



**GRAND VALLEY
STATE UNIVERSITY**

COLLEGE OF EDUCATION

Undergraduate Teacher Education

Student Advising Handbook

The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

(Council for the Advancement of Standards Board of Directors, 1997)

**Produced by
College of Education
Student Information and Services Center**

Revised: July 2005



Table of Contents

Pg. 1	<i>Cover & COE Address</i>
Pg. i	<i>Table of Contents</i>
Pg. 2	<i>CPR & First Aid Training</i>
Pg. 3	<i>Handbook Purpose & Student Responsibility</i>
Pg. 4	<i>Welcome to the College of Education</i>
Pg. 5	<i>COE Vision, Mission, & Values</i>
Pg. 6	<i>Intended Student Outcomes</i>
Pg. 7	<i>Advising Overview</i>
Pg. 8-9	<i>Frequently Asked Questions</i>
Pg. 10-11	<i>COE Minimum Admission Criteria</i>
Pg. 12-15	<i>Procedures for Minimum Admission Criteria</i>
Pg. 16-17	<i>Elementary Education Program</i>
Pg. 18-19	<i>Elementary Education Sequence Course Requirements</i>
Pg. 20-21	<i>Secondary Education Program</i>
Pg. 22-23	<i>Secondary Education Sequence of Course Requirements</i>
Pg. 24-26	<i>General Education 9-Phase Program</i>
Pg. 27	<i>Worksheet for Elementary Certification</i>
Pg. 28	<i>Worksheet for Secondary Certification</i>
Pg. 29-30	<i>Special Education Teaching Program</i>
Pg. 31-35	<i>Special Education Sequence of Course Requirements</i>
Pg. 36-39	<i>Special Education 13 Phase Program</i>
Pg. 40	<i>Worksheet for Special Education- Elementary Certification</i>
Pg. 41-45	<i>Admittance Process into COE</i>
Pg. 46-47	<i>Teaching Certification Tests</i>
Pg. 48	<i>Teacher Certification Testing Guide</i>
Pg. 49-50	<i>Reciprocity Agreements with Other States</i>
Pg. 51	<i>“Still Have Questions?” Contact Us!</i>
Pg. 52	<i>COE Audit Worksheet (Evaluating Education Requirements)</i>



Required CPR & First Aid Training

Beginning July 1, 2004, in order to be certified, new teachers must possess a valid *certificate of course completion for first aid training that includes cardiopulmonary resuscitation (CPR)*. ***This training must be from the American Red Cross (ARC), or the American Heart Association (AHA).***

It is recommended that students take the training during their semester of Student Teaching. **The training must include First Aid (Basic or Standard) and CPR Instruction for both child and adult.**

Once the original card indicates First Aid (Basic or Standard) and CPR Instruction for both adult and child have been completed (including the date of completion), it can be taken to the College of Education in 101 Eberhard Center. A copy will be made and the original returned to the student.

The Student Advising Handbook is designed to:

- Provide general information about College of Education Undergraduate Teacher Education requirements.
- Help you work with your academic advisor to meet program requirements.
- Identify available programs (majors and minors).
- Help you work with your College of Education advisor to meet professional and certification requirements.

STUDENT'S RESPONSIBILITIES

After the first Group Advising Session, Elementary, Secondary, and Special Education students must make advising appointments with their College of Education advisor by calling (616) 331-6650. Major/Minor advising appointments can be made by contacting members of the major/minor departments.

1. Maintain your College of Education advising notebook with all of your academic records and **bring your notebook with you to every advising appointment**. Include the following materials in your notebook:
 - Student Advising Handbook
 - Current Degree Analysis
 - Transfer Information
 - Major and Minor guide sheets
2. Be ready to ask questions of your College of Education advisor about your College of Education program.
3. Initiate contact with College of Education advisor.

Note: The contents of this handbook are subject to revision at any time. Please check with your College of Education advisor, and the College of Education Student Information and Services Center for accurate and current information.

Welcome to Grand Valley State University

Welcome to the College of Education! Our College has seven academic and instructional service units:

- Student Information and Services Center
- Community Outreach
- Administrative Services
- Curriculum and Instruction
- Foundations and Technology
- Leadership and Human Services
- Dean's Office

The Undergraduate Teacher Education program is based upon a strong belief in the liberal arts and emphasizes learning theories as well as practical experiences in diverse educational settings. Grand Valley State University provides in-depth training in educational philosophy, psychology, teaching methods, organizational systems, and classroom management.

It is the goal of the faculty and support staff to provide students with the knowledge, skills and training necessary for successful teaching. An integral part of this preparation is the personal commitment of teachers and administrators who work with students placed in the field. These cooperative efforts have placed the College of Education as a leader in preparing future teachers to be contributing members of their communities, as well as meet the challenges of diverse learning environments.

The faculty and staff wish to thank all involved for their continuous support for the College of Education and the programs we offer. If you have questions regarding the information in this handbook, please feel free to call the Student Information and Services Center at (616) 331-6650.

College of Education
Student Information and Services Center
101 Eberhard Center
301 W. Fulton
Grand Rapids, MI 49504
(616) 331-6650



College of Education Vision, Mission, Values

VISION

We envision our future as community of educators who promote teaching excellence, active scholarship, and social responsibility.

MISSION

We develop quality educators to teach, lead, and serve in local and world communities.

VALUES

We are a community of learners who value:

- **Inquiry:** Scholarly, reflective, and research-based.
- **Ethics:** Fair, accurate, and consistent.
- **Collaboration:** Participatory, inclusive, and supportive.
- **Decision-Making:** Informed, deliberative, and effective.

OUTCOMES: We develop professional practitioners and active scholars who will enhance the lives of others through responsible service in a diverse society. Graduates will exhibit reflection, active involvement in research, continued improvement of practice, and address students' specific needs within diverse communities of learners in a committed, responsive, compassionate manner. As a result of this focus, our graduates should value and exemplify four personal characteristics.

The following statement articulates our educational objectives and student outcomes.

We seek to develop reflective practitioners who are:

- ♦ **Inquiring**
- ♦ **Ethical**
- ♦ **Collaborative**
- ♦ **Decision makers**

Creating a difference in diverse communities

COLLEGE OF EDUCATION ADVISING OVERVIEW

What is advising?

- ❖ program clarification;
- ❖ deciding short-term and long-term academic goals;
- ❖ giving information about university requirements and resources.

College of Education Advisors:

- ❖ help clarify academic and career goals;
- ❖ help select classes based on requirements; availability and your interests;
- ❖ provide information about requirements, courses and registration procedures;
- ❖ help evaluate your academic progress;
- ❖ help you approach faculty or administrative personnel;
- ❖ give you information about adding, dropping or withdrawing from classes;
- ❖ tell you where to get information about special programs and international opportunities

You should:

- ❖ meet with your College of Education advisor on a regular basis;
- ❖ understand GVSU requirements and regulations; and requirements for your major and/or minor;
- ❖ be aware of application deadlines;
- ❖ study the class schedule each semester;

You should bring the following to your advising appointment:

- ❖ tentative course scheduling plan
- ❖ questions about specific Education courses
- ❖ information that may effect your program completion



College of Education Undergraduate Teacher Education Frequently Asked Questions

(1) How do I become a teacher?

