



COLLEGE OF EDUCATION

INITIAL TEACHER PREPARATION PROGRAMS GENERAL ADVISING INFORMATION

Post-Baccalaureate Teacher Certification
Master of Arts in Teaching
Special Education Masters with Teacher Certification

Thank you for your interest in teacher certification at Eastern Michigan University (EMU). This handbook contains information about teacher preparation programs for persons who already hold a bachelor's degree.

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) and approved by the Michigan Department of Education. In almost every instance where a program-specific national recognition exists, we hold this recognition. Many EMU alumni have won local, state, and national awards in the field of education.

Mission Statement for the College of Education at EMU

The mission of the College of Education is to inspire, educate, and prepare professionals to be outstanding educators, leaders, and scholars in urban, global and diverse educational community settings.

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.

INITIAL TEACHER PREPARATION PROGRAMS (ITPP)

EMU offers three types of teacher preparation programs for persons who already hold at least a four-year bachelor's degree from an accredited institution and want to return to earn an initial teaching certificate.

Post-Baccalaureate Teacher Certification (PBTC)

PBTC is a non-degree program made up of undergraduate classes leading to either an elementary or a secondary teaching certificate and a Post-Baccalaureate Certificate awarded by EMU. This program can be pursued regardless of undergraduate degree held. Elementary certification requires completion of a set of elementary liberal arts classes, at least one elementary grade band, and a sequence of professional education classes. Secondary certification requires a few general education classes, completion of a teaching major, an optional teaching minor, and a sequence of professional education classes. Students may use classes from their previous studies to satisfy some of the PBTC requirements. The length of the program varies, depending on courses previously taken and the area of certification sought. It takes the typical candidate 2 to 3 years to complete PBTC if taking classes full-time, although it can be pursued part-time.

Master of Arts in Teaching (MAT)

The MAT is a graduate degree program available with concentrations in Biology, Chemistry, English, Integrated Science, Less Commonly Taught Languages, 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 endorsements are for grades K-12. The concentrations were developed for persons who have a degree in that field of concentration 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. The program can be completed in 1.5 to 2 years. However, it can be worked on part-time until reaching the student teaching semester which is full time during the day for 15 weeks. Some of the classes are offered on-line and some are offered on campus, making the program partially on-line and partially on-campus.

Special Education Masters of Arts in Teaching (Non- Certified Teachers):

The Special Education Master of Arts in Teaching is a graduate degree program which starts with both undergraduate and graduate level courses and leads to either an elementary or secondary teaching certificate with a K-12 special education endorsement. Students in the program may also take additional classes to earn a master's degree in Special Education. Special Education MAT students choose one of the special education impairment areas to major in: Autism Spectrum Disorders, Cognitive Impairment, Emotional Impairment, and Learning Disabilities. Those who want to earn an elementary certificate also complete Liberal Arts for Elementary Education classes. Those who want to earn a secondary certificate will need to choose and complete one of the secondary teaching minors. Two semesters of student teaching is required for both elementary and secondary certification. The Special Education program can be pursued regardless of the undergraduate degree held.

ELEMENTARY POST-BACCALAUREATE TEACHER CERTIFICATION

Complete this program of study with your advisor if you are pursuing non-special education elementary teaching certification. Your program of study must comply with the stated requirements of the program. Your required courses are marked below. This program of study is only valid when signed by you and your advisor/graduate coordinator.

Required Coursework:

Liberal Arts Requirements (36 hours)

| Course | Hours | Completed |
|--|-------|-----------|
| BIOT 100 Life Science for Elementary Educators | 3 | |
| COMM 124 Foundations of Speech Communication | 3 | |
| GEOG 110 World Regions | 3 | |
| HIST 231 Michigan in the Development of the United States | 3 | |
| HLED 200 Healthy Classrooms in the Elementary School Setting | 3 | |
| MATH 180 Mathematics for Elementary Teachers I <i>Prerequisite: Level 3 math placement score or above</i> | 3 | |
| MATH 280 Mathematics for Elementary Teachers II <i>Prerequisite: MATH 180</i> | 3 | |
| PSCI 100 Physical Science for Elementary Teachers <i>Prerequisite: MATH 280</i> | 3 | |
| SFCE 360 Civic Education: Politics and Economics <i>Prerequisite: HIST 231</i> | 3 | |
| WRTG 121 Composition II: Researching the Public Experience | 3 | |
| Choose two courses from the following: | | |
| ↳ ARTE 220 Learning in the Visual Arts | 3 | |
| ↳ CTAR 220 Learning Through Theatre and Movement | 3 | |
| ↳ MUED 220 Learning and Development in Music | 3 | |

