 endorsement as a Teacher of Students with Speech and Language Impairment. This program of study meets all requirements of the Council for Exceptional Children and of the American Speech-Hearing-Language Association. The Michigan Test for Teacher Certification (MTTC) covering this field is #57, "Speech and Language Impairment."

Prospective teachers may select Secondary or Elementary Certification. A minor from the respective approved lists (or the planned program, if Elementary Certification) is required in either instance and students must pass the certification test related to the minor (if a minor is selected for Elementary Certification) in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the "Elementary Education" certification test, #83, as well.

Those selecting the health care track have a choice among a different group of minors. Students are required to regularly meet with an adviser to expedite their program of study.

*The professional teacher certification entry-level credential in speech-language pathology is the master's degree in the field.*

### Elementary Teacher Certification and Endorsement in Speech/Language Impairment

**General Education Requirements ..... 47 hours**

*Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. SOCL105 Introductory Sociology (3 hrs)
4. SOCL202 Social Problems (3 hrs)

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. One course from the following:  
 ART300 Art Integration for the Elementary Teacher (4 hrs)  
 MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement ..... 2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Speech and Language Impairment Endorsement ..... 43 hours**  
 SPGN251 Education of Students with Exceptionalities (3 hrs)  
 †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
 †SPGN481 Assistive Technology in Special Education (2 hrs)  
 SPSI332 Acoustic Phonetics: Speech Science (2 hrs)  
 SPSI334 Applied Phonetics (2 hrs)  
 SPSI335 Communication Disorders (3 hrs)

SPSI336 Physiologic Phonetics: Anatomy and Physiology (3 hrs)  
 SPSI337 Language Acquisition (3 hrs)  
 SPSI340 Phonological and Articulation Disorders (3 hrs)  
 SPSI342 Language Disorders in Children (3 hrs)  
 SPSI343 Clinical Methods in Speech-Language Pathology (2 hrs)  
 SPSI347 Management of Acquired Neurogenic Communication Disorders (3 hrs)  
 SPSI452 Voice (3 hrs)  
 SPSI454 Stuttering (3 hrs)  
 SPHI392 Introduction to Audiology (2 hrs)  
 SPHI394 Aural Habilitation/Rehabilitation (3 hrs)

**Professional Studies .....26 hours****Pre-admission phase: The Learner and the Community:4 hours**

EDPS325 Life Span Human Growth and Development (4 hrs)

**Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses) 3 hours**

†SOFD328 Schools in a Multicultural Society (3 hrs)

**Phase II: Curriculum and Assessment (may be taken with Phase I courses) 3 hours**

†CURR304 Curriculum and Methods: Elementary (3 hrs)

**Phase III: Methods and Technology (may be taken with Phase IV courses) 4 hours**

†MATH381 The Teaching of Mathematics, K-6 (3 hrs)

†EDMD345 Media for the Classroom Teacher (1 hr)

**Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses) 6 hours**

RDNG300 Early Literacy (3 hrs)

RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

**Phase V: Capstone Experience: 6 hours**

†EDUC499 Student Teaching (6 hrs)

**Minor Requirements .....20 hours***Select a minor from the approved list of elementary minors for special education majors.***Program Total .....138 hours***Note:**\*This course satisfies both a general education and a major requirement.**†Admission to teacher education required.***Secondary Teacher Certification and Endorsement in Speech/Language Impairment****General Education Requirements .....47 hours***Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. SOCL105 Introductory Sociology (3 hrs)
4. SOCL202 Social Problems (3 hrs)

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. See page 25

**Physical Education/Graduation Requirement .....2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Speech and Language Impairment****Endorsement ..... 43 hours**

SPGN251 Education of Students with Exceptionalities (3 hrs)

†SPGN390 Measurement and Diagnosis in Special Education (3 hrs)

†SPGN481 Assistive Technology in Special Education (2 hrs)

SPSI332 Acoustic Phonetics: Speech Science (2 hrs)

SPSI334 Applied Phonetics (2 hrs)

SPSI335 Communication Disorders (3 hrs)

SPSI336 Physiologic Phonetics: Anatomy and Physiology (3 hrs)

SPSI337 Language Acquisition (3 hrs)

SPSI340 Phonological and Articulation Disorders (3 hrs)

SPSI342 Language Disorders in Children (3 hrs)

SPSI343 Clinical Methods in Speech — Language Pathology (2 hrs)

SPSI347 Management of Acquired Neurogenic Communication Disorders (3 hrs)

SPSI452 Voice (3 hrs)

SPSI454 Stuttering (3 hrs)

SPHI392 Introduction to Audiology (2 hrs)

SPHI394 Aural Habilitation/Rehabilitation (3 hrs)

**Professional Studies ..... 17-20 hours****Pre-admission phase: The Learner and the Community: 4 hours**

EDPS325 Life Span Human Growth and Development (4 hrs)

**Phase I: Curriculum and Assessment: 6 hours**

†SOFD328 Schools in a Multicultural Society (3 hrs)

†CURR305 Curriculum and Methods: Secondary (3 hrs)

**Phase II: Methods and Technology: 4 hours**

†RDNG311 Teaching Reading in the Secondary School (3 hrs)

†EDMD345 Media for the Classroom Teacher (1 hr)

**Phase III: Capstone Experience: 6 hours**

†EDUC499 Student Teaching (6 hrs)

**Minor Requirements .....20 hours***Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.***Program Total .....129 hours***Note:**\*This course satisfies both a general education and a major requirement.**†Admission to teacher education required.***Speech/Language Impairment — Health Care Track****General Education Requirements .....44 hours***Area I Symbolics and Communication*

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

*Area II Science and Technology*

1. See page 24
2. BIOL105 Introductory Biology for Non-majors (4 hrs)
3. PSY101 General Psychology (3 hrs)

*Area III Social Sciences*

1. See page 24
2. See page 24
3. SOCL105 Introductory Sociology (3 hrs)
4. SOCL202 Social Problems (3 hrs)

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. See page 25

**Physical Education/Graduation Requirement ..... 2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Speech/Language Pathology Requirements ..... 46 hours**  
 SPGN251 Education of Students with Exceptionalities (3 hrs)  
 †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
 †SPGN481 Assistive Technology in Special Education (2 hrs)  
 SPSI332 Acoustic Phonetics: Speech Science (2 hrs)  
 SPSI334 Applied Phonetics (2 hrs)  
 SPSI335 Communication Disorders (3 hrs)  
 SPSI336 Physiologic Phonetics: Anatomy and Physiology (3 hrs)  
 SPSI337 Language Acquisition (3 hrs)  
 SPSI340 Phonological and Articulation Disorders (3 hrs)  
 SPSI342 Language Disorders in Children (3 hrs)  
 SPSI343 Clinical Methods in Speech — Language Pathology (2 hrs)  
 SPSI347 Management of Acquired Neurogenic Communication Disorders (3 hrs)  
 SPSI452 Voice (3 hrs)  
 SPSI454 Stuttering (3 hrs)  
 SPHI392 Introduction to Audiology (2 hrs)  
 SPHI394 Aural Habilitation/Rehabilitation (3 hrs)

**Minor Requirements ..... 22-24 hours**

**University Elective Courses ..... 8-10 hours**

**Program Total ..... 124 hours**

*Note:*  
 \*This course satisfies both a general education and a major requirement.  
 †Admission to teacher education required.

## VISUAL IMPAIRMENT MAJOR (VISU)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for recommendation to the Michigan Department of Education for K-12 as a teacher of students with visual impairment. This program of study meets all requirements of the Council for Exceptional Children. The Michigan Test for Teacher Certification (MTTC) covering this field is #61, "Visual Impairment." Students may select Secondary or Elementary Teacher Certification. A minor from the respective approved lists is required in either instance and students must pass the certification test related to the minor in order to be recommended for endorsement in the minor field. In addition, those selecting Elementary Certification must pass the "Elementary Education" certification test, #83, as well.

