

**MASTER OF ARTS IN TEACHING
PROGRAM HANDBOOK**

Overview

This handbook supplements the Eastern Michigan University graduate catalog, which is the official policy document of the EMU Graduate School, see catalog.emich.edu. Other valuable information about graduate study at EMU can be found on the Graduate School site at www.gradschool.emich.edu. It is also important to read the “General Policies and Procedures Manual” for EMU’s teacher certification programs at www.emich.edu/coe/forms/documents/general-policies-procedures.pdf.

The Master of Arts in Teaching (MAT) is a graduate degree program available with concentrations in Biology, Chemistry, Chinese, English, Earth Science, Integrated Science, Mathematics, Physics or Physical Science, and World Languages. The MAT leads to a Michigan secondary teaching certificate with an endorsement to teach in grades 6-12 (middle school and high school) in the subject of the concentration. World Language concentrations lead to a K-12 endorsement on a secondary teaching certificate. The concentrations were developed for persons who have a degree in that field or a closely aligned field. However, a program of study requiring undergraduate classes can be developed for someone who does not have the requisite degree. Additional subject endorsements may also be completed, typically by completing the equivalent to the undergraduate teaching minor for that subject.

History and Accreditation

For over 150 years, EMU has played a major state and national role in the preparation of teachers and other school personnel. EMU was among the first institutions in the country to prepare physical education teachers and special education teachers. We currently offer programs at the bachelors, masters, specialist, and doctoral degree levels. Our programs have received a number of national recognitions. We are fully accredited by the National Council for Accreditation of Teacher Education (NCATE), nationally recognized by Specialized Professional Associations¹ and approved by the Michigan Department of Education. In many instances where a program-specific national recognition exists, we hold this recognition. Many EMU

¹ American Council on the Teaching of Foreign Languages, National Council of Teachers of English, National Council of Teachers of Mathematics, and National Science Teachers Association.

alumni have won local, state, and national awards in the field of education. EMU has a long and distinguished history of preparing teachers and other educational professionals.

Mission Statement for the College of Education at EMU

The mission of the College of Education is to create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking and problem solving abilities of its students so that they may become ethical, productive and contributing participants in a democratic society.

CPED2S Conceptual Framework for the Initial Teacher Preparation Program at EMU

EMU prepares Caring, Professional Educators for a Diverse and Democratic Society. The professional education courses are designed around the CPED2S conceptual framework. They are designed to facilitate and develop the knowledge, skills, and dispositions in becoming a caring, professional educator for a diverse and democratic society. The CPED2S handbook at www.emich.edu/coe/forms/documents/cped2s-manual.pdf provides additional information.

ADMISSION REQUIREMENTS

The application process for MAT admission can be lengthy. It typically takes four weeks to receive an admission decision after all materials are submitted to the Admissions office. Although it is not a requirement, it is in your best interest to send materials at least two months before you wish to register for classes. Registration for Summer and Fall semesters begins in March. Registration for Winter semester begins in November.

Please send all admission materials to EMU's Office of Admissions, P.O. Box 970, Ypsilanti, MI 48197, graduate_admissions@emich.edu. Once the Office of Admissions receives all of the required documents, the completed application will be forwarded to the College of Education for an admission recommendation.

Required Application Materials

- Official basic skills test scores showing competency in all three of the following areas: mathematics, reading and writing. Minimum general SAT scores required are Mathematics 530, and Reading and Writing 480, optional essay not required. See advisor for details on other test scores that may be substituted for the SAT.
- Official transcripts from all post-secondary institutions attended. Earned four-year, baccalaureate degree from a regionally accredited college or university. Minimum undergraduate grade point average (GPA) of 2.75 or a 3.0 in the last half of undergraduate work.

- EMU graduate school application and non-refundable application fee.
- Signed “Statement of Civil/Criminal Convictions” and explanation and court documents, if necessary.
- Printed results from a Michigan State Police Background check at www.michigan.gov/ichat.
- Personal statement (1-2 pages typed and double-spaced). A typical personal statement would include career goals as well as education and experiences with children or youth.
- Two letters of recommendation which speak to the applicant’s ability to pursue graduate-level work as well as capacity to work as a secondary school teacher.

Undergraduate Course Requirements for Admission

Each MAT concentration requires completion of certain undergraduate classes in that discipline. Those specific classes are listed below. Many or all of these classes can be completed as part of the applicant’s undergraduate degree. If an applicant has undergraduate course deficiencies, then a program of study requiring those undergraduate classes can be developed.

Biology concentration: minimum of 28 semester hours in biology, including course work in genetics, physiology, botany, and zoology; two semesters of general chemistry; one semester of organic chemistry; one semester of biochemistry (or a second semester of organic chemistry); two semesters of introductory physics; and one semester of calculus or statistics.

Chemistry concentration: minimum of 32 semester hours in chemistry coursework, including calculus-based physical chemistry; organic chemistry; quantitative analysis; biochemistry; analytical instrumentation; physics; and mathematics (calculus, trigonometry).

Earth Science concentration: BA or BS in Earth Science or Geology.

English concentration: minimum of 28 semester hours in English, or English-related, coursework that includes children’s literature, literature, linguistics, and composition or creative writing.