Listed below are the requirements for teacher certification at GVSU:

- Coursework to earn a bachelor's degree in a teachable major and/or minor
- Undergraduate Teacher Education Program requirements:
 - Prerequisite courses
 - Field Placement
 - Seminars
 - Completion of professional program
- Michigan Test for Teacher Certification
 - Michigan Basic Skills Test taken before admission to Undergraduate Teacher Education
 - Subject Area Tests (in Major, Minor, and/or Endorsement area(s))
 - CPR (Adult & Child) and First Aid (Basic or Standard) Instruction

(2) What if my assigned College of Education advisor is not available to meet with me?

To schedule an appointment with any of our advisors, please contact the College of Education Student Information and Services Center at (616) 331-6650.

(3) When can I apply to Teacher Education?

Students may apply to Undergraduate Teacher Education once they have completed substantial coursework in their major, minor, general education requirements, and professional areas of study and have met **all** minimum admission criteria for Undergraduate Teacher Education.

(4) When do I take the Michigan Basic Skills Test?

Students should take the Michigan Basic Skills Test at least one semester prior to the semester of application to Undergraduate Teacher Education. Students may pick up a Michigan Test for Teacher Certification registration bulletin in the College of Education: Student Information and Services Center and other GVSU locations in Allendale, Holland, Muskegon, and Traverse City. Information can also be found on the website at www.mttc.nesinc.com.

(5) What happens if I do not pass the Michigan Basic Skills Test?

You may re-take the Michigan Basic Skills test. There is no limit to the number of times you can take the test. Please note that there is the same fee each time you take the Michigan Basic Skills test, regardless of the number of sections you plan to re-take.

(6) How long will it take to complete the Undergraduate Teacher Education program?

Students usually complete the Undergraduate Teacher Education program within four to five years of entering GVSU (if they are taking a full load of course work each semester). Students should work with their major and/or minor advisors, as well as with their College of Education advisor, to map out a planned program for Undergraduate Teacher Education.

(7) What if I have questions about the Undergraduate Teacher Education Program?

Students who have questions about the Undergraduate Teacher Education program may contact or visit the College of Education Student Information and Services Center at:

College of Education
Student Information and Services Center
101 Eberhard Center
301 West Fulton
Grand Rapids, MI 49504
Phone (616) 331-6650



Minimum Admission Criteria for
UNDERGRADUATE TEACHER EDUCATION
101 EBERHARD CENTER, 301 W. FULTON, GRAND RAPIDS, MI 49504
616-331-6650

COLLEGE OF EDUCATION
Application deadline dates:
September 15th for winter semester admission
February 1st for fall semester admission
**Special Education Candidates and Secondary Foreign
Language Candidates will only apply by February 1st
for Fall Admission.**

1. _____ **Academic Achievement.** A minimum 2.80 GVSU grade point average overall, in the major and minor, and in the professional program. English, English/language arts and art education require a 3.0 major grade point average. Achievement of the minimum standard does not guarantee admission. Must be in place at the time of application. Cannot be pending. (Alternative Admission is an option for students who do NOT meet the required Grade Point Average.)
2. _____ **Michigan Basic Skills Test.** Acceptable test scores (minimum score of 220, out of a possible 300) in reading, mathematics, and writing as established by the Michigan Department of Education. Students may take the test during the semester of application, but preference will be given to applicants who have completed the test and received scores prior to application. Can be pending if students are scheduled to take the test during the semester of application.
3. _____ **Prerequisite Courses** may be in progress during the semester of application, *but preference will be given to candidates who have completed the requirements at the time of application.* Can be pending if students are completing the courses during the semester of application.

A 2.8 grade point average is required in the five courses listed below, with no grade lower than a "C."

- a. ED 200 Introduction to Education*
- b. ED 205 Computers in Education
- c. ED 225 Diversity in Education
- d. PSY 301 Child Development
- e. PSY 325 Educational Psychology

Additional prerequisites are required for elementary general education and special education candidates:

- a. ENG 308 Reading: Assessment and Instruction
- b. MTH 221 or MTH 222 or MTH 223, Mathematics for Elementary Teachers I or II or III
(Please see an education advisor for details regarding the math course(s) required for admission and completion of the certification program.)

*If a class transfers into GVSU as ED 200, please call 616-331-6650 to schedule a date to attend a Group Advising Session.

4. _____ **Advisor Recommendations.** One from the major advisor/department (**Elementary and Secondary General Education only**) and one from the College of Education advisor. Cannot be pending.

5. _____ **Positive Recommendation.** One from an individual who can address the candidate's ability as a prospective teacher (**no relatives**). Cannot be pending.

6. _____ **Experience.** Documentation of 25 hours of experience with children or youth. The experience must be with the age group for which the applicant intends to seek Certification. This would rule out, for example, working in the university tutoring center. Special Education candidates must have volunteer experience with persons with disabilities, e.g., camp experience, Special Olympics, respite care. For additional options contact Volunteer GVSU. Cannot be pending.

7. _____ **Academic Progress.** Completion of at least 60 semester credits and substantial progress in major and minor coursework and general education requirements. Cannot be pending.

8. _____ **University Basic Skills.** Completion of university course requirements or test equivalents in Mathematics 110 and Writing 150. Cannot be pending.

9. _____ **TB Test Report.** Must be negative and current. Test must be completed within **four** weeks prior to initial application deadline. Cannot be pending.

10. _____ **Felony and Misdemeanor Conviction Statement.** Review procedures for those who have been convicted or pled no contest to a felony or misdemeanor are available from the College of Education. Conviction or a plea of no contest may cause the candidate to be denied for admission, field placement, or final certification. Cannot be pending.

11. _____ A copy of candidate's **official degree analysis** and a copy of current **course listings** if classes are being taken at another college or university. Cannot be pending.

12. _____ Three copies of **current resume (on white paper) with an objective stated, as well as 3-5 references included.** Cannot be pending.

- The College of Education will begin accepting Undergraduate Teacher Education applications two weeks prior to the application deadline.
- Special Education program candidates and secondary foreign language majors must apply during winter semester (Feb. 1) for fall admission.
- Field waiver requests and extensive documentation must be submitted with the completed Undergraduate Teacher Education application.

Revised July 2005

PROCEDURES FOR COMPLETING THE MINIMUM ADMISSION CRITERIA TO THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

1. Academic Achievement

Academic achievement is based on a 2.80 GVSU grade point average (GPA) in four areas: GVSU cumulative, major, minor, and professional program. The GPA does not include transfer coursework for transfer students. All students must earn a 2.80 grade point average in courses completed at GVSU. A 3.00 GPA for students majoring in English, English/Language Arts as well as Art majors is required for admission. The College of Education will still evaluate grades of transfer students for prerequisite courses that require a grade no lower than a "C."