### Elementary Teacher Certification and Endorsement in Visual Impairment

**General Education Requirements ..... 47 hours**  
*Area I Symbolics and Communication*  
 1. See page 23  
 2. CTAS121 Fundamentals of Speech (2 hrs)  
 3. ENGL323 Writing in the Professional World (3 hrs)  
 4. MATH109 Mathematics for Elementary Teachers II (3 hrs)  
 5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)  
*Area II Science and Technology*  
 1. See page 24  
 2. PSY101 General Psychology (3 hrs)  
 3. See page 24  
*Area III Social Sciences*  
 1. See page 24  
 2. See page 24  
 3. See page 24  
 4. See page 24  
*Area IV Arts and Humanities*  
 1. See page 25

2. See page 25  
 3. See page 25  
 4. *One course from the following:*  
 ART300 Art Integration for the Elementary Teacher (4 hrs)  
 MUSC104 Elements of Music (2 hrs)

**Physical Education/Graduation Requirement ..... 2 hours**  
 PEGN210 Lifetime Wellness and Fitness (2 hrs)

**Teacher of Students with Visual Impairment Endorsement ..... 45 hours**  
 SPGN251 Education of Students with Exceptionalities (3 hrs)  
 PHED257 Physical Education for the Classroom Teacher (2 hrs)  
 SPGN271 Speech and Language Development in Children, Adolescent, and Young Adults with Exceptional Learning Needs (2 hrs)  
 †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)  
 †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)  
 †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)  
 †SPGN481 Assistive Technology in Special Education (2 hrs)  
 †SPGN485 Curriculum, Programs and Services for Adolescent and Young Adults with Disabilities (2 hrs)  
 †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)  
 †SPGN491 Student Teaching Seminar — Special Education (2 hrs)  
 SPVI365 Braille (3 hrs)  
 SPVI366 The Eye and Vision — Anatomy and Physiology (2 hrs)  
 SPVI368 Mobility Training for Persons with Visual Impairment (2 hrs)  
 SPVI369 Community Considerations for Persons with Visual Impairment (3 hrs)  
 †SPVI464 Methods of Teaching Children who are Blind (3 hrs)  
 †SPVI465 Braille II: Nemeth Code (3 hrs)  
 †SPVI467 Education of Children with Visual Impairment (2 hrs)  
 †SPVI469 Technology for Persons with Visual Impairment (3 hrs)

**Professional Studies ..... 36 hours**  
**Pre-admission phase: The Learner and the Community: 4 hours**  
 EDPS325 Life Span Human Growth and Development (4 hrs)  
**Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses) 3 hours**  
 †SOFD328 Schools in a Multicultural Society (3 hrs)  
**Phase II: Curriculum and Assessment (may be taken with Phase I courses) 3 hours**  
 †CURR304 Curriculum and Methods: Elementary (3 hrs)  
**Phase III: Methods and Technology (may be taken with Phase IV courses) 4 hours**  
 †MATH381 The Teaching of Mathematics, K-6 (3 hrs)  
 †EDMD345 Media for the Classroom Teacher (1 hr)  
**Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses) 6 hours**  
 RDNG300 Early Literacy (3 hrs)  
 RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)  
**Phase V: Capstone Experience: 16 hours**  
 †EDUC499 Student Teaching (6 hrs)  
 †EDUC491 Student Teaching (10 hrs)

**Minor Requirements ..... 8-20 hours**  
*Select a minor from the approved list of elementary minors for special education majors.*

**University Elective Courses ..... 0 hours**

**Program Total ..... 138 hours**

*Note:*  
 \*This course satisfies both a general education and a major requirement.  
 †Admission to teacher education required.

## Secondary Teacher Certification and Endorsement in Visual Impairment

General Education Requirements .....47 hours

### Area I Symbolics and Communication

1. See page 23
2. CTAS121 Fundamentals of Speech (2 hrs)
3. ENGL323 Writing in the Professional World (3 hrs)
4. See page 23
5. COSC101 Computer Science Concepts and Practical Applications (3 hrs)

### Area II Science and Technology

1. See page 24
2. PSY101 General Psychology (3 hrs)
3. See page 24

### Area III Social Sciences

1. See page 24
2. See page 24
3. See page 24
4. See page 24

### Area IV Arts and Humanities

1. See page 25
2. See page 25
3. See page 25
4. See page 25

Physical Education/Graduation Requirement .....2 hours

PEGN210 Lifetime Wellness and Fitness (2 hrs)

Teacher of Students with Visual Impairment Endorsement .....45 hours

- SPGN251 Education of Students with Exceptionalities (3 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- SPGN271 Speech and Language Development in Children, Adolescents, and Young Adults with Exceptional Learning Needs (2 hrs)
- †SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- †SPGN395 Children, Adolescents, and Young Adults with Disabilities: School, Family and Community Interaction (3 hrs)
- †SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- †SPGN481 Assistive Technology in Special Education (2 hrs)
- †SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- †SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPVI365 Braille (3 hrs)
- SPVI366 The Eye and Vision — Anatomy and Physiology (2 hrs)
- SPVI368 Mobility Training for Persons with Visual Impairment (2 hrs)
- SPVI369 Community Considerations for Persons with Visual Impairment (3 hrs)
- †SPVI464 Methods of Teaching Children who are Blind (3 hrs)
- †SPVI465 Braille II: Nemeth Code (3 hrs)
- †SPVI467 Education of Children with Visual Impairment (2 hrs)
- †SPVI469 Technology for Persons with Visual Impairment (3 hrs)

Professional Studies .....33 hours

Pre-admission phase: The Learner and the Community:4 hours

EDPS325 Life Span Human Growth and Development (4 hrs)

Phase I: Curriculum and Assessment 6 hours

- †SOFD328 Schools in a Multicultural Society (3 hrs)
- †CURR305 Curriculum and Methods: Secondary (3 hrs)

Phase II: Methods and Technology 7 hours

- †RDNG311 Teaching Reading in the Secondary School (3 hrs)
- †EDMD345 Media for the Classroom Teacher (1 hr)
- Methods Course: Subject Area (3 hrs)

Phase III: Capstone Experience: 16 hours

- †EDUC499 Student Teaching (6 hrs)
- †EDUC491 Student Teaching (10 hrs)

Minor Requirements ..... 17-20 hours

Select a minor from the approved list of minors for secondary, K-12 and special education-secondary programs.

University Elective Courses .....0 hours

Program Total .....144 hours

Note:

\*This course satisfies both a general education and a major requirement.

†Admission to teacher education required.

## “PLANNED PROGRAM” MINOR AVAILABLE TO SPECIAL EDUCATION MAJORS SEEKING ELEMENTARY TEACHER CERTIFICATION (PP)

Required Courses.....23 hours

- CURR304 Curriculum and Methods: Elementary (3 hrs)
- RDNG300 Early Literacy (3 hrs)
- RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)
- EDPS325 Life Span Human Growth and Development (4 hrs)
- SOFD328 Schools in a Multicultural Society (3 hrs)
- EDMD345 Media for the Classroom Teacher (1 hr)
- GEOG348 Teaching Social Studies in Elementary Schools (3 hrs)
- MATH381 The Teaching of Mathematics, K-6 (3 hrs)

Restricted Elective Courses.....7 hours

One course from the following:

- ESCI302 Elementary School Science (3 hrs)
- BIOL303 Life Science for Elementary Teachers (3 hrs)

Four hours from the following:

- LITR207 Introduction to Children’s Literature (3 hrs)
- HLED210 Standard American Red Cross First Aid (2 hrs)
- HLED320 Health Education in the Elementary Grades (2 hrs)
- ART300 Art Integration for the Elementary Teacher (4 hrs)
- CTAR222 Drama and Play in Human Experience (3 hrs)
- MUSC104 Elements of Music (2 hrs)
- MUSC224 Recreational Music (2 hrs)
- MUSC103 Introduction to Music Therapy (2 hrs)

Planned Program Total.....30 hours

## DEPARTMENT OF TEACHER EDUCATION

Campus Address: 313 Porter Building  
 Internet: [www.emich.edu/coe/teach\\_ed](http://www.emich.edu/coe/teach_ed)  
 Telephone: 734.487.3260  
 E-mail: [donald.bennion@emich.edu](mailto:donald.bennion@emich.edu)

See pages 273, 277, 279, 280, 286, 343 and 348 for course descriptions.

The Department of Teacher Education provides undergraduate courses in psychological and social foundations of education, curriculum and instruction, reading, educational media, technology and early childhood education. These courses, along with courses in other University departments, comprise the programs for preparing elementary, secondary and K-12 teachers.

The department provides coordination of and a portion of the course work for programs for persons seeking to become elementary teachers, elementary teachers with early childhood endorsement, secondary teachers and teachers of K-12 subjects.

The Department of Teacher Education administers majors and minors in elementary science group, language arts group, social studies group, and reading and minors in arts group, early childhood education and structure of the disciplines.

Elementary education and early childhood education students are required to attend group advising sessions before meeting individually with an adviser. Students should visit the Teacher Education office in 313 Porter to pick up a copy of the group advising schedule as part of the advising process pursuant to the declaration of intent.

Graduate study leads to the master's degree in early childhood education, elementary education, middle level education, secondary education, common learnings in curriculum, reading, social foundations, educational psychology (development and personality, research and measurement concentrations) or educational media and technology. For descriptions of graduate courses and programs, consult the graduate catalog.

## ELEMENTARY EDUCATION PROGRAM WITH AN INTEGRATED SCIENCE MAJOR (INSC)

### Elementary Teacher Certification

Successful completion of this major, in the context of other program requirements, qualifies the student for recommendation for endorsement in science, certification code DI. The certification test covering this field is #16, "Science."