Integrated Science concentration: calculus-based introductory mechanics physics course with lab, algebra-based electricity and magnetism with lab, modern physics, inorganic chemistry I for science majors with lab, inorganic chemistry II for science majors with lab, organic chemistry for science majors, Introductory Biology I, Introductory Biology II, Ecology, Dynamic Earth Systems, Earth System through time, Weather and Climate, and Astronomy.

Mathematics concentration: minimum of 30 semester hours in mathematics, including Calculus (two semester sequences), Multivariable Calculus, Linear Algebra, Calculus-based statistics, Introduction to Mathematical Proof, College Geometry, and Abstract Algebra.

Physics concentration: minimum of 30 semester hours in physics coursework, including Calculus based mechanics, Heat and sound & electricity and light (2 semester sequences), Astronomy with laboratory, Intermediate mechanics and laboratory, Electricity and magnetism, Heat and thermodynamics, and Modern physics and laboratory.

Physical Science concentration: minimum of 54 semester hours in physical science coursework, including Introductory astronomy, General chemistry with laboratory (two course sequence), Organic chemistry and laboratory, Chemistry quantitative analysis, Biochemistry, Earth Systems, Physics: mechanics, Heat and sound & electricity and light (2 semester sequence), Modern physics and laboratory, Thermodynamics, and a biology course.

Commonly Taught World Languages (CTWL): minimum of 30 semester hours at 300-level or above in the language of intended licensure. Certification available in French, German, Japanese and Spanish.

Less Commonly Taught World Languages (LCTWL): minimum of 30 semester hours at 300-level or above, or the equivalent level of content knowledge, in the language of intended licensure. Certification available in Arabic, Chinese and Korean.

International Credentials

Students with international transcripts and all international students should contact the Office of Admissions, 734-487-0205, international.admissions@emich.edu, www.emich.edu/international/graduate, to inquire about additional documentation that may be required. All international, post-secondary transcripts must be submitted to one of EMU's approved transcript evaluation services for a detailed, course by course evaluation; allow 2–6 weeks for completion of the evaluation. If you're admitted as a conditional senior, you must submit your final international transcript and degree certificate as well as an official English translation to the Office of International Admission.

International students must have the following minimum score in one of the following English Proficiency tests: TOEFL - 79 iBT, IELTS - 6.5, MELAB - 77, or PTE - 53. Official test scores must be sent directly to EMU from the testing agency (school code: 1201). Copies are not acceptable. If you test below the minimum requirement and require a student visa, you will be enrolled directly in EMU's Intensive English Program (IEP). You will receive an updated I-20 for your degree program after completion of the IEP. Some students may be eligible for a ESL testing waiver based on prior academic experience; contact International Admissions to confirm your waiver eligibility.

International students must pay special attention to enrollment and academic status, because some changes if not reported can result in loss of visa status and deportation. The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students and Scholars (OISS) at 244 EMU Student Center within ten (10) days of the event of changes in:

- Name or residential address
- Academic status
- Academic major or program of study

- Source of funding (including employment or graduate assistant position)
- Degree completion date
- Degree level (ex: Bachelors to Masters)

SEVIS further requires F and J students to report the following OISS within ten (10) days:

- Intent to transfer to another school
- Probation or disciplinary action due to a criminal conviction
- Prior permission from OIS is required for:
 - Carrying or dropping below minimum credit hours or dropping all courses;
 - Employment on or off-campus; including volunteer and observation positions.
 - Registering for more than one online course per term (F and J visa)
 - Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even loss of status. If you have questions or concerns, contact the Office of International Students and Scholars at 734.487.3116.

Civil Criminal Convictions

Applicants with more than one misdemeanor or a felony conviction will have their application for admission reviewed by a committee. The Director of Student Teaching will call together a committee consisting of the Associate Dean for Students and Curriculum, the Director of Student Teaching, and a representative from the student's major department (i.e. Department Head or faculty representative). The committee may take one of the following actions:

- Admitted - Student is admitted with the understanding that her/his recommendation for certification will undergo administrative review with the Michigan Department of Education, that state licensure is not guaranteed, and that employment is not guaranteed. In order to be admitted, the student must sign a letter of understanding (i.e. a student acknowledgement of the state's criminal/civil conviction expectations and their impact on program continuance, licensure, and employment).
- Denied - The student is not admitted because the moral turpitude issue would preclude teacher licensure or the issue violates the moral expectations and/or dispositions required for the program. Grounds for denial include, but are not limited to, a felony, more than two misdemeanors, recent crimes, crimes involving children, and any substantive issues that bring into question the moral character of the candidate relative to state certification standards and EMU standards of student conduct.

Criminal and civil convictions can affect a candidate's ability to complete the initial Teacher Preparation Program at EMU. Candidates are required to complete criminal/civil statements

upon application to the program, upon application for student teaching, and upon completion of student teaching. If a candidate is found guilty of any enumerated offense at any time after admission to the program, the program will review the candidate's criminal records and determine if the candidate can continue. The program can, by way of the process explained above, dismiss candidates based on criminal or civil convictions alone.

Other Admission Information

At no time is admission to the MAT implied or guaranteed. Applications must be reviewed by the appropriate representative of the College of Education before an admissions recommendation is made.

Students who do not enroll during the semester in which they are admitted must update their admission by submitting an Enrollment Change form to the Office of Admissions before registration is permitted.

ADMISSION STATUS

Degree Admission

Degree admission is granted to students who meet the MAT's GPA requirement, who have a bachelors degree in the field of the concentration, and satisfy all other admission requirements.