2. Michigan Basic Skills Test

All students seeking certification are required to successfully complete all sections of the Michigan Basic Skills Test. It is recommended that students take the Michigan Basic Skills Test prior to the semester they submit their application to the Undergraduate Teacher Education program. Students register for the Michigan Basic Skills Test by obtaining a registration bulletin from the College of Education: Student Information and Services Center located at 101 Eberhard Center, or other locations in Allendale, Holland, Muskegon and Traverse City. To register for the test, the student must fill out the registration form in the envelope provided in the center of the booklet or register online at www.mttc.nesinc.com. Students should register for Section A on the registration form. The cost of the test is stated in the registration bulletin.

Students can retake all or part of the Michigan Basic Skills test if one or more sections of the test is not passed. If a student needs to retake one or more sections of the test, then the registration form needs to be submitted as if the student is taking the entire test. There is a cost to retake tests. Refer to the registration bulletin if retaking any or all of the Basic Skills Tests.

Presently, there is no established time frame for maintaining the validity of the Michigan Basic Skills Test. Scores remain valid no matter when the test was taken. If scores have not previously been received by GVSU, students must contact the Michigan Basic Skills Test office to request that their official scores be sent to GVSU. There is a cost for this.

3. Prerequisite Courses

A. Education and Psychology Courses

All students wishing to apply to Undergraduate Teacher Education will be required to successfully complete the following courses with a grade of “C” or better and a GPA of 2.80 or higher:

ED 200 Introduction to Education
ED 205 Computers in Education
ED 225 Diversity in Education
PSY 301 Child Development
PSY 325 Educational Psychology

B. Prerequisite Courses in Mathematics for Elementary and Special Education Candidates

Math requirements in the elementary distributive minor are as follows:

- Students who entered GVSU prior to the fall of 1996 are required to complete Math 221 or Math 222 to qualify for admission into the Undergraduate Teacher Education Program and for the completion of the elementary distributed minor. Only one course is required for admission into the Undergraduate Teacher Education Program.
- Students who entered GVSU during or after the fall of 1996 are required to complete Math 221 or Math 222 for admission into the Undergraduate Teacher Education program. Students must complete Math 221 (Mathematics for Elementary Teachers I) and Math 222 (Mathematics for Elementary Teachers II) to meet the requirements of the Elementary Distributed Minor.
- Math 223 (Mathematics for Elementary Teachers III, 5-credit course) may be taken instead of Math 221 and Math 222. The prerequisite for Math 223 is Math 201 (Calculus and Analytic Geometry). Math 223 fulfills the admission requirement to the Undergraduate Teacher Education program regardless of the year of GVSU enrollment, as well as the completion requirement of the Elementary Distributed Minor.

C. Prerequisite Course in English for Elementary and Special Education Candidates

English requirements in the elementary distributed minor are as follows:

- ♦ All students are required to complete ENG 308 (Teaching Reading: The Necessary Skills) to qualify for admission into the Undergraduate Teacher Education Program and for the completion of the elementary distributed minor.

4. Faculty Recommendations for Initially Applying to the Undergraduate Teacher Education Program

A recommendation form must come from the major advisor (except psychology/special education majors) and the College of Education advisor. Each recommendation form must be submitted in a sealed envelope in the application packet.

5. Positive Recommendation

A recommendation must come from one individual who can address the candidate's ability as a prospective teacher. *This individual may not be a relative.*

6. Service Hours

Twenty-five (25) hours of experience, completed during the student's college career, are necessary to qualify for admission into the Undergraduate Teacher Education program. Hours may include previous substitute teaching in the public schools, provided the substitute teaching has occurred one week or longer in the same classroom. There must be documented evidence of interaction with the age group for which certification is sought, as well as documented evidence of proper supervision. An appropriate supervisor must provide such evidence on an official letterhead of the school or by completing and signing a verification form provided by the College of Education. Candidates who provide a list of substitute teaching dates signed by the school secretary or personnel office will not be considered acceptable documentation for application requirements.

Required tutoring hours for candidates enrolled in English 308 may count toward the required service hours.

7. Academic Progress

Students must complete at least 60 semester credits and substantial progress in major and minor coursework and general education requirements.

8. University Basic Skills

Students must complete university course requirements or test equivalents in Math 110 and Writing 150.

9. Negative TB Test Report

A negative TB test is required within four (4) weeks prior to initial application. The TB test is available at the Campus Health Center on the main Allendale

campus for a cost. It takes 3 days to obtain the results. County Health Departments or your family physician can also administer the TB test. Results should be attached to the form included in the admission packet. If you have had a TB test within one year of submitting your application check with your physician as to when you should have another TB test.

10. Felony and Misdemeanor Conviction Form

An official background check is not required. However, documentation of convictions must be submitted when applying to the Undergraduate Teacher Education program. Candidates must accurately answer the questions on the felony and misdemeanor conviction form: 1) Have you ever been convicted of a felony? 2) Have you ever been convicted of a misdemeanor? 3) Have you been arrested for a crime for which criminal charges are pending? 4) Have you ever had a teaching certificate denied, revoked, or suspended? Have you been arrested for a crime for which criminal charges are pending? Students with concerns about these questions should schedule an appointment with the department chair of Curriculum and Instruction.

11. Degree Analysis/ Current Official Record

Students need to submit a current and official degree analysis with the admission packet. The degree analysis must be an official record, with student's name and student identification number, obtained from one of the University Student Services locations (Allendale, DeVos, Holland, Muskegon, Traverse City, etc). There is no cost for the degree analysis.

12. Current Resume

Resumes should look professional, be organized and presented without grammatical or spelling errors. Schools may deny placements based on a poorly constructed resume. Students should not rely upon spell check or computer grammar programs to correct errors. Spell check will not recognize "logical errors" in the writing process. The names of three to five references and their current positions and phone numbers should be included in the resume. Three copies of the resume on plain white paper are to be included with the application packet.

Elementary Education Teaching Program Elementary Certification

Teachable Majors in Elementary Education

In order to become certified to teach at the elementary level, students must select a teachable major. **Education is not considered a major at Grand Valley State University.** The classes required for each major are listed in the GVSU catalog in alphabetical order by major.

The following is a list of teachable majors for elementary education:

<u>Majors Certified K-12</u>	<u>Majors Certified 6-8 and K-5 in a Self Contained Classroom</u>	
Music	Integrated Science	Mathematics
	English/Language Arts	Social Studies
Physical Education	French	Spanish
	History	

Students selecting the **English major, with an emphasis in Language Arts (reading, writing, listening, and speaking)** are required to take classes that focus on organizing, presenting, and explaining concepts from the language arts appropriate to the elementary classroom. GVSU language arts students learn about current theories and research in the field and gain experience planning and implementing teaching methods that are likely to engage children and young people in learning integrated language arts skills. Language Arts students also demonstrate their knowledge of classic and contemporary literature for children and develop strategies for enhancing the response of readers to these texts. Finally, Language Arts students demonstrate mastery of the writing process and strategies for developing in students the content and correctness appropriate to the elementary level.