Professional Education Sequence Requirements (46 hours)

| Course | Hours | Completed |
|--|-------|-----------|
| EDPS 222 Human Development and Learning | 4 | |
| EDU 101 Teaching and Learning for a Diverse Society | 3 | |
| SFCE 328W Schools for a Diverse and Democratic Society <i>Prerequisite: WRTG 121</i> | 3 | |
| SPGN 251 Introduction to Inclusion and Disabilities Studies in a Diverse Society | 3 | |
| SPGN 351 Inclusive Practices for Students with Exceptionalities <i>Prerequisite: SPGN 251</i> | 3 | |
| CHEM 315 Green Chemistry and the Environment for Elementary Teachers <i>Prerequisite: BIOT 100 and PSCI 100</i> | 3 | |
| CURR 308 Integrated Elementary Social Studies Methods | 3 | |
| LTEC 330 Teaching and Learning in the Digital Age | 3 | |
| RDNG 302 Literacy in Grades PK-3 | 3 | |
| TSLN 251 Introduction to Working with English Learners | 3 | |
| Choose one course from the following: | | |
| ↳ ECE 330 Assessment and Evaluation in Grades PK-6 <i>Prerequisite: EDPS 222</i> | 3 | |
| ↳ EDPS 330 Assessment and Evaluation in Grades PK-6 <i>Prerequisite: EDPS 222</i> | 3 | |

Note: The original program of study for Elementary - Early Childhood Teaching and Learning requires SPGN 351. If paired with Special Education, this course can be waived from the professional education sequence.

Capstone Clinical Requirement (12 Hours)

| Course | Hours | Completed |
|--|-------|-----------|
| EDUC 492L4 Student Teaching | 9 | |
| Choose one course from the following: | | |
| ↳ ECE 495 Early Childhood Student Teaching Seminar | 3 | |
| ↳ EDUC 494L4 Student Teaching | 3 | |

Grade Band Options:

Select **one** grade band concentration to complete. Options include:

- Early Childhood Comprehensive (*Birth-Kindergarten ZN Endorsement and Pre-Kindergarten-Third Grade ZO endorsement*)
- Elementary Comprehensive (*Pre-Kindergarten-Third Grade ZO endorsement and Third-Sixth Grade ZP endorsement*)
- One grade-band paired with a TESOL minor.
- Note: One can select two grade bands but is not required for Post- Bach Master’s Students

↳ Early Childhood Comprehensive (40 Hours)

| Course | Hours | Completed |
|--|-------|-----------|
| CHL 354 Children’s Literature in Grades PK-3 | 2 | |
| ECE 214 The Developing Child Birth-Age Eight <i>Corequisite: ECE 215</i> | 3 | |
| ECE 215 The Developing Early Childhood Professional <i>Corequisite: ECE 214</i> | 3 | |
| ECE 300 Infant and Toddler Development, Curriculum, and Assessment Practicum <i>Prerequisite: EDPS 222 with a C or higher; SPGN 251/510 with a C or higher; ECE 214 with a C or higher; ECE 215 with a C or higher.</i> | 4 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ECE 343 Advocacy, Leadership, and Learning | 3 | |

| | | |
|--|---|--|
| <i>Prerequisite: ECE 214 and ECE 215</i> | | |
| ECE 451 Inclusive Classroom in Early Childhood <i>Prerequisite: ECE 214, ECE 215, ECE 301, ECE 302, ECE 330</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |
| PRCT 320 Grades K-3 Practicum | 6 | |
| RDNG 301 Foundations of Language and Literacy | 2 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

↳ **Elementary Comprehensive (40 Hours)**

| Course | Hours | Completed |
|--|-------|-----------|
| CHL 354 Children's Literature in Grades PK-3 | 2 | |
| CHL 355 Children's Literature in Grades 3-6 | 2 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| ENGL 305 Teaching Writing in Grades 3-6 <i>Prerequisite: WRTG 121</i> | 2 | |
| ESSC 302 Essentials of the Earth System for Elementary Teachers <i>Prerequisite: BIOT 100 and PSCI 100</i> | 3 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |
| MATH 381 Teaching Mathematics in Elementary School <i>Prerequisite: MATH 180 and MATH 280</i> | 3 | |
| PRCT 320 Grades K-3 Practicum | 6 | |

| | | |
|---|---|--|
| PRCT 325 Grades 3-6 Practicum | 6 | |
| RDNG 301 Foundations of Language and Literacy | 2 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

↳ **Birth-Kindergarten (29 Hours)**

| Course | Hours | Completed |
|---|-------|-----------|
| CHL 354 Children's Literature in Grades PK-3 | 2 | |
| ECE 214 The Developing Child Birth-Age Eight <i>Corequisite: ECE 215</i> | 3 | |
| ECE 215 The Developing Early Childhood Professional <i>Corequisite: ECE 214</i> | 3 | |
| ECE 300 Infant and Toddler Development, Curriculum, and Assessment Practicum <i>Prerequisite: EDPS 222 with a C or higher, SPGN 251/510 with a C or higher, ECE 214 with a C or higher, ECE 215 with a C or higher.</i> | 4 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ECE 343 Advocacy, Leadership, and Learning <i>Prerequisite: ECE 214 and ECE 215</i> | 3 | |
| ECE 451 Inclusive Classroom in Early Childhood <i>Prerequisite: ECE 214, ECE 215, ECE 301, ECE 302, ECE 330</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |

↳ **Pre-Kindergarten-Third Grade (24 Hours)**

| Course | Hours | Completed |
|--|-------|-----------|
| CHL 354 Children's Literature in Grades PK-3 | 2 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |
| PRCT 320 Grades K-3 Practicum | 6 | |
| RDNG 301 Foundations of Language and Literacy | 2 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