Conditional Admission

There are four conditional admission statuses:

- Condition 1 admission is for students who have deficiencies in their undergraduate preparation—students, for example, who have degrees in fields other than the concentration area. The department must notify Admissions when these conditions have been met.
- Condition 2 admission is for students who have not yet earned their bachelor's degree. This status is valid for one enrollment period. These students must provide a transcript demonstrating they have completed their undergraduate degree
- Condition 3 admission is for students who are nonnative speakers of English and who score below the Graduate School and/or department minimum on the English proficiency examination(s). These students must take a placement test prior to starting classes at EMU. ESL classes will be recommended based on the student's performance on the placement test.

- Condition 4 admission is for students who do not meet the minimum GPA requirement. These students typically must complete nine to 12 credit hours in good academic standing before being granted regular admissions status.

Non-degree Admission

Non-degree admission allows students to take courses for self improvement or to demonstrate potential for success in the graduate program. Students in this category must get permission from a departmental graduate advisor before registering for any COE classes. Students who enroll as non-degree and who decide to earn a degree must transfer to degree admission status before completing 10 credit hours of applicable courses. Courses taken in this admission category do not automatically apply to the degree, so students should talk with an advisor about appropriate courses.

ADVISING

After you apply for admission to the MAT, you will receive a letter from the Graduate School indicating whether or not you have been admitted as well as any conditions of admission that must be satisfied. This letter will also provide the information you will need to contact your advisor.

Then contact with your assigned advisor for the next stage of planning, your individual advising appointment. During your first appointment, your advisor will review your program requirements, provide you with your MAT Program Handbook, discuss your interests and aspirations, and complete your Program of Study. Your Program of Study is your formal “contract” with the Graduate School, listing courses you will take to complete your master’s degree and teaching certificate. If you were admitted with conditions, you will also need to discuss how to meet those conditions.

During your graduate program, you should meet with your advisor regularly and as necessary to complete your program and to plan for your culminating experience, the student teaching internship. More information about student teaching and student teaching application deadlines appears later in this document. Not every class is offered each term. Your advisor will know what courses will be offered in the near future and can help you plan ahead.

GRADUATE SCHOOL POLICIES

The EMU Graduate School has policies and processes regarding registration, program requirements, and the awarding of degrees for all EMU graduate programs. MAT students are expected to be familiar with these academic regulations and rules. Some of those rules are

listed in this handbook; however, please see www.emich.edu/graduate/policies/policies_process.pdf for the full set of policies.

Attendance

Students who find it necessary to be absent from classes in order to observe major religious holidays may arrange with their instructors to make up missed work, including examinations. If satisfactory arrangements cannot be made with the instructor, students may appeal to the department head/school director.

Withdrawal

Graduate students are expected to follow University policy and procedures for withdrawal, both from individual classes and from the University. Non-attendance and/or non-payment of tuition do not constitute withdrawal or absolve a student of academic or financial responsibility. Please see https://www.emich.edu/graduate/policies/policies_process.pdf for details. Deadlines concerning drops, adds, and withdrawals can be viewed at www.emich.edu/registrar/index.php.

International students holding F-1 or J-1 visas must seek additional approval from the Office of International Students and Scholars. Students who are on financial aid or who hold scholarships or graduate assistantships should consult the Graduate School before withdrawing from courses in order to fully understand the potential financial impact.

Grades and GPA

MAT students must earn a grade of B or higher in each of their professional education and methods courses. Students must maintain an overall grade point average (GPA) in their graduate level classes (500 and 600 level courses) to stay in good academic standing. MAT students must earn a grade of C or higher in undergraduate level classes taken to satisfy undergraduate content area deficiencies.

Students are placed on academic probation at the end of any semester in which their cumulative graduate GPA is below 3.0. A probationary student must obtain a semester GPA of at least 3.0 in the first semester of probation; failure to do so will result in academic dismissal. If a probationary student is able to raise their semester GPA to a 3.0 or higher during the first semester of probation, but their overall GPA is still below a 3.0, the student will be given one additional semester to raise their cumulative GPA to a 3.0 or higher; failure to do so will lead to dismissal. There is a process for requesting reinstatement after dismissal; please see the Office of Records and Registration for more information.

An incomplete grade of “I” may be awarded by the instructor when an unavoidable extenuating circumstance prevents completion of a course, provided that academic performance for the completed portion of the course (50% or more) merits a grade of B or better. An “I” grade must be removed within 12 months. If it is not converted into a grade, then the “I” grade becomes permanent and will show on the transcript.

EMU has a formal grade grievance procedure. Please see Grade Review & Grievance Procedures at <https://www.emich.edu/registrar/documents/grade-grievance-procedure.pdf> for a detailed explanation and required documents.

Academic Load

Eight hours of graduate credit for the semester is the standard full-time load. International students enrolled in less than eight credit hours should contact the Office of International Students and Scholars. Half-time load is four to seven hours per semester. Graduate students may not enroll in more than 15 hours for any semester without prior permission from the Office of Records and Registration.

Transfer Credit and Residency Requirements

Transfer credit must: be applicable to the EMU degree program; have a grade of B or higher (grades of “pass,” “satisfactory,” or “credit” cannot be transferred unless noted on the transcript key as equivalent to a B or better grade); not be out-of-date per the degree time limitation (see below); be recommended by the advisor and approved by Office of Records and Registration; and be documented as graduate credit on an official graduate transcript from an accredited institution.