Students selecting the **Integrated Science major** enroll in classes from a variety of sciences that emphasizes the connections between scientific disciplines, their relationship to technology, and their relevance to society.

Students selecting the **Social Studies major** enroll in classes in a variety of courses in economics, geography, history and political science. Students choose one of the four disciplines as an area of emphasis.

The Elementary Distributed Minor

When working toward elementary certification, the minor is automatically Elementary Distributed. The courses required for the minor are specified in the Education section of the GVSU catalog under Elementary Teacher Certification.

The Elementary Professional Program

Elementary education students must complete the professional program to qualify for a teaching certificate. The professional program consists of background courses in education and psychology, teacher assisting and student teaching. Students are also required to attend and complete courses and seminars that accompany field experiences. Upon satisfactory completion of all requirements, pending successful completion of the appropriate MTTC subject area test(s), elementary graduates are certified to teach K-5 all subjects, K-8 all subjects in a self-contained classroom (scc), and grades 6-8 in the major. Music and physical education majors are certified to teach their major content area in grades K-12.

ELEMENTARY GENERAL EDUCATION SEQUENCE OF COURSE REQUIREMENTS LEADING TO CERTIFICATION

PROGRAM OUTLINE

1. Major Options: 2.80 GPA Requirement (unless otherwise indicated)

English/Language Arts (3.0)	Music (K-12)
French	Physical Education (K-12)
History	Social Studies
Integrated Science	Spanish
Mathematics	

2. Elementary Minor: 2.80 GPA Requirement (unless otherwise indicated)

a) ENG 308 Teaching Reading
 b) MTH 221 and 222, or MTH 223 (Only one is required your GVSU entry is before Fall 1996)

Select one from each group, except in Major:

c) ART 230 or MUS 350
 d) WRT 219, ENG 307, 309 or any foreign language
 e) PED 305 or CTH 366
 f) BIO 107, CHM 201, GEO 201, PHY 201, SCI 225 or any natural science course with a lab
 g) ECO 210, 211, HST 203, 204, 205, 206, PLS 102, SOC 280 or GPY 235

3. Professional Program: 2.80 & no grade lower than "C"

ED 200 Introduction to Education
 ED 205 Computers in Education
 ED 225 Diversity in Education
 PSY 301 Child Psychology (PSY 101 prerequisite)
 PSY 325 Educational Psychology

4. GVSU Overall GPA Requirement = 2.80

5. Students will also successfully complete University Basic Skills and General Education Requirements

6. Students will also successfully complete Michigan Basic Skills Test



TEACHER ASSISTING

ED 330 Methods/Strategies of Elem. Teaching
 ED 350 Current Practices in Elem. Teaching
 *one additional seminar is required of all K-12 majors
 ED 320 Reading: Assessment and Instruction
 ED 310 Managing Classroom Environments (If GVSU entry was during or after Fall 1996)



STUDENT TEACHING

ED 430 Elementary Student Teaching
 ED 480 Professional Development in Teacher Education
 CPR (Adult & Child) and First Aid (Basic or Standard) Instruction



CERTIFICATION

Recommendation for certification will take place upon successful completion of the appropriate MTTC subject area test(s)



General Education Course Sequencing After Admission to Teacher Education Elementary Education

If you apply to Teacher Education Fall (Sept. 15), you will begin...

Winter:

- ◆ ED 330 5 cr Methods & Strategies in Elementary Teaching
- ◆ ED 350 1 cr Current Practices in Elementary Education
- (Additional seminar required of all K-12 majors)**
- ◆ ED 320 3 cr Reading: Assessment and Instruction
- ◆ ED 310 3 cr Managing Classroom Environments

Submit student teaching application by Feb. 1

Fall:

- ◆ ED 430 10 cr Student Teaching, Elementary
- ◆ ED 480 2 cr Professional Development in Teacher Education

* CPR (Adult & Child) and First Aid (Basic or Standard) Instruction

If you apply to Teacher Education Winter (Feb. 1), you will begin...

Fall:

- ◆ ED 330 5 cr Methods & Strategies in Elementary Teaching
- ◆ ED 350 1 cr Current Practices in Elementary Education
- (Additional seminar required of all K-12 majors)**
- ◆ ED 320 3 cr Reading: Assessment and Instruction
- ◆ ED 310 3 cr Managing Classroom Environments

Submit student teaching application by Sept. 15

Winter:

- ◆ ED 430 10 cr Student Teaching, Elementary
- ◆ ED 480 2 cr Professional Development in Teacher Education

* CPR (Adult & Child) and First Aid (Basic or Standard) Instruction

Revised July 2005

SECONDARY EDUCATION TEACHING PROGRAM Secondary Certification

Teachable Majors in Secondary Education

In order to become certified to teach at the secondary level, students must select a teachable major. **Education is not considered a major at Grand Valley State University.** The classes required for each major are listed in the GVSU catalog in alphabetical order by major.

The following is a list of teachable majors:

<u>Majors Certified K-12</u>	<u>Majors Certified 7-12</u>	
Music	Biology	History
Physical Education	Chemistry	Latin
Visual Arts	Computer Science*	Mathematics
	Earth/Space Science	Physics
	English	Social Studies
	French	Spanish
	German	

*See department for program requirements

The Teachable Minor in Secondary Education

Students in secondary education must also choose a teachable minor. Listed below are all the teachable minors. The classes required for each minor are listed in the GVSU catalog.

Biology	Geography	Physical Education
Chemistry	German	Physics
Computer Science	Health Education	Political Science
Earth/Space Science	History	Psychology
Economics	Latin	Sociology
English	Mathematics	Spanish
French	Music*	