#### General Education Requirements .....37 hours

##### *Area I Symbolics and Communication*

1. See page 23
2. See page 23
3. See page 23
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. See page 23

##### *Area II Science and Technology*

1. PHY100 Physics for Elementary Teachers\*
2. *One course from the following:*  
\*PSY101 General Psychology  
\*PSY102 General Psychology
3. CHEM101 Chemistry for Elementary Teachers\*

##### *Area III Social Sciences*

1. See page 24
2. See page 24
3. GEOG110 World Regions (3 hrs)
4. See page 24

##### *Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. MUSC104 Elements of Music (2 hrs)

#### Additional Requirements .....6 hours

- LITR207 Introduction to Children's Literature (3 hrs)  
MATH108 Mathematics for Elementary Teachers I (3 hrs)

#### Physical Education/Graduation Requirement .....2 hours

#### Major Requirements .....36 hours

##### Required Courses 25-26 hours

- \*PHY100 Physics for Elementary Teachers (3 hrs)
- PHY311 Teaching Elementary Physical Science (3 hrs)
- \*CHEM101 Chemistry for Elementary Teachers (3 hrs)
- ESSC202 Earth Science for Elementary Teachers (3 hrs)
- ESSC311 Weather and Climate for Elementary Teachers (3 hrs)

BIOL105 Introductory Biology for Non-majors (4 hrs)

BIOL303 Life Science for Elementary Teachers (3 hrs)

*One course from the following:*

ASTR203 Exploration of the Universe (3 hrs)

ASTR205 Principles of Astronomy (4 hrs)

#### Restricted Elective Courses 10-11 hours

*Ten to eleven hours from the following:*

ASTR204 Astronomical Investigations (1 hr)

BIOL205 Field Biology (4 hrs)

BIOL324 Global Ecology and the Environment (4 hrs)

BOTN215 Economic Botany (3 hrs)

BOTN130 Biology of Plants (4 hrs)

*Either:*

CHEM115/116 Chemistry and Society with lab (4 hrs) or

CHEM117/118 Fundamentals of Chemistry with lab (4 hrs)

CHEM120 Fundamentals of Organic and Biochemistry (4 hrs)

CHEM121/122 General Chemistry I with lab (4 hrs)

ESSC110 Physical Geology (4 hrs)

ESSC111 The Earth System Though Time (4 hrs)

ESSC114 National Parks and Monuments (2 hrs)

ESSC208 Natural Environmental Hazards (3 hrs)

ESSC229 Rocks of Michigan (2 hrs)

ESSC307 Essentials of Oceanography for Elementary Teachers (3 hrs)

ESSC312 Plate Tectonics for Elementary Teachers (3 hrs)

ESSC315 Water and the Environment for Elementary Teachers (3 hrs)

ESSC414 Teaching Science with Dinosaurs (3 hrs)

PHY101 Physical Science in the Arts (3 hrs)

PHY110 Physical Science (4 hrs)

PHY311 Teaching Elementary Physical Science (3 hrs)

ZOOL140 Biology of Animals (4 hrs)

ASTR377/378/379 Special Topics (1/2/3 hrs)

ASTR477/478/479 Special Topics (1/2/3 hrs)

ASTR590/591/592 Special Topics (1/2/3 hrs)

BIOL377/378/379 Special Topics (1/2/3 hrs)

BIOL477/478/479 Special Topics (1/2/3 hrs)

BIOL590/591/592 Special Topics (1/2/3 hrs)

BOTN377/378/379 Special Topics (1/2/3 hrs)

BOTN477/478/479 Special Topics (1/2/3 hrs)

BOTN590/591/592 Special Topics (1/2/3 hrs)

ZOOL377/378/379 Special Topics (1/2/3 hrs)

ZOOL477/478/479 Special Topics (1/2/3 hrs)

ZOOL590/591/592 Special Topics (1/2/3 hrs)

CHEM377/378/379 Special Topics (1/2/3 hrs)

CHEM477/478/479 Special Topics (1/2/3 hrs)

CHEM590/591/592 Special Topics (1/2/3 hrs)

ESSC377/378/379 Special Topics (1/2/3 hrs)

ESSC477/478/479 Special Topics (1/2/3 hrs)

ESSC590/591/592 Special Topics (1/2/3 hrs)

PHY377/378/379 Special Topics (1/2/3 hrs)

PHY477/478/479 Special Topics (1/2/3 hrs)

PHY590/591/592 Special Topics (1/2/3 hrs)

#### Minor Requirements .....0-24 hours

*The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.*

#### Professional Studies .....55 hours

##### Preadmission Phase: The Learner and the Community 8 hours

EDPS322 Human Development and Learning (4 hrs)

FETE201 Field Experience (1 hr)

SPGN251 Education of Students with Exceptionalities (3 hrs)

*Courses that require formal admission to the Teacher Education Program:*

**Phase I: Technology, Diversity, and Teaching Environments (may be taken with Phase II courses): 11 hours**

- TEDU253 Technology Education for Children (3 hrs)
- HLED320 Health Education in the Elementary Grades (2 hrs)
- RDNG300 Early Literacy (3 hrs)
- SOFD328 Schools in a Multicultural Society (3 hrs)
- Phase II: Curriculum and Assessment (may be taken with Phase I courses): 7 hours**
  - CURR304 Curriculum and Methods: Elementary (3 hrs)
  - FETE301 Field Experience II: Elementary (1 hr)
  - EDPS340 Introduction to Assessment and Evaluation (3 hrs)
- Students may not proceed to Phase III until Phase II is completed.*
- Phase III: Methods and Technology (may be taken with Phase IV courses): 7 hours**
  - ‡BIOL303 Life Science for Elementary Teachers (3 hrs)
  - MATH381 The Teaching of Mathematics, K-6 (3 hrs)
  - EDMT330 Instructional Applications of Media and Technology (2 hrs)
  - PHED257 Physical Education for the Classroom Teacher (2 hrs)
- Phase IV: Literacy, Culture, and the Arts (may be taken with Phase III courses): 10 hours**
  - RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)
  - FETE401 Field Experience III: Elementary (1 hr)
  - ART300 Art Integration for the Elementary Teacher (4 hrs)
  - MUSC320 Elementary Music Education (2 hrs)
- Phase V: Capstone Experience: 12 hours**
  - EDUC492 Student Teaching (12 hrs)

University Elective Courses ..... 0 hours  
 Program Total ..... 136 hours

**Note:**

*\*This course satisfies both a general education and a major requirement. If PSY101 is in the program, choose 21 credit hours of restricted electives; If PSY102 is in the program, choose 20 restricted credit hours of restricted electives. The selection of electives must include at least six hours of courses at the 300-level or higher. (BIOL303 is the other three hours for the major requirement of nine credit hours of 300 or higher courses). Students may not take more than 18 credit hours from any one department. (BIOL, BOTN, ESCI, and ZOOL courses are in the same department. ESSC courses are in the same department. PHY and ASTR courses are in the same department.) The major requires a total of 36 credit hours.*

*†Special Topics for Educators (subtitle) are appropriate for this major. These are courses with prefixes of ASTR, ESCI, BIOL, BOTN, ZOOL, CHEM, ESSC, or PHY and with course numbers of 377-379, 477-479 (1-3 hours)*

*‡This course satisfies both a major requirement and a professional studies requirement.*

## ELEMENTARY EDUCATION PROGRAM LANGUAGE ARTS GROUP MAJOR (LAG) Elementary Teacher Certification

Successful completion of this major and the certification test #01 (Language Arts) qualifies the student for endorsement in Language Arts, certification code BX. Students planning to take the Michigan State Subject Area Test for certification should take the test when all the course requirements are completed.

- General Education Requirements ..... 40 hours**
- Area I Symbolics and Communication*
1. See page 23
  2. See page 23
  3. *One course from the following:*
    - \*ENGL225 Intermediate English Composition
    - \*ENGL323 Writing in the Professional World
    - \*CTAC225 Listening Skills

- \*CTAC227 Interpersonal Skills
- \*CTAC374 Intercultural Communication
- 4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
- 5. See page 23
- Area II Science and Technology*
- 1. PHY100 Physics for Elementary Teachers (3 hrs)
- 2. *One course from the following:*
  - PSY101 General Psychology (3 hrs)
  - PSY102 General Psychology with Lab (4 hrs)
- 3. CHEM101 Chemistry for Elementary Teachers (3 hrs)
- Area III Social Sciences*
- 1. See page 24
- 2. See page 24
- 3. GEOG110 World Regions (3 hrs)
- 4. See page 24
- Area IV Arts and Humanities*
- 1. See page 25
- 2. *One course from the following:*
  - \*LITR204 Native American Literature
  - \*LITR208 Multicultural Children's Literature
  - \*LITR260 African American Literature
- 3. See page 25
- 4. MUSC104 Elements of Music (2 hrs)

**Additional Requirements ..... 6 hours**

- ESSC202 Earth Science for Elementary Teachers (3 hrs)
- MATH108 Mathematics for Elementary Teachers I (3 hrs)

**Physical Education/Graduation Requirement ..... 2 hours**

**Major Requirements ..... 36 hours**

- Required Courses 15 hours**
- RDNG300 Early Literacy (3 hrs)
  - RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)
  - ENGL307 Writing Process for Elementary Teachers (3 hrs)
  - LING201 An Introduction to Linguistics (3 hrs)
  - LITR207 Children's Literature (3 hrs)
- Restricted Elective Courses 21 hours**
- One course from the following:*
- \*ENGL225 Intermediate English Composition (3 hrs)
  - \*ENGL323 Writing in the Professional World (3 hrs)
- One course from the following:*
- \*CTAC225 Listening Skills (3 hrs)
  - \*CTAC227 Interpersonal Skills (3 hrs)
  - \*CTAC374 Intercultural Communication (3 hrs)
- One course from the following:*
- \*LITR204 Native American Literature (3 hrs)
  - \*LITR208 Multicultural Children's Literature (3 hrs)
  - \*LITR260 African American Literature (3 hrs)
- One course from the following:*
- RDNG220 Instructional Uses of Trade Books (3 hrs)
  - RDNG350 Integrated Language Arts Instruction (3 hrs)
- One course from the following:*
- CTAR323 Improvising and Role-Play (3 hrs)
  - CTAR324 Oral Interpretation of Literature for the Young (3 hrs)
- One course from the following:*
- CTAR222 Drama and Play in the Human Experience (3 hrs)
  - CTAR322 Theatre for Children (3 hrs)
- One course from the following:*
- ENGL450 Critical Evaluation of Children's Literature (3 hrs)
  - ENGL451 Controversy in Children's Literature (3 hrs)
  - LITR351 World Mythology (3 hrs)
  - LITR352 Ballads and Folktales (3 hrs)
  - LITR454 Children's Literature: Fiction (3 hrs)