Regardless of transfer credit, at least 30 new graduate hours beginning the semester of acceptance and enrollment into the MAT must be earned at EMU to satisfy the residency requirement. Minimum degree hours must still be met for graduation and certification.

Time to Degree

MAT students must complete master’s degree requirements within six years of first enrollment in the master’s degree program. Regardless of time limitations above, no student will be allowed to graduate using any coursework older than 10 years, whether it be taken at EMU or at another institution.

Stop-out Policy

MAT students whose enrollment at EMU is interrupted for any reason, resulting in a non-enrollment period of at least two consecutive years, must apply for readmission. The College of Education will evaluate the application and determine readmission eligibility. Readmitted students must meet all the current policies of their academic department and the Graduate School at the time of reenrollment, even if those policies have changed since original enrollment. Readmission is not guaranteed. Students should apply for readmission at least two months prior to the start of the semester in which they wish to reenroll.

MAT COURSE REQUIREMENTS

Professional Studies in Education: 29 hours

- *CURR 505 Curriculum & Methods for Teach in Secondary School (3 hrs)*: This course focuses on curriculum and teaching strategies that enhance learning at the secondary level. Students will explore curriculum approaches, teaching and instructional strategies, and classroom management. Students will become familiar with the ways in which secondary schools function, both within their buildings and within their broader communities. Current issues affecting the secondary classroom are examined. This course provides students with an opportunity to develop and evaluate standards-based instructional and curricular materials. Course also includes a planned practicum experience in a school classroom. Offered fall semesters.
- *PRCT 588 Practicum in Secondary Classrooms (2 hrs)*: This course provides the opportunity for students to relate their content area and pedagogy they are learning to the teaching and learning of that content at the middle and high school levels. Offered fall semesters.
- *LTEC 602 Technology and Student-Centered Learning (3 hrs)*: Based on theoretical, philosophical and historical perspectives, students will plan for technology-enhanced student-centered learning in their classroom. Students will also participate in a field experience that enables them to compare methods and strategies of technology integration. Offered in fall semesters.
- *EDPS 501 Psychology of Adolescence (3 hrs)*: An examination of cognitive, social, and emotional development in adolescence, including the impact of context and culture on individual development. Emphasis is on implications for teaching and learning. Offered winter semesters.
- *EDPS 627 Designing Classroom Assessments (3 hrs)*: This course will address all types of classroom assessment. It will focus on development, selection and appropriate use of high quality assessment. The course will also address management of assessment and the relations among assessment, learning and motivation. Offered winter semesters.

- *RDNG 657 Comprehension and the Content Areas* (3 hrs): Through a survey of comprehension theories which impact literacy instruction, students will develop reading techniques and strategies that support student learning in the content areas. Offered fall semesters.
- *SOFD 655 Education for Justice: Toward a Diverse, Democratic and Sustainable Society* (3 hrs): A study of the interactive relationship between schools and society, the theoretical foundations of multicultural education, and all forms of justice, including social, linguistic, and ecological. Offered summer semesters.
- *SPGN 510 Intro to Inclusive Education and Disability Studies* (3 hrs): An interdisciplinary exploration of the meaning of inclusion and disability in education. Review of philosophical, moral, and legal bases of inclusion; perspectives on models of disability in culture; understanding self-determination and self-advocacy and a critical introduction to the complexity of ableism, learning, and social justice in increasingly diverse schools. Offered summer semesters.
- *EDUC 592 Teaching Internship* (6 hrs): Student teaching is the capstone experience for teacher candidates. It affords an opportunity to apply the knowledge base developed through coursework, melding theory with practice. Student Teachers are placed in a school setting where they will work with a Cooperating Teacher who will help them learn teaching while teaching. There will be many opportunities to develop and refine teaching skills through observation and direct classroom experience. Offered fall and winter semesters.

Concentration Courses – Biology: 8-9 hours

- *BIOT 506 - Methods for Teaching Secondary Biology* (3 hrs): A lecture-laboratory course providing knowledge, training and practice in the presentation of biological principles, analysis of texts, selection of course content, effective classroom methods and preparation of classroom materials used in the teaching of biology.
- *BIO 599 - Independent Study* (3 hrs): An intensive study of a problem or group of problems under the direction of a University faculty member.
- *Biology Elective* (2-3 hrs): Select any graduate level BIO or BIOT elective in consultation with advisor.

Concentration Courses – Chemistry: 10-11 hours

- *CHEM 520 - Advanced Methodology for Secondary Chemistry Teachers* (4 hrs): A comprehensive methods course for teaching chemistry in secondary schools. Students use modern technology to design and deliver instructional material and demonstrations for classrooms and laboratories. This course will examine pedagogy, inquiry, safety, nature of science, classroom management, computer data acquisition, and other methodologies.

- *CHEM 620 - Chemical Safety in the Research Environment (1 hr)*: This is a one credit hour graduate level course designed to help students acquire a habit of constant safety awareness through a strategic overview of safety consideration in independent research. This course emphasizes these fundamental consideration through general review of key safety topics and detailed case-study of selected laboratory accidents.
- *Chemistry Elective (2-3 hrs)*: Select any graduate level CHEM elective in consultation with advisor.
- *CHEM 599 - Independent Study (3 hrs)*: Advanced study on an individual basis in areas not covered, or not covered in depth, in formal course work. (CHEM 699 - Research in Chemistry could be selected instead of CHEM 599).