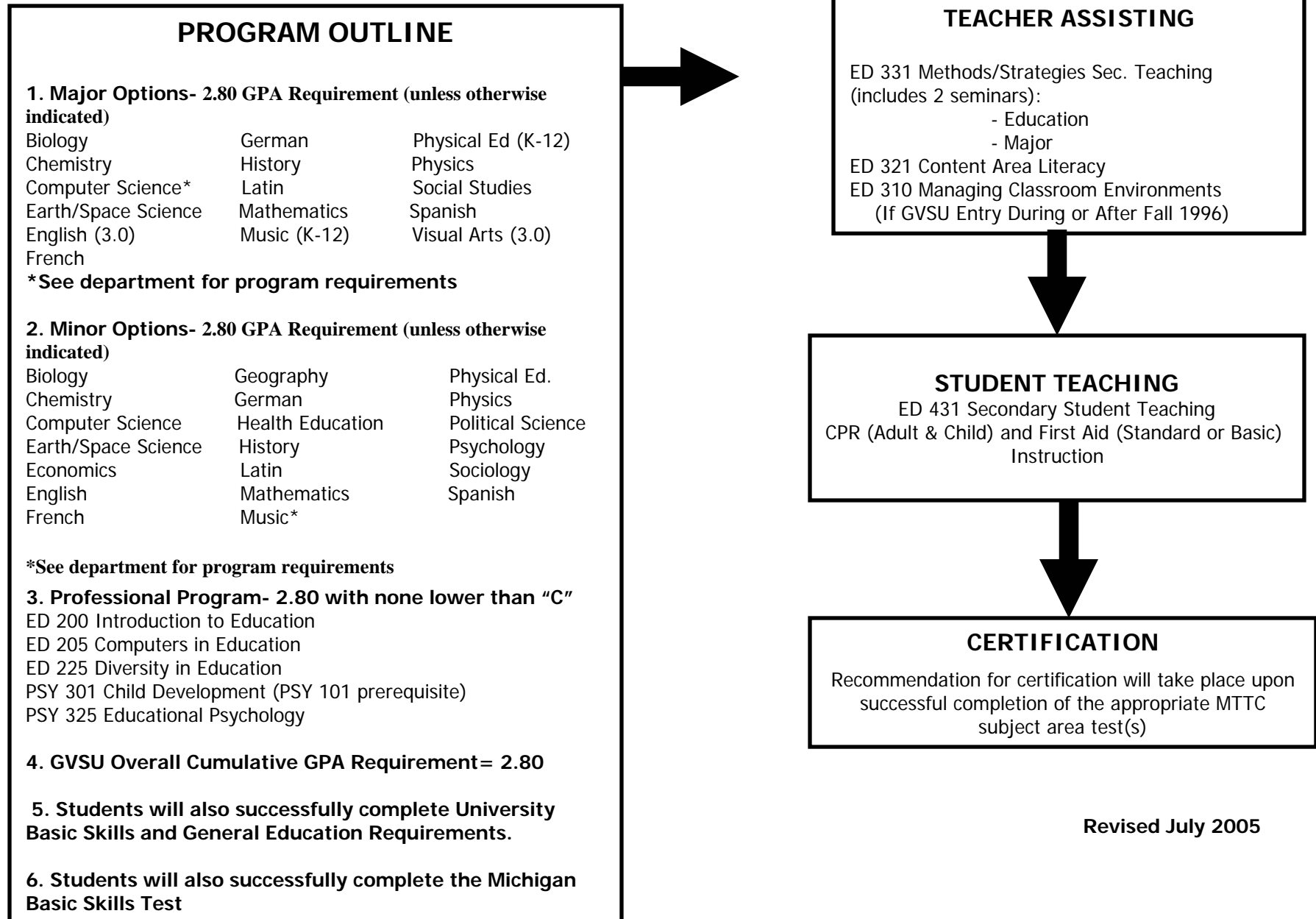
*See department for program requirements

The Secondary Professional Program

Secondary education students must complete the professional program to qualify for a teaching certificate. The professional program consists of background courses in education and psychology, teacher assisting and student teaching. Students are also required to attend and complete courses and seminars that accompany field experiences. Upon satisfactory completion of all requirements, pending successful completion of the appropriate MTTC subject area test(s)*, secondary graduates are certified to teach grades 7-12 in the major and grades 7-12 in the minor. Music, Physical Education and Visual Arts majors will receive an additional endorsement to teach their major content area in grades K-12.

* Secondary Education students **MUST** pass their subject area tests in the major and minor.

SECONDARY GENERAL EDUCATION SEQUENCE OF COURSE REQUIREMENTS LEADING TO CERTIFICATION





General Education Course Sequencing After Admission to Teacher Education Secondary Education

If you apply to Teacher Education Fall (Sept. 15), you will begin...

Winter:

- ◆ ED 331 6 cr Methods & Strategies in Secondary Teaching
(includes field work, major content area seminar and education seminar)
- ◆ ED 321 3 cr Content Area Literacy
- ◆ ED 310 3 cr Managing Classroom Environments

Submit student teaching application by Feb. 1

Fall:

- ◆ ED 431 12 cr Student Teaching, Secondary
- * CPR (Adult & Child) and First Aid (Basic or Standard) Instruction

If you apply to Teacher Education Winter (Feb. 1), you will begin...

Fall:

- ◆ ED 331 6 cr Methods/Strategies Secondary Teaching
(includes field work, major content area seminar and education seminar)
- ◆ ED 321 3 cr Content Area Literacy
- ◆ ED 310 3 cr Managing Classroom Environments

Submit student teaching application by Sept. 15

Winter:

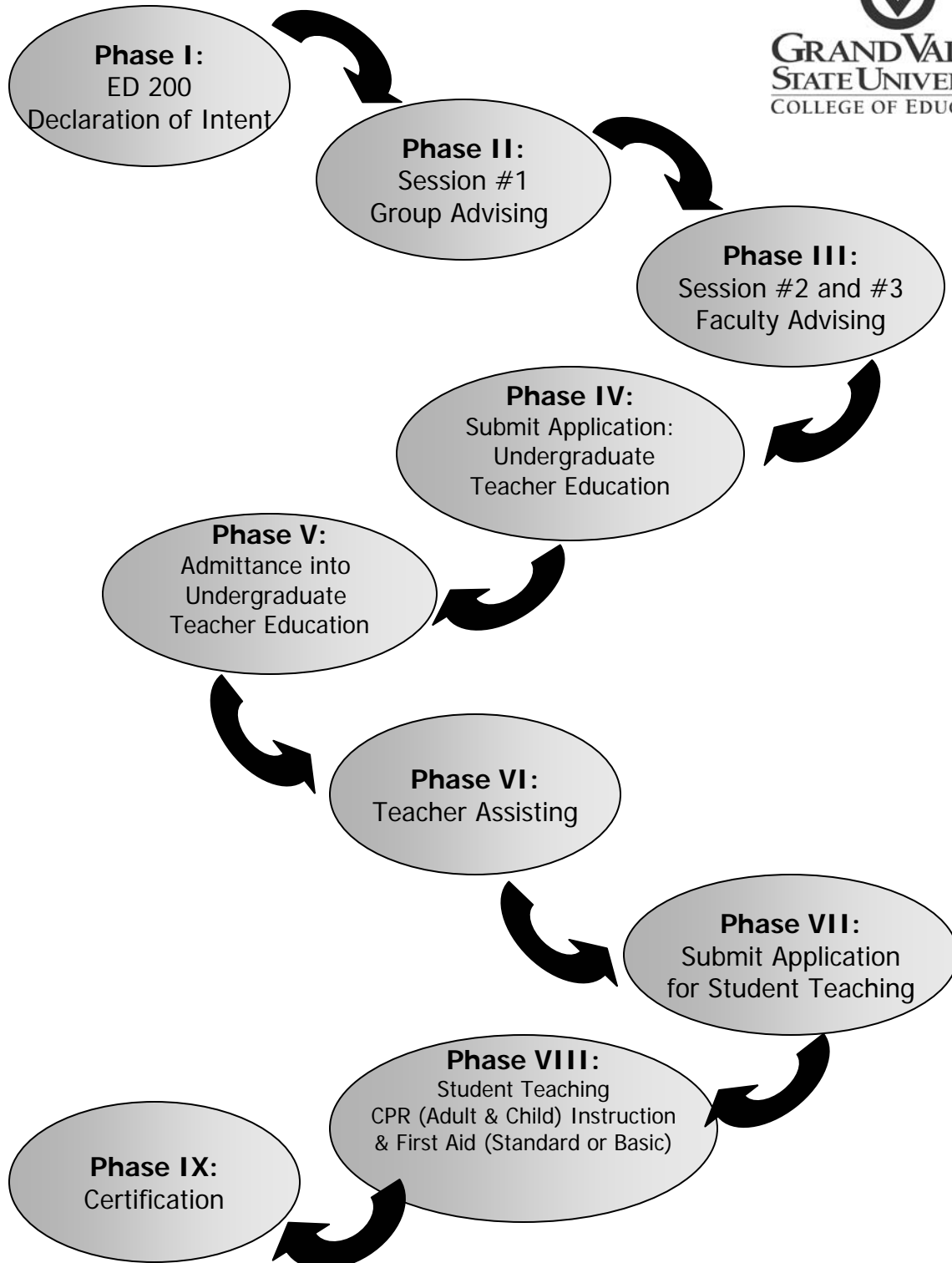
- ◆ ED 431 12 cr Student Teaching, Secondary
- * CPR (Adult & Child) and First Aid (Basic or Standard) Instruction