**Minor Requirements ..... 0-25 hours**

*The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.*

Professional Studies .....	55 hours
<b>Preadmission Phase: The Learner and the Community</b> 8 hours	
EDPS322 Human Development and Learning (4 hrs)	
FETE201 Field Experience (1 hr)	
SPGN251 Education of Students with Exceptionalities (3 hrs)	
<i>Courses that require formal admission to the Teacher Education Program:</i>	
<b>Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses):</b> 11 hours	
TEDU253 Technology Education for Children (3 hrs)	
HLED320 Health Education in the Elementary Grades (2 hrs)	
RDNG300 Early Literacy (3 hrs)	
SOFD328 Schools in a Multicultural Society (3 hrs)	
<b>Phase II: Curriculum and Assessment (may be taken with Phase I courses):</b> 7 hours	
CURR304 Curriculum and Methods: Elementary (3 hrs)	
FETE301 Field Experience II: Elementary (1 hr)	
EDPS340 Introduction to Assessment and Evaluation (3 hrs)	
<i>Students may not proceed to Phase III until Phase II has been completed.</i>	
<b>Phase III: Methods and Technology (may be taken with Phase IV courses):</b> 7 hours	
BIOL303 Life Science for Elementary Teachers (3 hrs)	
MATH381 The Teaching of Mathematics, K-6 (3 hrs)	
EDMT330 Instructional Applications of Media and Technology (2 hrs)	
PHED257 Physical Education for the Classroom Teacher (2 hrs)	
<b>Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses):</b> 10 hours	
RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)	
FETE401 Field Experience III: Elementary (1 hr)	
ART300 Art Integration for the Elementary Teacher (4 hrs)	
MUSC320 Elementary Music Education (2 hrs)	
<b>Phase V: Capstone Experience:</b> 12 hours	
EDUC492 Student Teaching (12 hrs)	

University Elective Courses .....	0 hours
<b>Program Total .....</b>	<b>139 hours</b>

Note:  
\*This course satisfies both a general education and a major requirement.

## ELEMENTARY EDUCATION PROGRAM MATHEMATICS MAJOR FOR THE ELEMENTARY TEACHING CERTIFICATE (MATH)

### Elementary Teacher Certification

Successful completion of this major, in the context of other program requirements, qualifies the student for recommendation for endorsement in mathematics, certification code EX. This program of studies meets all requirements of the National Council of Teachers of Mathematics. The Michigan Test for Teacher Certification (MTTC) covering this field is #89, "Mathematics (Elementary)." At least nine hours in the major must be taken at Eastern Michigan University.

<b>General Education Requirements .....</b>	<b>43 hours</b>
<i>Area I Symbolics and Communication</i>	
1. See page 23	
2. See page 23	
3. See page 23	
4. MATH120 Calculus I*	
5. See page 23	

<i>Area II Science and Technology</i>	
1. PHY100 Physics for Elementary Teachers (3 hrs)	
2. PSY101/102 General Psychology (3/4 hrs)	
3. CHEM101 Chemistry for Elementary Teachers (3 hrs)	
<i>Area III Social Sciences</i>	
1. See page 24	
2. See page 24	
3. GEOG110 World Regions (3 hrs)	
4. See page 24	
<i>Area IV Arts and Humanities</i>	
1. See page 25	
2. See page 25	
3. See page 25	
4. MUSC104 Elements of Music (2 hrs)	

<b>Additional Requirements .....</b>	<b>6 hours</b>
ESSC202 Earth Science for Elementary Teachers (3 hrs)	
LITR207 Introduction to Children's Literature (3 hrs)	

<b>Physical Education/Graduation Requirement .....</b>	<b>2 hours</b>
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<b>Major Requirements .....</b>	<b>30 hours</b>
<b>Required Courses</b> 22 hours	
MATH108 Mathematics for Elementary Teachers I (3 hrs)	
MATH109 Mathematics for Elementary Teachers II (3 hrs)	
*MATH120 Calculus I (4 hrs)	
MATH210 Algebra for Elementary Teachers (3 hrs)	
MATH240 Geometry for Elementary Teachers (3 hrs)	
MATH301 Advanced Topics in Elementary Mathematics (3 hrs)	
MATH403 Current Research in Elementary School Mathematics (3 hrs)	

<b>Restricted Elective Courses</b>	<b>8 hours</b>
<i>Eight hours from the following, with at least three hours at the 300- or 400-level:</i>	
MATH110 Mathematical Reasoning (3 hrs)	
MATH118 Linear Models and Probability (3 hrs)	
MATH122 Elementary Linear Algebra (3 hrs)	
MATH170 Elementary Statistics (3 hrs)	
MATH382 Calculators and Microcomputers in Elementary Mathematics Education (3 hrs)	
MATH401 Mathematics and Its History for Elementary Teachers (3 hrs)	
Other mathematics courses as approved by the advising coordinator for elementary mathematics education	

<b>Minor Requirements .....</b>	<b>0 hours</b>
<i>The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.</i>	

<b>Professional Studies .....</b>	<b>58 hours</b>
<b>Pre-Admission Phase: The Learner and the Community</b> 8 hours	
EDPS322 Human Development and Learning (4 hrs)	
FETE201 Field Experience I (1 hr)	
SPGN251 Education of Students with Exceptionalities (3 hrs)	
<i>The following courses require formal admission to the teacher education program:</i>	
<b>Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses)</b> 8 hours	
TEDU253 Technology Education for Children (3 hrs)	
HLED320 Health Education in the Elementary Grades (2 hrs)	
SOFD328 Schools in a Multicultural Society (3 hrs)	
<b>Phase II: Curriculum and Assessment (may be taken with Phase I courses)</b> 10 hours	
CURR304 Curriculum and Methods: Elementary (3 hrs)	
FETE301 Field Experience II: Elementary (1 hr)	
EDPS340 Introduction to Assessment and Evaluation (3 hrs)	
RDNG300 Early Literacy (3 hrs)	

**Phase III: Methods and Technology**

(may be taken with Phase IV courses) **10 hours**

- BIOL303 Life Science for Elementary Teachers (3 hrs)
- MATH381 The Teaching of Mathematics, K-6 (3 hrs)
- EDMT330 Instructional Applications of Media and Technology (2 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)

**Phase IV: Literacy, Culture and the Arts**

(may be taken with Phase III courses) **10 hours**

- RDNG310 Literacy Across the Curriculum in the Intermediate Grades (6 hrs)
- FETE401 Field Experience III: Elementary (1 hr)
- ART300 Art Integration for the Elementary Teacher (4 hrs)
- MUSC320 Elementary Music Education (2 hrs)

**Phase V: Capstone Experience**

**12 hours**

- EDUC492 Student Teaching (12 hrs)

**Program Total ..... 139 hours**

*Note:*

*\*This course satisfies both a general education and a major requirement.*

## ELEMENTARY EDUCATION PROGRAM SOCIAL STUDIES GROUP MAJOR (SSG)

### Elementary Teacher Certification

Recommendation for endorsement in social studies (certification code RX) requires a group major of 36 credit hours covering economics, geography, history and political science. The Michigan Test for Teacher Certification (MTTC) covering social studies is #84, “Social Studies.”