Concentration Courses – Earth Science: 13 hours

- *ESSC 565 - New Approaches to Teaching Earth Science (3 hrs)*: This course will explore advanced methods for teaching earth science. Various ways to incorporate writing into the teaching of earth science will be discussed, including techniques for inserting writing into earth science without overtaxing the assessment process. Differentiation will be explored for both special education students and TAG students. Finally, advanced activities for use in the classroom will be examined.
- *ESSC 506 - Nature of Science (1 hr)*: This course examines the nature of scientific evidence, inquiry, hypothesis, models and laws. The development of science is put in the context of the structure and history of the scientific community. Interactions among scientists and between scientists and the rest of society are studied from an ethical perspective.
- *ESSC 514 - Teaching Science with Dinosaurs (3 hrs)*: This course provides pre- and in-service teachers with the content and skills necessary to use dinosaurs as a focus topic to teach the scientific method (i.e., science) at the K-12 level. Students will receive hands-on training in numerous dinosaur-based activities designed to directly engage K-12 pupils in all aspects of the scientific method, including data collection, hypothesis formulation and hypothesis testing.
- *ESSC 520 - GIS Introduction for Educators (3 hrs)*: This course is intended as an introductory to geographic information system courses for educators with some computer experience, but no previous GIS experience. The course is designed to open up the world of GIS to the professional educators. The course will include readings and online discussions followed by hands-on exercises.
- *ESSC 569 - Principles of Hydrology for Educators (3 hrs)*: An examination of the physical aspects of water in the environment. The hydrologic cycle, water balances, drainage basin analysis and ground water characteristics are highlighted. Methods to teach these subjects at the secondary level are also introduced.

Concentration Courses – English: 12 hours

- *ENGL 508 - Writing for Secondary Teachers* (3 hrs): A writing course for students preparing to teach in various disciplines in secondary schools. Students develop their skills as writers and learn how to teach writing in all content areas. Special focus on recent composition research, theory, and practices, and on strategies, materials and evaluation techniques.
- *ENGL 509 - Teaching English in the Secondary Schools* (3 hrs): For secondary English education majors with focus on appropriate methods and materials for teaching language arts in grades 7-12. Special attention will be given to lesson planning, evaluation techniques and classroom management.
- *LITR 585 - Literature for Teachers* (3 hrs): Literature for Teachers combines study of particular literary content with discussion of methods for teaching. Subject matter varies by semester, focused either on a specific genre, literary period, or set of issues in teaching literature. Assignments and discussions of content will emphasize pedagogical approaches to particularly literary studies and issues.
- *LITR 585 - Literature for Teachers* (3 hrs): Must be taken a second time, in a different semester on a different topic.

Concentration Courses – Integrated Science: 8-9 hours

- *PHY 650 - New Approaches to Teaching Physics I* (3 hrs): Designed to increase the subject matter and pedagogical competency of those teaching or preparing to teach high school physics. This includes content, organization, problems and philosophy of the latest high school physics text materials. Students will also learn to design lesson plans and units best practice and sound science content aligned with State standards.
- *Science Elective* (2-3 hrs): Select a graduate level science elective in consultation with advisor.
- *PHY 692 - Thesis/Final Project* (3 hrs): Intensive research in physics or physics education including the submission of a thesis or written report under the direction of a research adviser.

Concentration Courses – Mathematics: 8 hours

- *MATH 588 - High School Mathematics, Methods and Content* (3 hrs): Presents information and materials to broaden and deepen a secondary teacher's background in teaching mathematics. Topics include general mathematics, algebra, geometry, trigonometry and senior mathematics. Applications, strategies of presentation and teaching aids are discussed.
- *MATH 582 - Technology for Mathematics Educators* (2 hrs): An in-depth look at how technology can be used to enhance the curriculum in the K-12 mathematics classroom. No microcomputer experience assumed.

- *MATH 692 - Research Study* (3 hrs): Research in areas of mathematics or mathematics education under guided direction. Thesis or final paper dependent upon program option is required at the conclusion of the research work.

Concentration Courses – Physics or Physical Science: 8-9 hours

- *PHY 650 - New Approaches to Teaching Physics I* (3 hrs): Designed to increase the subject matter and pedagogical competency of those teaching or preparing to teach high school physics. This includes content, organization, problems and philosophy of the latest high school physics text materials. Students will also learn to design lesson plans and units best practice and sound science content aligned with State standards.
- *Physics Elective* (2-3 hrs): Select a graduate level elective in consultation with advisor.
- *PHY 692 - Thesis/Final Project* (3 hrs): Intensive research in physics or physics education including the submission of a thesis or written report under the direction of a research adviser.