↳ **Third Grade-Sixth Grade (19 Hours)**

| Course | Hours | Completed |
|---|-------|-----------|
| CHL 355 Children's Literature in Grades 3-6 | 2 | |
| ENGL 305 Teaching Writing in Grades 3-6 <i>Prerequisite: WRTG 121</i> | 2 | |
| ESSC 302 Essentials of the Earth System for Elementary Teachers <i>Prerequisite: BIOT 100 and PSCI 100</i> | 3 | |
| MATH 381 Teaching Mathematics in Elementary School <i>Prerequisite: MATH 180 and MATH 280</i> | 3 | |
| PRCT 325 Grades 3-6 Practicum | 6 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

Teaching English to Speakers of Other Languages Languages/TESOL Minor (24 Hours)

| Course | Hours | Completed |
|---|-------|-----------|
| LNGE 202 Grammar for English Language Teachers | 3 | |
| LNGE 223 Introduction to Language | 3 | |
| TSLN 310 TESOL Methodology <i>Prerequisite: TSLN 325W</i> | 3 | |
| TSLN 325W Foundations of Language Learning and Teaching | 3 | |
| TSLN 420 Language Assessment and Advocacy <i>Prerequisite: TSLN 434, may be taken concurrently and TSLN 436, may be taken concurrently</i> | 3 | |
| TSLN 434 TESOL Methods, Materials, and Observation <i>Prerequisite: TSLN 325W</i> | 3 | |
| TSLN 436 TESOL Methods, Materials, and Content-Based Instructions <i>Prerequisite: TSLN 325W</i> | 3 | |
| Choose one course from the following: | | |
| ↳ LNGE 242 Global Englishes | 3 | |
| ↳ TSLN 251 Introduction to Working with English Learners | 3 | |

Apprenticeship Hours

The Michigan Department of Education requires certified teachers to obtain 600 total hours prior to teacher certification.

- A minimum of two hundred hours will be completed **prior** to student teaching. These are your **apprenticeship hours**.
- A minimum of four hundred of these hours will be completed during your student teaching. These are called internship hours.

There is no formal space to document apprenticeship hours. For the time being, please follow the recommendations below.

Please document hours earned in or outside of courses. Please note:

- Location and setting (classroom or other learning environment)
- The activity (teaching, observing, planning curriculum, assessing student work)
- The date, time, and number of hours
- Subject
- Grade/Age of Students
- Population: could include diversity, Title II school, students who are English language learners, students who have an IEP.
- Name and contact of a person who you are with that can attest to the above (teacher or other individual who is manages the setting)

Track time that you are getting as part of your classes at EMU as well as any other hours you may be getting with children at the grade level you will be certified to teach. At a later date, we will provide a location for you to document and submit these hours.

Michigan Test for Teacher Certification (MTTC)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for the recommendation for the Michigan Standard Certificate in the area of concentration selected by the student. The Michigan Test for Teacher Certification (MTTC) covering these certifications are:

- Birth-Kindergarten (ZN: Early Childhood General and Special Education): MTTC 134
- Pre-K - Third Grade (ZO: Lower Elementary Education): Literacy MTTC 117, Math MTTC 118, Science/Social Studies MTTC 119, and Professional MTTC 120.
- Third - Sixth Grade (ZP: Upper Elementary): Literacy MTTC 121, Math MTTC 122, Science/Social Studies MTTC 123, and Professional MTTC 124.

Note that the tests required vary depending upon the grade band choice you have made, as outlined above.

Continuance Criteria for Elementary Post-Baccalaureate Teacher Certification

Students earning a post-baccalaureate elementary teaching certificate need to meet ongoing continuance criteria. To advance in the program, some requirements include:

- A grade of “C” or higher in all courses taken in the Post-Baccalaureate program
- A cumulative EMU GPA of 2.5 or above
- Completion of a criminal background check– additional documentation may be required.
- Completion of a statement of any civil or criminal convictions
- Evaluation of professional dispositions by course instructor

SECONDARY POST-BACCALAUREATE TEACHER CERTIFICATION

The secondary teaching certificate is valid for teaching grades 6-12 in the major and minor. A few majors include an endorsement to teach grades K-12; those are marked accordingly. Students pursuing secondary certification will choose one major and have the option of choosing a minor. Michigan Test for Teacher Certification (MTTC) subject area tests in the major and optional minor will be required for certification. Additional majors or minors may be chosen. To find specific requirements for each major and minor, go to <https://catalog.emich.edu>.

| Secondary and K-12 Majors | Optional Secondary Minors |
|---|--|
| Arabic K-12 (for native speakers) | Psychology |
| Arts Education K-12 | Teaching English as a Second Language K-12 |
| Biology | |
| Business, Management, Marketing and Technology | |
| Chemistry | |
| Chinese K-12 (for native speakers) | |
| Communication and Theatre Arts | |
| Earth Science | |
| English Language, Literature and Writing | |
| French Language K-12 | |
| Geography/History | |
| German Language and Literature K-12 | |
| History/Geography | |
| Integrated Science | |
| Japanese Language and Culture K-12 | |
| Mathematics (5-9, 7-12 certification or both for Post Bach) | |
| Music Education K-12 (vocal or instrumental) | |
| Physics | |
| Physical Science Comprehensive or Physical Science with a Bio, Chem, Earth Sci or Physics minor | |
| Social Studies with Economics, Geography, History or Political Science | |
| Spanish K-12 | |