**General Education Requirements ..... 34-35 hours**

*Area I Symbolics and Communication*

1. See page 23
2. See page 23
3. See page 23
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. See page 23

*Area II Science and Technology*

1. PHY100 Physics for Elementary Teachers (3 hrs)
2. *One course from the following:*
  - PSY101 General Psychology (3 hrs)
  - PSY102 General Psychology (4 hrs)
3. CHEM101 Chemistry for Elementary Teachers (3 hrs)

*Area III Social Sciences*

1. PLSC112/113 American Government\*
2. HIST123 The United States to 1877\*
3. GEOG107 Introduction to Geography\*
4. HIST124 The United States, 1877 to the Present\*

*Area IV Arts and Humanities*

1. See page 25
2. See page 25
3. See page 25
4. MUSC104 Elements of Music (2 hrs)

**Additional Requirements ..... 9 hours**

- ESSC202 Earth Science for Elementary Teachers (3 hrs)
- \*GEOG110 World Regions
- LITR207 Introduction to Children’s Literature (3 hrs)
- MATH108 Mathematics for Elementary Teachers I (3 hrs)

**Physical Education/Graduation Requirement ..... 2 hours**

**Major Requirements ..... 36 hours**

- \*PLSC112/113 American Government (3/3 hrs)
- PLSC301 The American Legal System (3 hrs)
- \*GEOG107 Introduction to Geography (3 hrs)
- \*GEOG110 World Regions (3 hrs)

GEOG320 Geography of the United States and Canada (3 hrs)

\*HIST123 The United States to 1877 (3 hrs)

\*HIST124 The United States, 1877 to the Present (3 hrs)

*One course from the following:*

- HIST106 Asian and African Civilizations (3 hrs)
- HIST109 World History to 1500 (3 hrs)
- HIST110 World History since 1500 (3 hrs)

*One course from the following:*

- SOCL105 Introductory Sociology (3 hrs)
- ANTH135 Introduction to Cultural Anthropology (3 hrs)

*One course from the following:*

- ECON100 Introduction to Economic Problems and Policies (3 hrs)
- ECON201 Principles of Macroeconomics (3 hrs)

*One course from the following:*

- ECON300 Contemporary Economics (3 hrs)
- ECON321 Minority Workers in the Labor Market (3 hrs)
- ECON328/WMST328 Economics of Women (3 hrs)
- ECON375 Economic History of the United States (3 hrs)
- ECON385 Economic Development (3 hrs)

*One course from the following:*

- HIST305 Native American History (3 hrs)
- HIST315 History of Black Americans (3 hrs)
- HIST336/WMST336 History of Women in the United States and Great Britain, 1800 to the Present (3 hrs)
- HIST341 The Middle East, 1798 to the Present (3 hrs)
- HIST342 North Africa, 1798 to the Present (3 hrs)
- HIST348 20th Century Africa (3 hrs)
- HIST356 Latin America: National Period (3 hrs)
- HIST375 Modern India (3 hrs)

**Minor Requirements ..... 0-25 hours**

*The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.*

**Professional Studies ..... 58 hours**

**Preadmission Phase: The Learner and the Community 8 hours**

- EDPS322 Human Development and Learning (4 hrs)
- FETE201 Field Experience (1 hr)
- SPGN251 Education of Students with Exceptionalities (3 hrs)

*Courses that require formal admission to the Teacher Education Program*

**Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses): 11 hours**

- TEDU253 Technology Education for Children (3 hrs)
- HLED320 Health Education in the Elementary Grades (2 hrs)
- RDNG300 Early Literacy (3 hrs)
- SOFD328 Schools in a Multicultural Society (3 hrs)

**Phase II: Curriculum and Assessment (may be taken with Phase I courses): 7 hours**

- CURR304 Curriculum and Methods: Elementary (3 hrs)
- EDPS340 Introduction to Assessment and Evaluation (3 hrs)
- FETE301 Field Experience II: Elementary (1 hr)

*Students may not proceed to Phase III until Phase II has been completed.*

**Phase III: Methods and Technology (may be taken with Phase IV courses): 10 hours**

- BIOL303 Life Science for Elementary Teachers (3 hrs)
- MATH381 The Teaching of Mathematics, K-6 (3 hrs)
- EDMT330 Instructional Applications of Media and Technology (2 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)

**Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses): 10 hours**

- RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)
- FETE401 Field Experience III: Elementary (1 hr)
- ART300 Art Integration for the Elementary Teacher (4 hrs)
- MUSC320 Elementary Music Education (2 hrs)

Phase V: Capstone Experience: 12 hours  
 EDUC492 Student Teaching (12 hrs)

University Elective Courses ..... 0 hours

Program Total ..... 139 hours

Note:  
 \*This course satisfies both a general education and a major requirement.

## READING MAJOR (RDNG)

Successful completion of this major and the certification test qualifies the student for endorsement in Reading, certification code BR. Students planning to take the Michigan State Subject Area Test for certification should take the test when all the course requirements are completed.

General Education Requirements ..... 46 hours

### Area I Symbolics and Communication

1. See page 23
2. See page 23
3. See page 23
4. MATH109 Mathematics for Elementary Teachers II (3 hrs)
5. See page 23

### Area II Science and Technology

1. PHY100 Physics for Elementary Teachers (3 hrs)
2. One course from the following:  
 PSY101 General Psychology (3 hrs)  
 PSY102 General Psychology (4 hrs)
3. CHEM101 Chemistry for Elementary Teachers (3 hrs)

### Area III Social Sciences

1. See page 24
2. See page 24
3. GEOG110 World Regions (3 hrs)
4. See page 24

### Area IV Arts and Humanities

1. See page 25
2. See page 25
3. See page 25
4. MUSC104 Elements of Music (2 hrs)

Additional Requirements ..... 6 hours

- ESSC202 Earth Science for Elementary Teachers (3 hrs)  
 \*LITR207 Introduction to Children's Literature (3 hrs)  
 MATH108 Mathematics for Elementary Teachers I (3 hrs)

Physical Education/Graduation Requirement ..... 2 hours

Major Requirements ..... 30 hours

Required Courses 24 hours

- RDGN210 Issues and Trends in Literacy Education (2 hrs)  
 RDNG230 Word Study in the Reading Program (3 hrs)  
 RDNG240 Reading and Writing Connections in the Elementary Grades (3 hrs)  
 RDNG300 Early Literacy (3 hrs)  
 RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)  
 FETE401 Field Experience III: Elementary (1 hr)  
 RDNG340 Literacy Assessment in the Elementary Schools (3 hrs)  
 RDNG330 Reading and the Culturally and Linguistically Diverse Learner (3 hrs)  
 RDNG400 Program Development for Struggling Readers (3 hrs)

Restricted Elective Courses 6 hours

- One course from the following:  
 CTAC225 Listening Behavior (3 hrs)  
 RDNG350 Integrated Language Arts Instruction (3 hrs)  
 One course from the following:  
 \*LITR207 Introduction to Children's Literature (3 hrs)  
 RDNG220 Instructional Uses of Tradebooks (3 hrs)

Minor Requirements ..... 0-25 hours

The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.

Professional Studies ..... 51 hours

Preadmission Phase: The Learner and the Community 8 hours

- EDPS322 Human Development and Learning (4 hrs)  
 FETE201 Field Experience (1 hr)  
 SPGN251 Education of Students with Exceptionalities (3 hrs)

Courses that require formal admission to the Teacher Education Program:

Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses): 8 hours

- TEDU253 Technology Education for Children (3 hrs)  
 HLED320 Health Education in the Elementary Grades (2 hrs)  
 \*RDNG300 Early Literacy (3 hrs)  
 SOFD328 Schools in a Multicultural Society (3 hrs)

Phase II: Curriculum and Assessment (may be taken with Phase I courses): 7 hours

- CURR304 Curriculum and Methods: Elementary (3 hrs)  
 FETE301 Field Experience II: Elementary (1 hr)  
 EDPS340 Introduction to Assessment and Evaluation (3 hrs)

Students may not proceed to Phase III until Phase II is completed.

Phase III: Methods and Technology (may be taken with Phase IV courses): 10 hours

- BIOL303 Life Science for Elementary Teachers (3 hrs)  
 MATH381 The Teaching of Mathematics, K-6 (3 hrs)  
 EDMT330 Instructional Applications of Media and Technology (2 hrs)  
 PHED257 Physical Education for the Classroom Teacher (2 hrs)

Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses): 6 hours

- \*†RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)  
 \*FETE401 Field Experience III: Elementary (1 hr)  
 ART300 Art Integration for the Elementary Teacher (4 hrs)  
 MUSC320 Elementary Music Education (2 hrs)

Phase V: Capstone Experience: 12 hours

- EDUC492 Student Teaching (12 hrs)

University Elective Courses ..... 0 hours

Program Total ..... 135 hours

Note:  
 \*This course satisfies both a professional studies and a major requirement.  
 †RDNG310 satisfies both a major requirement and a professional studies requirement.