Concentration Courses - Commonly Taught World Languages (CTWL) and Less Commonly Taught World Languages (LCTWL): 12-18 hours

- *FLAN 611 - Theory and Methods of Modern Language Teaching* (3 hrs): The history, theory and techniques of modern language teaching.
- *FLAN 541 - Practicum in World Language Instruction – Secondary* (3 hrs): Students apply concepts and theories learned in FLAN 611 to teach varied lesson designs in mentored, weekly small group micro-teaching sessions.
- *FLAN 612 - Methods of Teaching Modern Languages in the Elementary Grades* (3 hrs): This course addresses the history, philosophy, rationale, and curriculum, as well as developmentally-appropriate techniques, materials, and assessment for teaching foreign languages in the elementary grades.
- *FLAN 542 - Practicum in World Language Instruction – Elementary* (3 hrs): Students apply concepts and theories learned in FLAN 612 to teach varied lesson designs in mentored, weekly small group micro-teaching sessions and in school settings.
- A 2-credit course Professional Writing in Educational Settings is required for international students and candidates who do not have extended learning or teaching experience in K-12 American school settings.
- A 2-credit course Orientation to Standards- and Proficiency-based Instruction is also required for international students and candidates who do not have extended learning or teaching experience in K-12 American school settings.
- LCTWL students must also complete two one-credit hour independent study courses in the language in which certification is sought.

PRE-STUDENT TEACHING

All teacher candidates are required to spend time in classroom and educational settings to prepare them for student teaching and ultimately licensure. Prospective teachers are expected to spend time observing and interacting with 6-12 teachers and their students. These valuable experiences help teacher candidates to understand teaching, learning, discipline, culture and context, all things they will need to know and understand in order to become effective teachers.

There are four basic purposes for pre-student teaching:

- To allow the prospective teacher to affirm her/his decision to become a teacher.
- To provide a context for understanding concepts and issues in the professional education courses.
- To provide opportunities to practice teaching skills and observe licensed teachers.
- To prepare the prospective teacher for the student teaching semester.

MAT students need to meet the following requirements while pre-student teaching:

- Accumulate 100 hours of pre-student teaching experience.
- Experience must be age appropriate and no more than three years old at the time student teaching commences.
- At least 50 of the 100 hours must be spent in an age-appropriate setting with a licensed teacher. MAT students will complete at least 30 of these hours when taking PRCT 588.
- At least one of the classroom experiences must be in a multicultural or urban setting.
- Hours are documented on a Pre-Student Teaching Field Experiences Verification Form.

Registration for PRCT 588:

- Register for the co-requisite class, CURR 505.
- Contact the Department of Teacher Education (313 Porter, 734-487-3260) to obtain permission to register for the correct section of PRCT. Provide a copy of ICHAT background check completed within the year, www.mi.gov/ichat.
- Register for PRCT 588 through my.emich.edu.

STUDENT TEACHING

Student teaching is the capstone experience in the Initial Teacher Preparation Program. It is an intensive, full-time, 15-week internship. Students apply for student teaching 7-8 months in advance of their student teaching semester. Applications are available online at www.emich.edu/coe/students/post-bac/student-teaching.php.

- Applications for FALL semester student teaching are due by the previous JANUARY 15. Applications for WINTER semester student teaching are due by the previous JUNE 15.
- Additional materials are also required to complete the application. Fall additional materials are due by AUGUST 1. Winter additional materials are due by DECEMBER 1. The additional documents include a recent ICHAT background check, TB test completed less than 3 years ago, pre-student teaching verification form, evaluation of professional behaviors (completed by your methods instructor), and a \$1 million liability insurance policy (by joining SMEA).
- All professional education courses with a B or higher must be completed. All undergraduate deficiency courses must be completed with a C or higher. You can student teach if you have one class remaining from program.
- You will be asked to list three school districts for the purpose of placement. You may not arrange your own student teaching placement. You may not student teach in a school where you were previously a student or where a relationship with school staff members, students, or board members would impact your evaluation. The evaluation process needs to be fair and objective. The final decision for placement in student teaching is made by the College of Education.
- Students with special needs should contact the Disability Resource Center (246 Student Center, 734-487-2470) and the Director of Student Teaching (206 Porter, 734-487-1416) before the beginning of the student teaching semester.

Regular Placement Districts: Addison, Adrian, Anchor Bay (elementary), Ann Arbor, Belleville, Chelsea, Dearborn, Detroit, Dexter, Downriver (i.e. Flat Rock, Gibraltar, Grosse Ile, Lincoln Park, Riverview, Rockwood, Southgate, Trenton, Woodhaven, Wyandotte), Fenton, Garden City, Grass Lake, Hartland, Howell, Inkster, Jackson, Lincoln, Manchester, Milan, Monroe, Pinckney, Plymouth-Canton, Romulus, South Lyon (elementary), Taylor, Tecumseh, Utica, Walled Lake, Wayne-Westland, Whitmore Lake, and Ypsilanti.

Limited Placement Districts: Anchor Bay (secondary), Bedford, Berkley, Birmingham, Bloomfield Hills, Brighton, Carmen Ainsworth, Clarkston, Clarenceville, Dearborn Heights, Dundee, Farmington, Farmington Hills, Ferndale, Flint, Hazel Park, Huron Valley, Jonesville, Livonia, Mt. Clemens, Northville, Novi, Pontiac, Rochester, Romeo, Saline, Southfield, South Lyon (secondary), Troy, Van Dyke (Chippewa Valley), Warren Consolidated, Warren Woods, Waterford, West Bloomfield, Redford Union, South Redford, Traverse City, Royal Oak, and Lamphere.

Charter Schools (limited placements): Academy for Business and Technology, Ann Arbor Learning Community, Edison-Oakland Academy, Grand Blanc Academy, and Great Lakes Academy.