.....
Revised July 2005

GENERAL EDUCATION 9-PHASE PROGRAM



GRAND VALLEY
STATE UNIVERSITY
COLLEGE OF EDUCATION



General Education 9-Phase Process

Phase I: ED 200 Declaration of Intent

- ♦ During ED 200, all students must submit a *Declaration of Intent* form.
- ♦ Students will also be required to sign up for a Group Advising Session (Phase II), when submitting their *Declaration of Intent* form. Group Advising Sessions take place during the end of each semester.

Phase II: Session #1 (Group Advising Session)

- ♦ The student will attend a Group Advising Session after he/she has submitted a *Declaration of Intent*. If the student does not attend a Group Advising Session within one (1) semester, the College of Education will disregard the student's *Declaration of Intent*.
 - Group Advising Sessions will be offered near the end of each semester.
 - Students will receive a Student Advising Handbook and other materials from the College of Education.
 - Assignment of a College of Education Advisor will be made at the Group Advising Session.
 - Students will receive information from Career Services about writing resumes that are appropriate for the College of Education.

Phase III: Session #2 and #3 (Faculty Advising Sessions)

Session #2

- ♦ Within the next academic year the student will meet with the assigned College of Education faculty advisor to Progress toward meeting admission requirements.
- ♦ The College of Education faculty advisor will check:
 - Advising Notebook
 - Progress in major, minor, and professional program
 - Necessary GPAs (cautions will be provided to those students who may not have the required GPA(s)).

Session #3:

- ♦ The student will schedule the next and final individual advising session (session #3) with the College of Education faculty advisor at least one semester before or at the beginning of the semester the student is applying to the Undergraduate Teacher Education Program.
- ♦ The faculty advisor will complete a recommendation form regarding the student's progress toward the minimum admission requirements for application to the Undergraduate Teacher Education Program. **(The major advisor AND College of Education faculty advisor must both submit recommendation forms as part of the application packet).**

Phase IV: Submit Application

- ♦ The student submits an application to the College of Education Undergraduate Teacher Education Program by September 15th (for Winter admission) or February 1st (for Fall admission). Please note that **Secondary Foreign Language Majors** are only permitted to apply by February 1st for Fall admission.

(Please see Minimum Admission Criteria sheet, pages 10 and 11 of the Student Advising Handbook, for application requirements)

Phase V: Admission to Undergraduate Teacher Education

- ♦ Once the student has received a letter of acceptance to the College of Education Undergraduate Teacher Education Program, he/she will be assigned a placement coordinator. The student will also attend a New Student Orientation session.

Phase VI: Teacher Assisting

- ♦ The student will begin Teacher Assisting (a semester placement for a half day, everyday) and take corresponding coursework.

Phase VII: Submit Application for Student Teaching

- ♦ The student will submit an application by September 15th or February 1st, for student teaching for the following semester.

Phase VIII: Student Teaching

- ♦ Once the student has completed Teacher Assisting, and submitted the Student Teaching application, then he/she will begin Student Teaching (a semester placement for the entire day, everyday) the following semester. During this semester, the student will also need to complete CPR (Adult & Child) and First Aid (Basic or Standard) Instruction.

Phase IX: Certification

- ♦ After the student has completed all requirements for their degree, the professional program, MTTC subject area test(s) and CPR/First Aid Instruction, then he/she may apply for certification.
- ♦ **STUDENTS will contact the Office of the Registrar to apply for certification. (phone 616-331-3327 or 1-800-748-0246)**

**ADVISING WORKSHEET FOR ADMISSION TO UNDERGRADUATE TEACHER EDUCATION:
Secondary Certification**

Name: _____ Catalog Year: _____

	Overall	GVSU GPA: 1st session: _____	2nd session: _____
Major: _____		GVSU GPA: 1st session: _____	2nd session: _____
Minor: _____		GVSU GPA: 1st session: _____	2nd session: _____

Prerequisite Courses for Admission to the College of Education:

		Semester of Enrollment	Grade
ED 200	Introduction to Education (3 cr)	_____	_____
ED 205	Computers in Education (3 cr) (prerequisite ED 200)	_____	_____
ED 225	Diversity in Education (3 cr) (prerequisite ED 200 or co-requisite)	_____	_____
PSY 301	Child Development (3 cr) (prerequisite PSY 101)	_____	_____
PSY 325	Educational Psychology (3 cr) (prerequisite PSY 301)	_____	_____

Professional Program GPA 1st session _____ **2nd session** _____

A 2.8 GPA must be earned in the above five courses, no grade lower than a C.

The above courses can be pending if students are completing the courses during the semester of application.