Required Professional Education Sequence: *Professional education classes are different for students completing a major in Art Education, BMMT, or Music Education. See <https://catalog.emich.edu> for specific requirements.*

| Required Course | Course Completed |
|--|------------------|
| EDPS 222 Human Development and Learning (4 hrs) | |
| SPGN 251 Intro to Inclusion & Disability Studies (3 hrs) | |
| SFCE 328W Schools in a Diverse & Dem Society (3 hrs) | |
| CURR 305 Curriculum and Methods: Secondary (3 hrs) | |
| PRCT 305 Practicum I: Secondary (3 hrs) | |
| EDPS 340 Introduction to Assessment & Evaluation (3 hrs) | |
| LTEC 330 Instructional Apps of Media & Tech (3 hrs) | |
| RDNG 311 Teaching Reading in Secondary School (3 hrs) | |
| PRCT 311L4 Practicum II: Secondary (3 hrs) | |
| Methods of Teaching in Subject Area (3-6 hrs) | |
| EDUC 492 Student Teaching (9 hrs) | |

MASTER OF ARTS IN TEACHING

The MAT leads to a secondary teaching certificate valid for teaching grades 6-12 (World Languages lead to K-12th grade certification) in the concentration area. There is a possibility of additional certifications upon discussion with an advisor. A Michigan Test for Teacher Certification (MTTC) subject area test in the concentration is required for certification. To find specific requirements for each concentration area, go to <https://catalog.emich.edu>.

Each Master's requires completion of certain undergraduate classes in that discipline. Many or all of these classes can be completed as part of the applicant's undergraduate degree. Complete MAT admission requirements are listed in the Admissions section of this booklet.

Biology: minimum of 28 semester hours in biology, including coursework 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: 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).

English: 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: 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: 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: 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: 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: 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: 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.

| Required Professional Education Sequence Coursework | Course Completed |
|---|------------------|
| CURR 505 Curriculum & Methods for Teach in Secondary School (3 hrs) | |
| PRCT 588 Practicum in Secondary Classrooms (2 hrs) | |
| LTEC 602 Technology & Student-Centered Learning (3 hrs) | |
| EDPS 501 Psychology of Adolescence (3 hrs) | |
| EDPS 627 Designing Classroom Assessments (3 hrs) | |
| RDNG 657 Comprehension and the Content Areas (3 hrs) | |
| SFCE 655 Education for Justice (3 hrs) | |
| SPGN 510 Intro to Inclusive Education & Disability Studies (3 hrs) | |
| EDUC 592 Teaching Internship (6 hrs) | |
| Concentration/Content Hours, varies for each concentration | |

SPECIAL EDUCATION MAT PROGRAMS

Please note that Special Education MAT students are required to select either elementary teaching certification or secondary teaching certification in addition to their special education endorsement area.

ELEMENTARY SPECIAL EDUCATION MASTERS WITH TEACHER CERTIFICATION

Complete this program of study with your advisor if you are enrolling in the M.A.T. Elementary Program (**Initial elementary teaching certification** and special education endorsement.) This program of study must be attached to your Master of Arts in Teaching program of study.

Your program of study must comply with the stated requirements of the program. Your required courses are marked below. This program of study is only valid when signed by you and your advisor/graduate coordinator.

Liberal Arts Requirements (36 hours)

| Course | Hours | Completed |
|--|-------|-----------|
| BIOT 100 Life Science for Elementary Educators | 3 | |
| COMM 124 Foundations of Speech Communication | 3 | |
| GEOG 110 World Regions | 3 | |
| HIST 231 Michigan in the Development of the United States | 3 | |
| HLED 200 Healthy Classrooms in the Elementary School Setting | 3 | |
| MATH 180 Mathematics for Elementary Teachers I <i>Prerequisite: Level 3 math placement score or above</i> | 3 | |
| MATH 280 Mathematics for Elementary Teachers II <i>Prerequisite: MATH 180</i> | 3 | |
| PSCI 100 Physical Science for Elementary Teachers <i>Prerequisite: MATH 280</i> | 3 | |
| SFCE 360 Civic Education: Politics and Economics <i>Prerequisite: HIST 231</i> | 3 | |
| WRTG 121 Composition II: Researching the Public Experience | 3 | |
| Choose two courses from the following: | | |
| ↳ ARTE 220 Learning in the Visual Arts | 3 | |
| ↳ CTAR 220 Learning Through Theatre and Movement | 3 | |
| ↳ MUED 220 Learning and Development in Music | 3 | |