EMU seeks student teaching placement sites that have a rich and dynamic academic and institutional environment. The College of Education, through the Office of Academic Services,

identifies student teaching placement sites by evaluating areas that support schools, teachers, and children. Diversity, highly qualified teachers, a high level of parent involvement, and commitment to improved student achievement are only a few of the factors that comprise a quality student teaching placement. Student teaching placements are based upon the potential for pre-service growth and development of the EMU student teacher. Public, charter, alternative, and non-traditional sites will be considered based upon the suitability of a placement to enhance skills learned throughout EMU's Initial Teacher Preparation Program. EMU is primarily interested in sites where multiple student teachers can be placed each semester.

On-The-Job Student Teaching

The Director of Student Teaching evaluates all requests for On-The-Job (OTJ) student teaching. OTJ placements are done only in exceptional cases and only when the candidate demonstrates an exceptional academic and (appropriate) professional record. Applicants for OTJ student teaching must be post-baccalaureate/graduate students who have been employed for a minimum of one calendar year under the One Year Permit in a regular position in a critical shortage area. The classroom subject area in this regular position must match the area of certification the student is seeking. Student teachers must be placed in approved sites for student teaching. Students who meet the above criteria must submit a letter requesting OTJ placement at the time of application for student teaching. Letters of application need to include a written evaluation and recommendation from the building principal, a written commitment from the building principal to observe/evaluation the student teacher, a recommendation from the major academic department, and a minimum grade point average of 3.0 overall and in their major. Students who are approved for OTJ student teaching are required to meet all other standards and requirements of student teachers as outlined in the Student Teaching Handbook. EMU reserves the right to cluster student teachers for peer support, training, and the convenience of the university supervisor. Student teachers must register for the appropriate number of hours and the school site must be within forty miles of Eastern Michigan University.

OTHER REQUIREMENTS FOR TEACHER CERTIFICATION

Watermark (formally LiveText)

The professional education unit adopted Watermark as a tool to assess and improve its programs, and to continue national accreditation. Students who are pursuing initial teacher certification at EMU must purchase a student Watermark account so that certain projects/assessments can be completed and assessed in this system. Documentation for the adoption is currently available at www.emich.edu/coe/students/livetext-support.php. If students follow the outlined procedure, they will obtain a keycode from EMU before they go to the Watermark web site to sign up for the account.

MTTC Subject Area Tests

MAT students must pass the Michigan Test for Teacher Certification (MTTC) subject test related to the concentration certification area prior to applying for a teaching certificate. It is recommended that students take the MTTC subject test after completing most, if not all, content classes. The test score is valid for five years, so a candidate must apply for the teaching certificate within five years of taking the test. The official score must be sent directly from MTTC to EMU for the score to be considered valid. Test preparation and registration information is available at www.mttc.nesinc.com. Be sure to take the correct test. If you are unsure of which test to take, please ask an academic advisor.

Students pursuing certification in CTWL must also pass an Oral Proficiency Interview (OPI) in the language of certification at the state approved level. Those in LCTWL need to take both an OPI and a Writing Proficiency Test (WPT) in the language of certification.

CPR/First Aid

Documentation of valid adult and child CPR and first aid training is required for certification. Your training must be current at the time you complete the certificate program. The training should be sponsored by American Red Cross, American Heart Association, or one of the other approved providers found at www.michigan.gov/teachercert. A copy of your card(s) or certificate(s) with your signature should be sent to the Office of Academic Services, 206 Porter Building.

Applying for Teaching Certificate/MO ECS

You should apply for your teaching certificate as soon as you meet all requirements for certification. Those include the following:

- Completed all undergraduate deficiency classes with appropriate grades.
- Completed all Professional Studies in Education classes with appropriate grades.
- Completed concentration courses, with the exception of the final project/independent study.
- Successfully completed student teaching and grade has been posted in my.emich.edu.
- Official, passing score on MTTC subject test has been sent to EMU. CTWL and LCTWL candidates must also have completed OPI and WPT.
- Provided proof of current adult and child CPR and first aid training to the College of Education.
- Signed a final civil criminal convictions statement.

You will apply for your certificate at www.mi.gov/moecs. MOECS stands for Michigan Online Educator Certification System. Instructions on how to access, set-up an account, and apply in MOECS is available at the above link. Once submitted, the application is routed to EMU for processing. (For candidates with misdemeanor or felony convictions, the Michigan Department of Education requires certification recommendations be sent separately with a copy of their court documents, and those candidates undergo an administrative review.) Upon recommendation by EMU, MDE will email you a bill for \$160, the state certification fee. Once you pay this online, your certificate will be issued. It is valid for five years and is renewable.

Applying for Graduation

You must apply for graduation within the first two weeks of the semester in which you will complete all classes required for the degree. That may be your student teaching semester. Some math and science students will choose to earn their certificates first then finish the final project for the degree. You apply for graduation through your my.emich.edu account. EMU holds two commencement ceremonies annually, one in December and one in April. Details about applying to graduate and participating in commencement are at www.emich.edu/registrar/graduation/.

STUDENT PERFORMANCE AND CONDUCT

Red Flag Policy

The program has a process and procedure for dealing with unprofessional behaviors related to teacher certification. The red flag policy is in place to advise students of significant professional weaknesses and provide them an opportunity to take corrective actions. Any student who accumulates two red flags during the program will be considered for dismissal from the initial teacher preparation program.