<p>REQUIRED GVSU DEGREE COGNATE COURSES Please check the GVSU catalog or your major advisor for additional requirements that will be needed to finish your degree.</p> <p><u>Please sign and date after each advising session</u></p> <p>1st Individual Advising Session (date): _____ COE Advisor _____ (sign) Student: _____ (sign)</p> <p>2nd Individual Advising Session (date): _____ COE Advisor _____ (sign) Student: _____ (sign)</p> <p>Recommended for Admission to COE? YES __ NO __</p>	<p>CHECKLIST FOR ADMISSION TO COE ✓= COMPLETED (MUST BE COMPLETED TO BE ADMITTED) IP= IN PROGRESS</p> <p>Prerequisite courses * _____</p> <p>Academic achievement _____</p> <p>GPA overall (2.8) _____</p> <p>GPA in major (2.8) _____</p> <p>(ENG, ART must be 3.0)</p> <p>GPA in minor (2.8) _____</p> <p>Professional Program (2.8) _____</p> <p>Michigan Basic Skills Test ** Score of 220 out of 300 in:</p> <p>READING _____</p> <p>MATH _____</p> <p>WRITING _____</p> <p>25 hours of experience _____</p> <p>Three recommendations: Major Advisor _____</p> <p>COE Advisor _____</p> <p>Personal _____</p> <p>GVSU Basic Skills requirements: MTH 110 _____</p> <p>WRT 150 _____</p> <p>Academic progress (60 college credits) _____</p> <p>Negative TB report _____</p> <p>Felony & Misdemeanor conviction statement _____</p> <p>Current degree analysis _____</p> <p>Three copies of resume w/references _____</p> <p>*Can be pending, must be currently enrolled and taking the course during the semester of application</p> <p>**Can be pending, must be registered to take during the semester of application</p>
---	---

Secondary foreign language majors must apply during the winter semester (Feb. 1) for fall admission.

Comments: _____

Note: This worksheet does not replace regular consultations with your major advisor or the degree analysis you receive each semester. Grand Valley State University reserves the right to revise all announcements in order to make reasonable changes in requirements to improve or upgrade academic programs or to meet revised state requirements.

SPECIAL EDUCATION TEACHING PROGRAM

Elementary Certification/ Special Education Endorsements

The Major for Special Education

Students choosing to teach special education will have a major in psychology/special education. Classes required for the psychology/special education major are listed in the Education section of the GVSU catalog under Elementary Teacher Certification (Special Education Endorsement).

The Minor for Special Education

Students selecting special education have the elementary distributed minor. The courses required for the elementary distributed minor are specified in the Education section of the GVSU catalog under the special education elementary teaching minor.

Completing Program and Course Requirements Prior to the First Field Placement

Students must complete all the required courses in General Education, the required courses in the Elementary Education minor (except Education 320 and 360) and all the required Psychology courses (including PSY 310 and 326, which are required for endorsement, but not part of the major) by the time they enter the College of Education. **Students will apply to the College of Education (by February 1st) during the winter semester prior to the fall semester in which they wish to begin the Special Education Teacher Assisting placement.**

The Professional Program

Special Education students will complete the Professional Program to qualify for a teaching certificate. The Professional Program consists of background courses in education and psychology, teacher assisting, student teaching in general elementary education and special education student teaching, as well as corresponding coursework. Students are also required to attend and complete courses and seminars that accompany field experiences. Required courses for special education endorsements are listed in the GVSU catalog under Elementary Teacher Certification (Special Education Endorsement).

Field Experiences for Special Education Endorsements

Field experiences for special education endorsements require the completion of placements in two endorsement areas. The endorsement options are listed below:

EI- Emotional Impairment (undergraduate program)

CI- Cognitive Impairment (undergraduate program)

ZA/ECDD- Early Childhood/Early Childhood Developmental Delay (graduate programs)

LD- Learning Disabilities (graduate program)

Possible combinations are listed below:

EI/CI (CI is area of emphasis)

EI/LD

EI/ZA/ECDD

CI/EI (EI is area of emphasis)

CI/LD

CI/ZA/ECDD

The Learning Disabilities (LD) and Early Childhood/Early Childhood Developmental Delay (ZA/ECDD) endorsements are offered at the graduate level, and therefore, require completion of graduate coursework. Please consult the graduate requirements in the Education section of the GVSU catalog for further information.

Students completing field experiences in the endorsement areas may be placed in elementary schools, secondary schools, schools with categorical programs, or community based programs.

Upon satisfactory completion of all requirements for special education, students are certified to teach all subjects in grades K-5 (K-8 in a self-contained classroom) and grades K-12 in the endorsement areas.

SPECIAL EDUCATION SEQUENCE OF REQUIREMENTS LEADING TO CERTIFICATION

PROGRAM OUTLINE

1. Psychology/Special Education Major-2.8 GPA Requirement

Choice of one: PSY 331, 357, 365, 368, 431, 452, or 490

PSY 301	ED 332 (taken during teacher assisting)
PSY 302	ED 361 (taken during teacher assisting)
PSY 304	ED 495 (taken during teacher assisting)
PSY 324	ED 497 or 498 (taken during student teaching)
PSY 325	

2. Elementary Minor- 2.8 GPA Requirement

ED 200
ED 205
MTH 221 and 222, or MTH 223
(only one is required if GVSU entry is prior to Fall, 1996)
ART 331
SOC 280
ENG 308
ED 320 (taken during teacher assisting)
ED 360 (taken during student teaching)

3. Professional Program and Endorsement- 2.8 GPA Requirement

ED 225
ED 310 (taken during special education student teaching, if GVSU entry is during or after Fall 1996)
ED 430/480 (taken during general education student teaching)

<u>Cognitively Impaired (CI)</u>	<u>Emotionally Impaired (EI)</u>
----------------------------------	----------------------------------