Professional Education Sequence Requirements (43 hours)

| Course | Hours | Completed |
|---|-------|-----------|
| EDPS 222 Human Development and Learning | 4 | |
| EDU 101 Teaching and Learning for a Diverse Society | 3 | |
| SFCE 328W Schools for a Diverse and Democratic Society <i>Prerequisite: WRTG 121</i> | 3 | |
| SPGN 510 (<i>If no existent credit for SPGN 251</i>) <i>Note: Please prioritize SPGN 510 early.</i> | 3 | |
| CHEM 315 Green Chemistry and the Environment for Elementary Teachers <i>Prerequisite: BIOT 100 and PSCI 100</i> | 3 | |
| CURR 308 Integrated Elementary Social Studies Methods | 3 | |
| LTEC 330 Teaching and Learning in the Digital Age | 3 | |
| RDNG 302 Literacy in Grades PK-3 | 3 | |
| TSLN 251 Introduction to Working with English Learners | 3 | |
| Choose one course from the following: | | |
| ↳ ECE 330 Assessment and Evaluation in Grades PK-6 <i>Prerequisite: EDPS 222</i> | 3 | |
| ↳ EDPS 330 Assessment and Evaluation in Grades PK-6 <i>Prerequisite: EDPS 222</i> | 3 | |

Note: The original program of study for Elementary - Early Childhood Teaching and Learning requires SPGN 351. If paired with Special Education, this course can be waived from the professional education sequence.

Capstone Clinical Requirement (12 Hours)

| Course | Hours | Completed |
|--|-------|-----------|
| EDUC 492L4 Student Teaching | 9 | |
| Choose one course from the following: | | |
| ↳ ECE 495 Early Childhood Student Teaching Seminar | 3 | |
| ↳ EDUC 494L4 Student Teaching | 3 | |

Grade Band Choice

Select **one** elementary - early childhood grade band to complete. Options include Birth-Kindergarten (ZN Endorsement,) Pre-Kindergarten-Third Grade (ZO endorsement,) or Third-Sixth Grade (ZP endorsement.)

↳ Birth-Kindergarten (29 Hours)

| Course | Hours | Completed |
|--|-------|-----------|
| CHL 354 Children's Literature in Grades PK-3 | 2 | |
| ECE 214 The Developing Child Birth-Age Eight <i>Corequisite: ECE 215</i> | 3 | |
| ECE 215 The Developing Early Childhood Professional <i>Corequisite: ECE 214</i> | 3 | |
| ECE 300 Infant and Toddler Development, Curriculum, and Assessment Practicum <i>Prerequisite: EDPS 222 with a C or higher, SPGN 251/510 with a C or higher, ECE 214 with a C or higher, ECE 215 with a C or higher.</i> | 4 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ECE 343 Advocacy, Leadership, and Learning <i>Prerequisite: ECE 214 and ECE 215</i> | 3 | |
| ECE 451 Inclusive Classroom in Early Childhood <i>Prerequisite: ECE 214, ECE 215, ECE 301, ECE 302, ECE 330</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |

↳ **Pre-Kindergarten-Third Grade (24 Hours)**

| Course | Hours | Completed |
|--|-------|-----------|
| CHL 354 Children's Literature in Grades PK-3 | 2 | |
| ECE 301 Intentional Teaching in Early Childhood Education <i>Corequisite: ECE 302</i> | 3 | |
| ECE 302 Child Centered Teaching and Learning <i>Corequisite: ECE 301</i> | 3 | |
| ENGL 304 Teaching Writing in PK-Grade 3 <i>Prerequisite: WRTG 121</i> | 2 | |
| MATH 380 Teaching Early Childhood Math, PK-3 <i>Prerequisite: MATH 180 with a C or higher and MATH 280 with a C or higher</i> | 3 | |
| PRCT 320 Grades K-3 Practicum | 6 | |
| RDNG 301 Foundations of Language and Literacy | 2 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

↳ **Third Grade-Sixth Grade (19 Hours)**

| Course | Hours | Completed |
|---|-------|-----------|
| CHL 355 Children's Literature in Grades 3-6 | 2 | |
| ENGL 305 Teaching Writing in Grades 3-6 <i>Prerequisite: WRTG 121</i> | 2 | |
| ESSC 302 Essentials of the Earth System for Elementary Teachers <i>Prerequisite: BIOT 100 and PSCI 100</i> | 3 | |
| MATH 381 Teaching Mathematics in Elementary School <i>Prerequisite: MATH 180 and MATH 280</i> | 3 | |
| PRCT 325 Grades 3-6 Practicum | 6 | |
| RDNG 312 Literacy in Grades 3-6 | 3 | |

Apprenticeship Hours for Elementary Special Education Masters with Teacher Certification

The Michigan Department of Education requires certified teachers to obtain 600 total hours prior to teacher certification.

- A minimum of two hundred hours will be completed **prior** to student teaching. These are your **apprenticeship hours**.
- A minimum of four hundred of these hours will be completed during your student teaching. These are called internship hours.

There is no formal space to document apprenticeship hours. For the time being, please follow the recommendations below.

Please document hours earned in or outside of courses. Please note:

- Location and setting (classroom or other learning environment)
- The activity (teaching, observing, planning curriculum, assessing student work)
- The date, time, and number of hours
- Subject
- Grade/Age of Students
- Population: could include diversity, Title II school, students who are English language learners, students who have an IEP.
- Name and contact of a person who you are with that can attest to the above (teacher or other individual who is manages the setting)

Track time that you are getting as part of your classes at EMU as well as any other hours you may be getting with children at the grade level you will be certified to teach. At a later date, we will provide a location for you to document and submit these hours.