## ELEMENTARY EDUCATION PROGRAM WITH THREE MINORS (3MIN)

General Education Requirements ..... 46 hours

### Area I Symbolics and Communication

1. See page 23
2. See page 23
3. See page 23
4. MATH109 Math for Elementary Teachers II (3 hrs)
5. See page 23

### Area II Science and Technology

1. PHY100 Physics for Elementary Teachers (3 hrs)
2. One course from the following:  
 PSY101 General Psychology (3 hrs)  
 PSY102 General Psychology (4 hrs)
3. CHEM101 Chemistry for Elementary Teachers (3 hrs)

### Area III Social Sciences

1. See page 24
2. See page 24

3. GEOG110 World Regions (3 hrs)

4. See page 24

*Area IV Arts and Humanities*

1. See page 25

2. See page 25

3. See page 25

4. MUSC104 Elements of Music (2 hrs)

**Additional Requirements**.....9 hours

ESSC202 Earth Science for Elementary Teachers (3 hrs)

LITR207 Introduction to Children's Literature (3 hrs)

MATH108 Math for Elementary Teachers I (3 hrs)

**Physical Education/Graduation Requirement** .....2 hours**Major Requirements**..... 20-60 hours*Select three teaching minors, structure of the disciplines minor is built into the Professional Education curriculum and can serve as one of the three minors selected.***Minor Requirements** .....0 hours*The required structure of the disciplines minor is automatically met within this curriculum. An additional minor may be added if desired. Credit hours for an additional minor will vary.***Professional Studies** .....58 hours**Pre-Admission Phase: The Learner and the Community**8 hours

EDPS322 Human Development and Learning (4 hrs)

FETE201 Field Experience I (1 hr)

SPGN251 Education of Students with Exceptionalities (3 hrs)

*Courses that require formal admission to the Teacher Education Program:***Phase I: Technology, Diversity and Teaching Environments (may be taken with Phase II courses):** 11 hours

TEDU253 Technology Education for Children (3 hrs)

HLED320 Health Education in the Elementary Grades (2 hrs)

RDNG300 Early Literacy (3 hrs)

SOFD328 Schools in a Multicultural Society (3 hrs)

**Phase II: Curriculum and Assessment (may be taken with Phase I courses):** 7 hours

CURR304 Curriculum and Methods: Elementary (3 hrs)

EDPS340 Introduction to Assessment and Evaluation (3 hrs)

FETE301 Field Experience II: Elementary (1 hr)

*Students may not proceed to Phase III until Phase II is completed.***Phase III: Methods and Technology (may be taken with Phase IV courses):** 10 hours

BIOL303 Life Science for Elementary Teachers (3 hrs)

MATH381 Teaching of Mathematics K-6 (3 hrs)

EDMT330 Instructional Applications of Media and Technology (2 hrs)

PHED257 Physical Education for the Classroom Teacher (2 hrs)

**Phase IV: Literacy, Culture and the Arts (may be taken with Phase III courses):** 10 hours

RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

FETE401 Field Experience II: Elementary (1 hr)

ART300 Art Integration for the Elementary Teacher (4 hrs)

MUSC320 Elementary Music Education (2 hrs)

**Phase V: Capstone Experience** 12 hours

EDUC492 Student Teaching (12 hrs)

**University Elective Courses** .....0 hours**Program Total** .....135 hours**ELEMENTARY EDUCATION PROGRAM  
WITH AN EARLY CHILDHOOD  
EDUCATION MINOR (ECE)****Elementary Teacher Certification**

Successful completion of this course of studies, in the context of other program requirements, qualifies the student for recommendation for certification for the Michigan Department of Education Elementary Provisional Certificate, which is valid for teaching all subjects K-5 for teaching in self-contained classrooms in grades six to eight, and for teaching in one's major or minor subject areas of concentration in grades six to eight. In addition, the student is qualified for recommendation for endorsement in early childhood, certification code ZA. Depending on the major selected (or two other minors selected), the individual will be eligible for an additional endorsement(s). Students with an early childhood minor may not select a structure of disciplines minor. The Michigan Test for Teacher Certification (MTTC) for this field are #81, "Early Childhood," #83, "Elementary," and those needed for subject area endorsements.

Elementary education and early childhood education students are required to attend a group advising session and then an open advising session before being assigned an adviser.

**Required Courses**.....17 hours

CURR214 The Developing Child in ECE (3 hrs)

CURR215 The Developing Professional in ECE (2 hrs)

CURR302 Methods of Integrating Curriculum and Resources in ECE (3 hrs)

CURR303 Implementing the Curriculum in ECE (2 hrs)

EDPS341 Assessment of the Young Child (3 hrs)

EDUC495 Student Teaching (4 hrs)

**Restricted Elective Courses**.....9 hours*Three courses from the following:*

EDPS307 Young Children in Peril: Educational Implications (3 hrs)

CURR314 Infants and Toddlers in ECE (3 hrs)

EDPS318 Play and Creativity in ECE (3 hrs)

PHED381 Motor Development of the Young Child (3 hrs)

**Minor Total** .....26 hours**Note:**

*Students seeking a minor in ECE need to attend early childhood group advising sessions early in their program. In the Professional Studies sequence, ECE minors are exempted from the following EDPS340 Introduction to Assessment and Evaluation, MUSC320 Elementary Music Education, TEDU253 Technology Education for Children and HLED320 Health Education in the Elementary Grades.*

**ARTS GROUP MINOR (ARTS)****Elementary and Special Education-Elementary Teacher Certification****(not available with Art Minor, Music Education Minor, or with Technology and Design Minor)**

Successful completion of this minor, in the context of other program requirements, qualifies the student for recommendation for endorsement in fine arts, certification code OX. The Michigan Test for Teacher Certification (MTTC) covering this field is #53, "Fine Arts."

**Required Courses**.....16 hours

ART101 Introduction to Art (3 hrs)

ART300 Art Integration for the Elementary Teacher (4 hrs)

MUSC104 Elements of Music (2 hrs)

MUSC320 Elementary Music Education (2 hrs)

TEDU253 Technology Education for Children (3 hrs)

TEDU354 Experiences in Technology for Children (2 hrs)

**Restricted Elective Courses**.....8 hours*Eight hours from the following:*

CTAA168/268/368/468 Interpretation (1/1/1/1 hr)

- CTAR222 Drama and Play in Human Experience (3 hrs)
- CTAR322 Theatre for the Young (3 hrs)
- CTAR323 Improvising and Role-Play (3 hrs)
- CTAR324 Oral Interpretation of Literature for the Young (3 hrs)
- CTAR497/498/499 Independent Study (1/2/3 hrs)
- CTAO210 Interpretative Reading (3 hrs)
- †CTAR106 Introduction to the Performing Arts (3 hrs)
- CTAR150 Introduction to Theatre (3 hrs)
- CTAR151 African American Theatre: An Introduction (3 hrs)
- CTAR153 Technical Theatre: Costume and Makeup (2 hrs)
- CTAR251 African American Theatre: Creative Problems (3 hrs)

*Other courses in drama/theatre for the young or theater arts:*

- ART100 Art Appreciation (3 hrs)
- ART107 Art History Survey I (3 hrs)
- ART108 Art History Survey II (3 hrs)
- ART122 Two-Dimensional Design (3 hrs)
- ART123 Drawing I (3 hrs)
- ART124 Drawing II (3 hrs)
- ART201 Introduction to Graphic Design I (3 hrs)
- ART210 Life Drawing (3 hrs)
- ART215 History of 19th Century Art (3 hrs)
- ART231 Three-Dimensional Design (3 hrs)
- ART235 Textiles (3 hrs)
- ART304 Beginning Photographic Imagery (3 hrs)
- ART307 Ceramics (3 hrs)
- ART310 Sculpture (3 hrs)
- ART320 Jewelry (3 hrs)
- ART341 History of Renaissance Art (3 hrs)
- ART421 History of Oriental Art (3 hrs)
- ART425 Arts of Africa (3 hrs)
- ART426 Medieval Art History (3 hrs)
- ART427 Baroque Art (3 hrs)
- ART429 History of American Architecture (3 hrs)
- ART430 Meso-American Art (3 hrs)
- ART436 Women in Art (3 hrs)
- TEDU118 Energy Technology (3 hrs)
- TEDU152 Arts and Crafts (3 hrs)
- MUSC106 Introduction to the Performing Arts (3 hrs) (Not open to those with credit in CTAR106)
- MUSC107 Music Appreciation (2 hrs)
- MUSC151 Class Piano (2 hrs)
- MUSC152 Class Piano (2 hrs)
- MUSC232 Voice Class (1 hr)
- MUSC131 University Choir (1 hr)
- MUSC134 University Women's Chorus (1 hr)
- MUSC135 University Men's Chorus (1 hr)
- MUSC249 Band (1 hr)
- MUSC248 Orchestra (1 hr)
- MUSC274 Functional Guitar (2 hrs)
- MUSC224 Recreational Music (2 hrs)

*Other courses in music:*

- INDT121 Graphic Communication (3 hrs)
- TEDU103 Structures and Design in Technology (3 hrs)
- TEDU106 Processing Technology (3 hrs)
- TEDU114 Information and Control Technology (3 hrs)

**Minor Total .....24 hours**

*Note:*

†Not open to those with credit in MUSC106

*Students are advised that some of the courses listed have prerequisites that are not necessarily met by other courses in the program. In order to avoid taking excess hours, students should select from courses for which the prerequisites have been met.*

## INTEGRATED ELEMENTARY SCIENCE MINOR (INSC)

### Elementary and Special Education-Elementary Teacher Certification

Successful completion of this major, in the context of other program requirements, qualifies the student for recommendation for endorsement in science, certification code DI. The certification test covering this field is #16, "Science."