Except under extraordinary circumstances, a red flag form is completed only after the professional staff member has met with the student and their attempts to remedy the problem have failed. Weaknesses could include the following five categories: Inadequate Oral Communication Skills, Inadequate Written Communication Skills, Indications of Unprofessional Behavior, Breaches of Professional Ethics, and Other Behaviors. Details of the procedure are available at www.emich.edu/coe/forms/documents/general-policies-procedures.pdf

Office of the Ombuds

Students may seek assistance with problems related to university policies, procedures, and/or decisions through the EMU Office of the Ombuds. For more information see www.emich.edu/ombuds.

EMU INFORMATION AND RESOURCES

Admissions Office

734-487-3060

www.emich.edu/admissions/

International Admissions

734-487-0205

www.emich.edu/international

CLEP Testing

www.emich.edu/uacdc/students/placement-testing.php

College of Education

Porter Building

www.emich.edu/coe/

Counseling and Psychological Services (CAPS)

313 Snow Health Center

734-487-1118

www.emich.edu/caps/

Disability Resource Center

246 Student Center

734-487-2470

www.emich.edu/drc/

Eagle One Card

203 Pierce Hall

734-487-3176

www.emich.edu/sbs/eagleone/index.php

EMU Bookstore

Student Center

734-487-2850

www.bkstr.com/easternmichiganstore/home

Financial Aid Office

734-487-0455

www.emich.edu/finaid/

Graduate School

200 Boone Hall

734-487-0042

www.emich.edu/graduate

Halle Library

955 West Circle Drive

734-487-0020

www.emich.edu/halle/

Housing and Residence Life

734-487-1300

www.emich.edu/residencelife

International Students

240 Student Center

734-487-3116

www.emich.edu/oiss/

IT Help Desk

106 Halle Library

734-487-2120

www.emich.edu/it/help/help_desk

Mathematics Placement Test

508 Pray-Harrod

734-487-4474

www.emich.edu/math/placement

Office of the Ombuds

248 Student Center

734-487-0074

www.emich.edu/ombuds

Parking Permit

1200 Oakwood

734-487-3450

www.emich.edu/parking/

Service EMU

268 Student Center and

240 McKenny Hall

www.emich.edu/serviceemu/

Records & Registration, Student Business Services & Financial Aid

Student Business Services

201 Pierce Hall

734-487-3335

www.emich.edu/sbs/

Tuition and fees outline and calculator

Transfer Equivalency Database

it.emich.edu/service/online/transequiv/

University Advising & Career Development Center

200 McKenny Hall

734-487-0400

www.emich.edu/uacdc/

Teacher Job Fair, resume writing, mock interviews & job search planning

University Health Services

Snow Health Center

734-487-1122

www.emich.edu/uhs/

Offers TB tests & American Heart Association adult & child CPR & first aid training.

University Writing Center

115 Halle Library

734-487-0694

www.emich.edu/uwc/

SOURCES USED IN THE DEVELOPMENT OF THIS HANDBOOK

Sources of Specific Policies

- Academic Policies and Processes, Graduate School, Updated for 2017-18 Graduate Catalog www.emich.edu/graduate/policies/policies_process.pdf
- EMU Graduate School website www.emich.edu/graduate/
- EMU Student Handbook www.emich.edu/studenthandbook/
- COE General Policies and Procedures Manual for Initial and Continuing Teacher Certification Programs www.emich.edu/coe/forms/documents/general-policies-procedures.pdf
- COE CPED2S Manual www.emich.edu/coe/forms/documents/cped2s-manual.pdf
- COE Student Teaching Handbook www.emich.edu/coe/documents/emu-coe-student-teaching-handbook.pdf

Other Resources Used in the Development of this Handbook

- Department of English Language and Literature Graduate Student Handbook www.emich.edu/english/graduate/documents/grad_student_handbook.pdf
- Department of Leadership and Counseling Educational Leadership Program Doctoral Student Handbook www.emich.edu/coe/departments/leadership-counseling/k-12-administration/documents/doctoral-student-handbook.pdf
- Graduate Advising Guide for the Speech-Language Pathology Program www.emich.edu/coe/departments/special-education/speech-language-pathology/documents/slp-graduate-advising-guide.pdf
- Master of Arts in Social Foundations Graduate Student Handbook www.emich.edu/coe/departments/teacher-education/social-foundations-education/documents/sofd-graduate-student-handbook.pdf
- Master of Science in General Clinical Psychology Student Handbook and Admissions Policy www.emich.edu/psychology/programs/gc-handbook-2017.07.06-update7.31.pdf
- Master of Science in Orthotics and Prosthetics www.emich.edu/chhs/hphp/orpr/documents/student_handbook-2017.pdf

**MASTER OF ARTS IN TEACHING
RECEIPT AND ACKNOWLEDGEMENT OF MATERIALS**

Student Name: _____ EID: _____

I have reviewed the Master of Arts in Teaching Program Handbook. I understand that the processes and procedures outlined in this handbook are those put forth by the College of Education to guide students through the MAT and initial teaching certificate program at Eastern Michigan University. I also understand it is my responsibility to familiarize myself with these materials and further follow all graduate school academic policies and processes while enrolled in the MAT program.

Signature: _____ Date: _____

**Please print this page, sign, and return it to the
MAT coordinator. Thank you.**