Michigan Test for Teacher Certification (MTTC)

Successful completion of this course of study, in the context of other program requirements, qualifies the student for the recommendation for the Michigan Standard Certificate in the area of concentration selected by the student. The Michigan Test for Teacher Certification (MTTC) covering these certifications are:

- Birth-Kindergarten (ZN: Early Childhood General and Special Education): MTTC 134
- Pre-K - Third Grade (ZO: Lower Elementary Education): Literacy MTTC 117, Math MTTC 118, Science/Social Studies MTTC 119, and Professional MTTC 120.
- Third - Sixth Grade (ZP: Upper Elementary): Literacy MTTC 121, Math MTTC 122, Science/Social Studies MTTC 123, and Professional MTTC 124.

Note that the tests required vary depending upon the grade band choice you have made, as outlined above.

SECONDARY SPECIAL EDUCATION MASTERS WITH TEACHER CERTIFICATION

The Secondary Special Education program leads to a secondary teaching certificate valid for teaching K-12 special education in the specific impairment area in which one majors as well as in grades 6-12 in the subject in which the teacher earns a minor. All secondary Special Education students are required to complete a set of liberal arts classes, a special education major in one of the impairment areas, and a secondary teaching minor listed below. The required MTTC tests for secondary certification include the MTTC test for the particular special education major and the MTTC for the secondary teaching minor. Classes listed here are for the certificate only; additional classes are required to complete the Master of Arts in Special Education.

Choose a second major: Autism Spectrum Disorders, Cognitive Impairments, Emotional Impairments, Learning Disabilities. *See an advisor for a list of the specific classes required for the major.*

Professional Education Sequence:

| Required Course | Course Completed |
|--|------------------|
| EDPS 222 Life Span Human Growth and Development (4 hrs) | |
| SPGN 510 Introduction to Inclusion Ed and Disability Studies (3 hrs) | |
| SFCE 328W Schools in a Diverse and Democratic Society (3 hrs) | |
| CURR 305 Curriculum & Methods: Secondary (3 hrs) | |
| RDNG 311 Teaching Reading in the Secondary School (3 hrs) | |
| Teaching Methods Course in Concentration (3 hrs) | |
| EDUC 499 Student Teaching in General Education (4 hrs) | |
| SPGN 689 Supervised Internship in Special Education (6 hrs) | |
| SPGN 694 Seminar: Interdisciplinary Special Education (3 hrs) | |

Choose a Minor: *See catalog.emich.edu for a list of the specific classes required for the minor.*

| | |
|--|------------------|
| Biology | German Language |
| Chemistry | Mathematics |
| Communication and Theatre Arts | Physics |
| Earth Science | Spanish Language |
| English Language, Literature and Writing | |
| French Language | |

PRE-STUDENT TEACHING FOR SECONDARY POST-BACCALAUREATE, MAT, SPECIAL EDUCATION MAT

All teacher candidates are required to spend time in classroom and/or clinical settings to prepare them for student teaching and ultimately licensure. Prospective teachers are expected to spend time observing and interacting with K-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(s).

PBTC and 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.
- 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. Music and Physical Education majors have a special packet they use.

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

- 50 hours in a 6-12 classroom in a regular classroom in the minor if seeking a secondary teaching certificate.
- Hours are documented on a Pre-Student Teaching Field Experiences Verification Form.

Practicum

- Register for the co-requisite class (CURR 304, CURR 305, RDNG 310, RDNG 311).
- 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.
- Register for PRCT.

STUDENT TEACHING

Student teaching is the capstone experience in the Initial Teacher Preparation Program. It is an intensive 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. Additional materials are due AUGUST 15. Applications for WINTER semester student teaching are due by the previous JUNE 15. Additional materials are due DECEMBER 15.
- All professional education courses and all courses requiring a “C” or higher (“B” or higher for graduate professional education classes) prior to student teaching must be completed. You can student teach if you have one class remaining from your major or minor. You may not student teach if you have more than one class remaining.
- While you can take a course in your major or minor during or after student teaching, it is not recommended. Student teaching is a very time-intensive experience. Additionally, any class taken during the student teaching semester cannot interfere with student teaching.
- 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, 734-4872470) and the Director of Student Teaching (206 Porter, 734-487-1416) before the beginning of the student teaching semester.