**Required Courses..... 15-16 hours**

- CHEM101 Chemistry for Elementary Teachers (3 hrs)
- †ESSC202 Earth Science for Elementary Teachers (3 hrs)
- BIOL303 Life Science for Elementary Teachers (3 hrs)
- PHY100 Physics for Elementary Teachers (3 hrs)

*One course from the following:*

- ASTR203 Exploration of the Universe (3 hrs)
- ASTR205 Principles of Astronomy (4 hrs)

*Two courses from the following:*

- PHY311 Teaching Elementary Physical Science (3 hrs)
- ESSC311 Weather and Climate for Elementary Teachers (3 hrs)
- BIOL105 Biology and the Human Species (4 hrs)

**Restricted Elective Courses.....8-9 hours**

*8 to 9 hours from the following:*

- ASTR204 Astronomical Investigations (1 hr)
- BIOL105 Introductory Biology for Non-majors (4 hrs)
- BIOL205 Field Biology (4 hrs)
- BIOL324 Global Ecology and the Environment (4 hrs)
- BOTN215 Economic Botany (3 hrs)
- BOTN130 Biology of Plants (4 hrs)

*Either:*

- CHEM115/116 Chemistry and Society with lab (4 hrs) or
- CHEM117/118 Fundamentals of Chemistry with lab (4 hrs)
- CHEM120 Fundamentals of Organic and Biochemistry (4 hrs)
- CHEM121/122 General Chemistry I with lab (4 hrs)
- ESSC110 Physical Geology (4 hrs)
- ESSC111 The Earth System Through Time (4 hrs)
- ESSC114 National Parks and Monuments (2 hrs)
- ESSC208 Natural Environmental Hazards (3 hrs)
- ESSC229 Rocks of Michigan (2 hrs)
- ESSC307 Essentials of Oceanography for Elementary Teachers (3 hrs)
- ESSC311 Weather and Climate for Elementary Teachers (3 hrs)
- ESSC312 Plate Tectonics for Elementary Teachers (3 hrs)
- ESSC315 Water and the Environment for Elementary Teachers (3 hrs)
- ESSC414 Teaching Science with Dinosaurs (3 hrs)
- PHY101 Physical Science in the Arts (3 hrs)
- PHY110 Physical Science (4 hrs)
- PHY311 Teaching Elementary Physical Science (3 hrs)
- ZOOL140 Biology of Animals (4 hrs)
- ASTR377/378/379 Special Topics (1/2/3 hrs)
- ASTR477/478/479 Special Topics (1/2/3 hrs)
- ASTR590/591/592 Special Topics (1/2/3 hrs)
- BIOL377/378/379 Special Topics (1/2/3 hrs)
- BIOL477/478/479 Special Topics (1/2/3 hrs)
- BIOL590/591/592 Special Topics (1/2/3 hrs)
- BOTN377/378/379 Special Topics (1/2/3 hrs)
- BOTN477/478/479 Special Topics (1/2/3 hrs)
- BOTN590/591/592 Special Topics (1/2/3 hrs)
- ZOOL377/378/379 Special Topics (1/2/3 hrs)
- ZOOL477/478/479 Special Topics (1/2/3 hrs)
- ZOOL590/591/592 Special Topics (1/2/3 hrs)
- CHEM377/378/379 Special Topics (1/2/3 hrs)
- CHEM477/478/479 Special Topics (1/2/3 hrs)
- CHEM590/591/592 Special Topics (1/2/3 hrs)
- ESSC377/378/379 Special Topics (1/2/3 hrs)
- ESSC477/478/479 Special Topics (1/2/3 hrs)
- ESSC590/591/592 Special Topics (1/2/3 hrs)
- PHY377/378/379 Special Topics (1/2/3 hrs)

PHY477/478/479 Special Topics (1/2/3 hrs)  
PHY590/591/592 Special Topics (1/2/3 hrs)

**Minor Total** .....24 hours

**Note:**

†Do not take ESSC108. For transfer students with ESSC108 credit completed: ESSC108 automatically substitutes for ESSC202 and fulfils the requirement. Students cannot use ESSC108 as an elective if they also have ESSC202.

## LANGUAGE ARTS GROUP MINOR (LAG)

Elementary and Special Education-Elementary Teacher Certification

Successful completion of this minor and the certification test #01 “Language Arts” qualifies the student for endorsement in language Arts, certification code BX. Students planning to take the Michigan State Subject Area Test for certification should take the test when all the course requirements are completed.

**Required Courses**..... 12 hours

RDNG300 Early Literacy (3 hrs)  
RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)  
ENGL307 Writing Process for Elementary Teachers (3 hrs)  
LING201 An Introduction to Linguistics (3 hrs)

**Restricted Elective Courses**..... 12 hours

*One course from the following:*

CTAC225 Listening Skills (3 hrs)  
CTAC227 Interpersonal Skills (3 hrs)  
CTAC374 Intercultural Communication (3 hrs)

*One course from the following:*

LITR204 Native American Literature (3 hrs)  
LITR208 Multicultural Children’s Literature (3 hrs)  
LITR260 African American Literature (3 hrs)

*One course from the following:*

LITR207 Children’s Literature (3 hrs)  
RDNG220 Instructional Uses of Trade Books (3 hrs)

*One course from the following:*

CTAR222 Drama and Play in the Human Experience (3 hrs)  
CTAR322 Theatre for Children (3 hrs)  
CTAR323 Improvising and Role-Play (3 hrs)  
CTAR324 Oral Interpretation of Literature for the Young (3 hrs)

**Minor Total** .....24 hours

## SOCIAL STUDIES GROUP MINOR (ELEMENTARY) (SS)

Elementary and Special Education-Elementary Teacher Certification

Successful completion of this minor, in the context of other program requirements, qualifies the student for recommendation for endorsement in social studies, certification code RX. The Michigan Test for Teacher Certification (MTTC) covering this field is #84, “Social Studies.”

**Required Courses**.....24 hours

PLSC112/113 American Government (3 hrs)  
PLSC301 The American Legal System (3 hrs)  
GEOG107 Introduction to Geography (3 hrs)  
GEOG110 World Regions (3 hrs)

*One course from the following:*

ECON100 Introduction to Economic Problems and Policies (3 hrs)  
ECON201 Principles of Macroeconomics (3 hrs)

*One course from the following:*

ECON300 Contemporary Economics (3 hrs)  
ECON321 Minority Workers in the Labor Market (3 hrs)  
ECON328/WMST328 Economics of Women (3 hrs)

ECON375 Economic History of the United States (3 hrs)  
ECON385 Economic Development (3 hrs)

*One course from the following:*

HIST123 The United States to 1877 (3 hrs)  
HIST124 The United States, 1877 to the Present (3 hrs)

*One course from the following:*

HIST106 Asian and African Civilizations (3 hrs)  
HIST109 World History to 1500 (3 hrs)  
HIST110 World History since 1500 (3 hrs)

**Minor Total** .....24 hours

## READING MINOR (ELEMENTARY) (RDNG)

Elementary Certification

Successful completion of this minor and the certification test qualifies the student for endorsement in reading, certification code BR. Students planning to take the Michigan State Subject Area Test for certification should take the test when all the course requirements are completed.

**Required Courses**..... 18 hours

FETE401 Field Experience III: Elementary (1 hr)  
RDNG210 Issues and Trends in Literacy Education (2 hrs)  
RDNG230 Word Study in the Reading Program (3 hrs)  
RDNG240 Reading and Writing Connections in the Elementary Grades (3 hrs)  
RDNG300 Early Literacy (3 hrs)  
RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)  
RDNG340 Literacy Assessment in the Elementary Schools (3 hrs)

**Restricted Elective Course** ..... 3 hours

*One course from the following:*

LITR207 Introduction to Children’s Literature (3 hrs)  
RDNG220 Instructional Uses of Tradebooks (3 hrs)

**Minor Total** .....21 hours

## STRUCTURE OF THE DISCIPLINES MINOR (SDSC)

Elementary Certification

**Note:**

Effective with students who enter under (or change to) the 1998 and later catalogs, the program for prospective elementary teachers will include the structure of the disciplines minor, either in connection with one of the majors from the approved list of majors for elementary or in connection with two additional minors.

The structure of the disciplines minor is a liberal arts minor that varies in credit numbers depending on the major or minors with which it is selected. To select a structure of the disciplines minor, a student shall select either option I or option II below. This applies only to elementary education students who do not have an early childhood minor (ECE) (early childhood students must see an early childhood adviser for information on majors and minors).

**Option I:** Select a major from the recommended majors listed below and choose the structure of the disciplines as the corresponding minor:

Integrated Science  
Language Arts Group  
Mathematics for Elementary Teaching Certification  
Social Studies (for Elementary) Group  
Reading

**Option II:** Select three minors from below:  
 a. You must choose at least one of the following:

- Integrated Science
- Language Arts Group Minor
- Math for Elementary Teaching Certification Minor
- Social Studies (for Elementary) Group Minor
- Reading Minor

b. A second minor from list (a) above or from among the following:

- Arts Group Minor
- Elementary Music Education Minor (Vocal or Instrumental)
- French Language Minor (Elementary Education)
- German Language Minor (Elementary Education)
- Spanish Language Minor (Elementary Education)
- Health Minor
- Technology and Design Education Minor

c. The structure of the disciplines minor is the third choice in option II.

All of the following courses are required for prospective elementary teachers. Only those that are not applied to either (a) the student's major or (b) the student's other two minors may be applied to the structure of the disciplines minor. A number of these courses also satisfy a general education requirement. The structure of the disciplines minor does not lead to subject-area certification.