Alphabetical List of Placement Districts: Academy for Business and Technology (Elementary), Academy for Business and Technology (Secondary), Achieve Charter Academy, Addison, Adrian, Airport, Allen Park, Ann Arbor, Ann Arbor Learning Community, Ann Arbor Open School, Bedford, Berkley, Birmingham, Bloomfield Hills, Brighton, Canton Charter Academy, Carmen Ainsworth, Charyl Stockwell Academy, Chelsea, Chippewa Valley, Clarenceville, Clarkston, Clinton, Commonwealth Academy, Dearborn, Dearborn Heights, Detroit, Dexter, Dundee, Farmington, Fenton, Ferndale, Flat Rock, Flint, Fowlerville, Garden City, Gibraltar Grand Blanc Academy, Grass Lake, Great Lakes Academy, Grosse Ile, Hartland, Hazel Park Hope Academy, Howell, Huron Valley, Huron, Jackson, Jonesville, Lamphere, Lincoln Consolidated School District, Lincoln Park, Livonia, Manchester, Milan, Monroe, Mt. Clemens Northville, Novi, Pinckney, Plymouth-Canton, Pollack Academic Center of Excellence, Pontiac, Redford Union, Riverview, Rochester, Romeo, Romulus, Royal Oak, Saline, South Lyon, South Redford, Southfield, Southgate, Taylor, Tecumseh, Trenton, Troy, Utica, Van Buren, Walled Lake, Warren Consolidated, Warren Woods, Waterford, Wayne-Westland, West Bloomfield, Whitmore Lake, Woodhaven, Wyandotte, Ypsilanti Community School District

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.

ADMISSION REQUIREMENTS

The application process for full admission into an Initial Teacher Preparation Program can be lengthy. It typically takes four weeks to receive an admission decision. 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.

PBTC Admission-

- Please apply as an Undergraduate student and select Post Bach Teacher Certification- Elementary or Secondary (depending on certification sought) as your program of study or “Major:
- Official transcripts from all post-secondary institutions attended. Earned four-year, baccalaureate degree from an accredited college or university. Minimum cumulative undergraduate grade point average (GPA) of 2.5, or 3.0 in the last half of the undergraduate program, or a 3.0 in a master’s degree from an accredited college or university.

If an applicant has between a 2.0 and a 2.5 cumulative undergraduate GPA, shows competency in at least one of the test areas (see above), and meets all other admission conditions, then the applicant may be admitted as a Post-bachelor’s Non-degree student. The non-degree student must complete a minimum of 12 credit hours at EMU, selected with an advisor, and earn at least a 2.5 GPA (C or higher must be earned in all classes) in order to apply for admission to the Post-Baccalaureate Teacher Certification program.

- EMU undergraduate application and non-refundable application fee at www.emich.edu/admissions/.
- “Statement of Civil/Criminal Convictions”, explanation and court documents, if necessary.
- Printed results from a Michigan State Police Background check: www.michigan.gov/ichat (\$10 fee).
- 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.
- One letter of recommendation from a professional source. It is preferable that the recommendation come from a professional who can speak to the applicant’s ability or potential to work with children or youth and should be on writer’s organization letterhead. Personal recommendations are not appropriate.

Send PBTC application materials to:

EMU Office of Admissions, P.O. Box 921, Ypsilanti, MI 48197, undergraduate.admissions@emich.edu

MAT Admission

- Apply as a Graduate Student and select Masters of Arts in Teaching (with your concentration) as your program of study

- Official transcripts from all post-secondary institutions attended. Earned four-year, baccalaureate degree from an 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: www.emich.edu/graduate/admissions/.
- Signed “Statement of Civil/Criminal Convictions” and explanation and court documents, if necessary.
- Printed results from a Michigan State Police Background check: www.michigan.gov/ichat (\$10 fee).
- 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.

*Send MAT official transcripts materials to:
EMU Office of Admissions, P.O. Box 970, Ypsilanti, MI 48197, graduate_admissions@emich.edu*

Special Education MAT Admission

- Apply as a Graduate student and select Special Education Masters of Arts in Teaching
- Official transcripts from all post-secondary institutions attended. Earned four-year, baccalaureate degree from an accredited college or university. Minimum cumulative GPA of 3.0 as an undergraduate, or achieve a cumulative undergraduate GPA of 2.5 but less than 3.0 and receive acceptable scores on the Graduation Record Examination (GRE).
- EMU graduate school application and non-refundable application fee: www.emich.edu/graduate/admissions/.
- Submit the names and contact information of two references who know the candidate’s professional ability, capability, disposition, etc.

*Send Special Education MAT application materials to:
EMU Office of Admissions, P.O. Box 970, Ypsilanti, MI 48197, graduate_admissions@emich.edu*

Civil/Criminal Convictions Statement: Applicants must sign a “Statement of Civil/Criminal Convictions” and provide the printed results from a Michigan State Police Background check www.michigan.gov/ichat completed within the previous year. If you answer yes to any of the questions on the Statement, then you’ll need to provide a copy of the judgement of sentence, registrar of actions or certification of conviction for each offense and a written explanation for each offense. Applications of candidates with civil/criminal convictions will be carefully reviewed and may take longer to process. A person may be denied admission based on a civil/criminal conviction issue. If admitted, candidates with civil/criminal convictions will undergo administrative review by MDE at time of recommendation for certification, which takes at least 30 days.

International Transcripts: Students with international transcripts and all international students should contact the Office of Admissions, www.emich.edu/admissions/international/, 734-487-0205, international.admissions@emich.edu, to inquire about additional documentation that may be required.

Admission Condition: At no time is admission to the Initial Teacher Preparation Program implied or guaranteed. Applications must be reviewed by the appropriate representative of the College of Education before an admissions recommendation is made.

Please send all admission materials to Eastern Michigan University's Office of Admissions (documents_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.

POST-BACHELOR'S NON-DEGREE

Admission requirements for Initial Teacher Preparation Programs may take time to acquire. Beginning with Non-Degree status allows a student to become admitted to EMU and begin taking classes towards certification while completing requirements for full admission into one of the certification programs. Requirements for Admission as Post-Bachelor's NonDegree:

- EMU application, select "Post-bachelor's Non-degree," non-refundable application fee at www.emich.edu/admissions/.
- Send official transcript to EMU Office of Admissions from the college or university from which you received your degree.

However, some restrictions apply to students while they are Post-Bachelor's Non-Degree:

- Although EMU advisors are available to meet with Non-Degree students, an official program of study cannot be obtained until admitted to the ITPP.
- Non-Degree status does not qualify a student to apply for federal or state financial aid. Alternative loans may be available. Contact the Office of Financial Aid, 734.487.0455, for more information.
- Many College of Education courses require admission in the teacher preparation program.

To initiate the change to full admission into the Initial Teacher Preparation Program, ***submit a new EMU application*** and confirm that all other application materials have been received. All teacher preparation admission materials must be received by the Office of Admissions before the application will be sent to the College of Education for an admissions recommendation.

STATEMENT OF CIVIL/CRIMINAL CONVICTIONS

The State Board of Education may refuse to grant a teaching certificate to an applicant convicted, as an adult, of any enumerated offense. You must respond to each of the following questions.

| | YES | NO |
|--|-----|----|
| 1. Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any <u>misdemeanor</u> (including DUI) other than a traffic offense? | | |
| 2. Have you ever been convicted, found guilty of, or plead no contest to DUI (Driving Under the Influence) or OUIL (Operating Under the Influence of Alcohol)? How many? _____ | | |
| 3. Have you ever been convicted of, found guilty of, pled guilty to, or pled no contest to any <u>felony</u> ? | | |
| 4. Have you ever had ANY professional certificate, license, or permit, or an application for same, revoked, suspended, limited, or denied? (A driver’s license is not a professional license.) | | |
| 5. Do you currently have any criminal charges pending against you? | | |
| 6. Have you ever been, or are you currently, on a child abuse or sexual abuse registry in any state? | | |
| 7. Are you currently being investigated for sexual harassment, sexual abuse, or child abuse? | | |

In accordance with the State Board of Education Administrative Rules, a certificate may be denied or revoked for fraud, material misrepresentation, counterfeiting a certificate, or concealment in the application for a certificate (see Section R390.1201). **In order for your application to be processed, you must initial the following two paragraphs and provide EMU with basic personal identification information.**

I hereby certify that the information on this form is accurate and complete, and I hereby grant permission for school officials to release information concerning my degree and certificate to potential employers and certification agencies.

_____ (initial here)

I understand that the Michigan Department of Education may not grant a teaching certificate to a candidate with civil/criminal conviction issues, even when the candidate has successfully completed an accredited teacher preparation program. I also understand that a licensed teacher with civil/criminal conviction issues can have her or his certificate revoked.

_____ (initial here)

Printed Last Name: _____

Printed First Name: _____

Signature: _____

Date: _____

Student Identification # at EMU: _____ Check one:
secondary

elementary

Directions: If you answered yes to any of the questions in the table above, please provide the following documents to the Office of Academic Services, 206 Porter Building: 1) a copy of the Judgment of Sentence, or Register of Actions, or Certification of Conviction, and 2) a written explanation of the offense. When recommended for certification, candidates with civil/criminal conviction issues will undergo administrative review by the Michigan Department of Education (MDE). Administrative review takes *at least* 30 calendar days from the day the recommendation is received by MDE.

EMU INFORMATION AND RESOURCES

Admissions Office

734-487-3060 www.emich.edu/admissions/

Financial Aid Office

734-487-0455 www.emich.edu/finaid/

Student Business Services

201 Pierce Hall 734-487-3335 www.emich.edu/sbs/

International Admissions

734-487-0205 www.emich.edu/international

Graduate School

734-487-0042 www.emich.edu/graduate

CLEP Testing

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

Halle Library

734-487-0020 www.emich.edu/halle/

Transfer Equivalency Database

it.emich.edu/service/online/tranequiv

Counseling and Psychological Services (CAPS)

734-487-1118 www.emich.edu/caps/

Housing and Residence Life

734-487-1300 www.emich.edu/residencelife

International Students

240 Student Center 734-487-3116 www.emich.edu/oiss/

University Advising & Career Development Center

200 McKenny Hall 734-487-0400 www.emich.edu/uacdc/

Disability Resource Center

246 Student Center 734-487-2470 www.emich.edu/drc/

IT Help Desk

106 Halle Library 734-487-2120 www.emich.edu/it/help/help_desk

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

Parking Permit

1200 Oakwood 734-487-3450 www.emich.edu/parking/

University Writing Center

115 Halle Library 734-487-0694 www.emich.edu/uwc/

Office of the Ombuds

248 Student Center 734-487-0074 www.emich.edu/ombuds

Mathematics Placement Test

508 Pray-Harrod 734-487-4474 www.emich.edu/math/placement

Health Resources

<https://www.emich.edu/staying-healthy/index.php>