- ENGL121 Composition II: Researching the Public Experience (3 hrs)
- CTAS121/124 Fundamentals of Speech (2/3 hrs)
- LITR207 Introduction to Children's Literature (3 hrs)
- MATH108 Mathematics for Elementary Teachers I (3 hrs)
- MATH109 Mathematics for Elementary Teachers II (3 hrs)
- MATH381 The Teaching of Mathematics, K-6 (3 hrs)
- PHY100 Physics for Elementary Teachers (3 hrs)
- CHEM101 Chemistry for Elementary Teachers (3 hrs)
- ESSC202 Earth Science for Elementary Teachers (3 hrs)
- BIOL303 Life Science for Elementary Teachers (3 hrs)
- TEDU253 Technology Education for Children (3 hrs)
- ART300 Art Integration for the Elementary Teacher (4 hrs)
- MUSC104 Elements of Music (2 hrs)
- MUSC320 Elementary Music Education (2 hrs)
- PSY101/102 General Psychology (3/4 hrs)
- PLSC112/113 American Government (3 hrs)
- GEOG110 World Regions (3 hrs)
- HLED320 Health Education in the Elementary Grades (2 hrs)
- PHED257 Physical Education for the Classroom Teacher (2 hrs)
- Any three-credit history course except HIST100 (3 hrs)

Minor Total ..... 24 hours

## POST-BACCALAUREATE ELEMENTARY AND SECONDARY TEACHER CERTIFICATION PROGRAMS

Students pursuing this program will complete either elementary or secondary teacher certification requirements. Students wishing to pursue an endorsement in any area of special education, in addition to their teaching certificate, should see the master's teacher certification and endorsement in special education program described under the Department of Special Education. Students wishing to be certified in any of the following areas have requirements that differ from the general programs listed below and must obtain additional information from the College of Education Office of Academic Services: art, music (vocal and instrumental), physical education, Japanese, marketing education, business services and technology education (business education), technology education (technology and

design or industrial technology), or industrial-vocational education. General procedures for obtaining post-baccalaureate certification can be found under the College of Education.

**Initial contact for all post-baccalaureate students should be with the College of Education Office of Academic Services.**

### Admission Requirements

1. Minimum undergraduate grade point average (GPA) of 2.5. Applicants with less than a 2.5 GPA should contact the Second Bachelor's Office, 301 Pierce.
2. Official score from the Michigan Test for Teacher Certification (MTTC) on file at Eastern Michigan University.
3. Signed moral turpitude statement.
4. Personal statement.
5. Compliance with all other admissions requirements.

### Program Requirements

*The student must:*

1. Have a review of previous course work, performed by the College of Education Office of Academic Services, to determine those requirements already completed, both for the teaching subject major/minor and for certification.
2. Successfully complete general studies requirements as needed.
3. Successfully complete major/minor requirements for elementary or secondary education.
4. Successfully complete required hours of fieldwork experience. Presently a minimum of 100 clock hours of field experience is required, including required FETE courses.
5. Successfully complete professional education course requirements, either elementary or secondary.
6. Successfully complete student teaching.

### Exit Criteria

1. Successful completion of all course work on program (designated minimum GPA overall, and in major/minors).
2. Successful completion of required student teaching.

### Curricula

Most courses required for post-baccalaureate certification are undergraduate courses (course numbers under 500). It is important to note that 600-level or higher courses may not be used on a program of study.

## POST-BACCALAUREATE PROGRAM IN ELEMENTARY EDUCATION

### General Studies Requirements

Students must complete a minimum of 40 credit hours in general education, which include the areas listed below. Many students can meet most general studies requirements through courses previously taken as part of a bachelor's degree. This is current practice:

- a course in history
- a course in earth science
- a course in either physics or chemistry  
*(at least one of the sciences must include a lab)*
- a course in literature
- a course in written communication
- a course in oral communication
- a course in the arts: art, dance, music or theater
- a course in world religions
- a course in U.S. government
- a course in general psychology
- a course in calculus or MATH108  
 MATH109 or equivalent

**Professional Education Sequence****Pre-admission Phase: The Learner and the Community**

†EDPS322 Human Development and Learning (4 hrs)

†FETE201 Field Experience I: Elementary (1 hr)

*One course from the following:*

SPGN510 The Exceptional Child in the Regular Classroom (3 hrs)

SPGN251 Education of Students with Exceptionalities (3 hrs)

**Phase I: Curriculum, Assessment and the Social Context***Prerequisite: Admission to the teacher education program.*

HLED320 Health Education in the Elementary Grades (2 hrs)

SOFD328 Schools in a Multicultural Society (3 hrs)

†EDPS340 Introduction to Assessment and Evaluation (3 hrs)

†CURR304 Elementary Curriculum and Methods (3 hrs)

†FETE301 Field Experience II: Elementary (1 hr)

RDNG300 Early Literacy (3 hrs)

**Phase II: Content Methods and Technology**

EDMT330 Technology and Media in the Classroom (2 hrs)

†RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)

†FETE401 Field Experience III: Elementary (1 hr)

†BIOL303 Life Science for Elementary Teachers (3 hrs)

MATH381 The Teaching of Mathematics (3 hrs)

**Phase III: Capstone Experience***Prerequisite: Completion of Phases I and II.*

EDUC492 Student Teaching (12 hrs)

**100 Clock Hours Pre-Student Teaching Required***Note:*†*Corequisites***MAJOR/MINOR REQUIREMENTS FOR POST-BACCALAUREATE PROGRAMS IN ELEMENTARY EDUCATION**

One approved major and minor, or three approved minors are required. The planned program in structure of the disciplines may be used as a minor except for programs including a special education major, an early childhood minor or a bilingual-bicultural minor. See below for list of approved majors and minors.

**Recommended Teaching Majors**

Elementary Science Group (available until December 2003)

Elementary Integrated Science (tentative, available January 2003)

Language Arts Group

Mathematics for the Elementary Teaching Certificate

Reading

Social Studies Group Major for Elementary Education

**Additional Teaching Majors**

Biology

Comprehensive Major in Communication and Theater Arts

Earth Science

Geography

History

Spanish

Special Education (see Department of Special Education)

**Approved Minors**

Arts Group

Bilingual-Bicultural Education (Spanish-English)

Biology

Communication Minor for Elementary and Special Education

Early Childhood Education

Elementary Music Education

Elementary Integrated Science

French, German and Spanish Language

Geography

Health

History

Language Arts Group

Mathematics for the Elementary Teaching Certificate

Physical Education for Special Education (available only to special education majors)

Political Science

Reading

Social Studies Group

Sociology

Structure of the Disciplines

Technology and Design

**POST-BACCALAUREATE PROGRAM IN SECONDARY EDUCATION****General Studies Requirements**

Students must complete a minimum of 40 credit hours in general studies, which include the areas listed below. Many students can meet most general studies requirements through courses previously taken as part of a bachelor's degree.

a course in history

a course in science with a laboratory component

a course in literature

a course in written communication

a course in oral communication

a course in mathematics

a course in the arts: art, dance, music or theater

a course in U.S. government

a course in general psychology

**Major/Minor Requirements**

Students must complete one approved major and one approved minor.

**Approved Majors for Secondary Education**

Biology

Business Education

Chemistry

Communication and Theatre Arts (speech)

Computer Science

Earth Science

Economics

French

Geography

German Language

History

Language, Literature and Writing (English)

Marketing Education

Mathematics

Physics

Political Science

Psychology (requires an additional major)

Social Studies

Sociology

Spanish

Vocational Education

### Approved Minors for Secondary Education

Bilingual-Bicultural Education (Spanish-English)  
Biology  
Chemistry  
Comprehensive Minor in Communication and Theatre Arts  
(speech)  
Computer Science  
Earth Science  
Economics  
French Language  
Geography  
German Language  
Health  
History  
Language, Literature and Writing (English)  
Mathematics  
Physical Education  
Physical Education for Special Education Majors (available only to  
special education majors)  
Physics  
Political Science  
Psychology  
Sociology  
Spanish Language

### Approved K-12 (Secondary Certificate)

Art Education  
Japanese Language and Culture  
Music (Instrumental)  
Music (Vocal)  
Physical Education  
Special Education  
Technology and Design Education

## Professional Education Sequence

### Pre-admission Phase: The Learner and the Community

†EDPS322 Human Development and Learning (4 hrs)  
†FETE201 Field Experience I: Secondary (1 hr)  
*One course from the following:*  
SPGN510 The Exceptional Child in the Regular Classroom (3 hrs)  
SPGN251 Education of Students with Exceptionalities (3 hrs)

### Phase I: Curriculum, Assessment, and the Social Context

*Prerequisite: Admission to the teacher education program*  
SOFD328 Schools in a Multicultural Society (3 hrs)  
†EDPS340 Introduction to Assessment and Evaluation (3 hrs)  
†CURR305 Curriculum and Methods: Secondary (3 hrs)  
†FETE302 Field Experience II: Secondary (1 hr)

### Phase II: Content Methods and Technology

EDMT330 Technology and Media in the Classroom (2 hrs)  
†RDNG311 Teaching Reading in the Secondary School (3 hrs)  
†FETE402 Field Experience III: Secondary (1 hr)  
Methods of Teaching in Subject Area (2-4 hrs)

### Phase III: Capstone Experience

*Prerequisite: Completion of Phases I and II.*  
EDUC492 Student Teaching (12 hrs)

### 100 Clock Hours Pre-Student Teaching Required

*Note:*  
†Corequisites