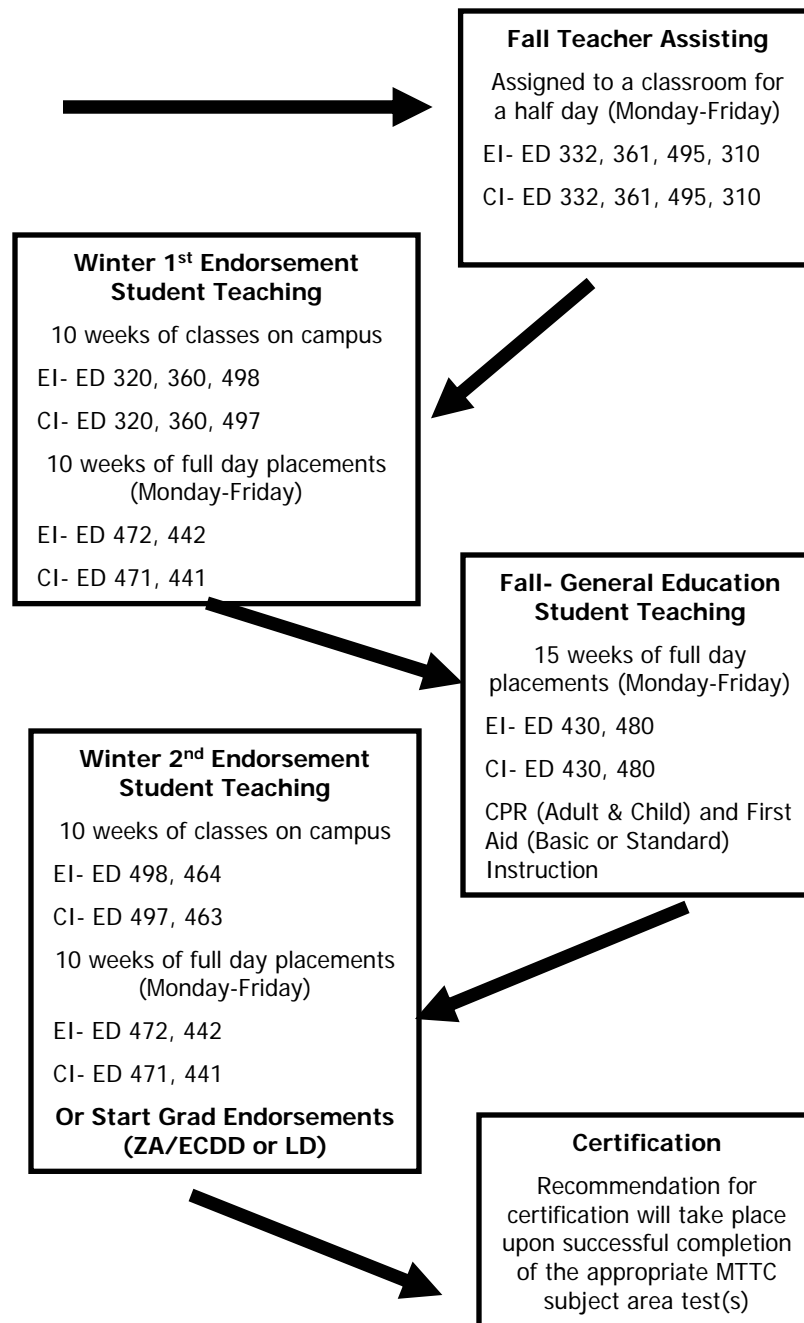
PSY 326	PSY 310
ED 441	ED 442
ED 463	ED 464
ED 497	ED 498
ED 471	ED 472

4. Choose one of the following endorsement options: CI/EI, CI/LD, CI/ZA/ECDD, EI/CI, EI/LD, or EI/ZA/ECDD.

(ECDD/ZA- Early Childhood Developmental Delay/Early Childhood and LD- Learning Disabilities are Graduate level endorsements)

5. GVSU Overall Cumulative GPA =2.80

6. Students will need to complete University Basic Skills Requirements as well as successfully complete the Michigan Basic Skills Test





Special Education (CI/EI or EI/CI)

Sequence of Courses for Undergraduate Endorsements

Courses and sequencing for informational purposes only-see program advisor for any changes

Application must be made to Teacher Education by February 1st and you begin...

Fall:

- ♦ ED 332 6 Methods and Strategies of Special Education Teaching
(special education placement 15 weeks)
- ♦ ED 361 3 Principles, Processes, and Methods in Special Education
- ♦ ED 495 3 Diagnostic and Interpretive Procedures
- ♦ ED 310 3 Organizing and Managing Classroom Environments

Winter (20 Week Semester):

1st 10 weeks

- ♦ ED 320 3 Reading: Assessment & Instruction
- ♦ ED 360 3 Language and Reading Development
- ♦ ED 497 3 Educational Interventions: CI

or

- ♦ ED 498 3 Educational Interventions: EI

2nd 10 weeks

- ♦ ED 471 9 Directed Teaching in Cognitive Impairment
- ♦ ED 441 3 Curriculum for Special Education: CI

or

- ♦ ED 472 9 Directed Teaching in Emotional Impairment
- ♦ ED 442 3 Curriculum for Special Education :EI

Fall:

- ♦ ED 430 10 Student Teaching, Elementary (gen. ed. placement –15 weeks)
- ♦ ED 480 2 Professional Development in Teacher Education

Winter (20 Week Semester):

1st 10 weeks

- ♦ ED 498 3 Educational Interventions: EI
- ♦ ED 464 3 Educational Practices and Procedures: EI

or

- ♦ ED 497 3 Educational Interventions: CI
- ♦ ED 463 3 Educational Practices and Procedures: CI

2nd 10 weeks

- ♦ ED 472 9 Directed Teaching in Emotional Impairment
- ♦ ED 442 3 Curriculum for Special Education EI

or

- ♦ ED 471 9 Directed Teaching in Cognitive Impairment
- ♦ ED 441 3 Curriculum for Special Education CI

Revised July 2005



Special Education (CI/ZA/ECDD or CI/LD)

Sequences of courses for
Undergraduate Cognitive Impairment Endorsement (CI) and
Graduate Early Childhood Endorsement (ZA) with
Early Childhood Developmental Delay (ECDD) or
Graduate Learning Disabilities Endorsement (LD)

Courses and sequencing for informational purposes only-seek program advisor for any changes

Application must be made to Teacher Education by February 1st and you begin...

Fall:

- ♦ ED 332 6 Methods and Strategies of Special Education Teaching
(special education placement - 15 weeks)
- ♦ ED 361 3 Principles, Processes and Methods in Special Education
- ♦ ED 495 3 Diagnostic and Interpretive Procedures
- ♦ ED 310 3 Organizing and Managing Classroom Environments

Winter (20 week semester):

1st 10 weeks

- ♦ ED 320 3 Reading: Assessment & Instruction
- ♦ ED 360 3 Language and Reading Development
- ♦ ED 497 3 Educational Interventions: CI

2nd 10 weeks

- ♦ ED 471 9 Directed Teaching in Cognitive Impairment
- ♦ ED 441 3 Curriculum for Special Education: CI

Fall:

- ♦ ED 430 10 Student Teaching, Elementary (gen. ed. placement - 15 weeks)
- ♦ ED 480 2 Professional Development in Teacher Education

Winter:

- ♦ **Students planning to obtain their second endorsement in Early Childhood Education (ZA) with Early Childhood Developmental Delay (ECDD) must follow the program sequence for that endorsement. A copy of that program is available from your College of Education advisor or the Student Information and Services Center.**
- ♦ **Students planning to obtain their second endorsement in Learning Disabilities (LD) must follow the program sequence for that endorsement. A copy of the program is available from your College of Education advisor or the Student Information and Services Center.**

Revised July 2005



Special Education (EI/ZA/ECDD or EI/LD)

Sequence of courses for

Undergraduate Emotional Impairment Endorsement (EI) and
Graduate Early Childhood Endorsement (ZA) with
Early Childhood Developmental Delay (ECDD) or
Graduate Learning Disabilities Endorsement (LD)

Courses and sequencing for informational purposes only- seek program advisor for any changes

Application must be made to Teacher Education by February 1st and you begin...

Fall:

- ♦ ED 332 6 Methods and Strategies of Special Education Teaching (special education placement- 15 wks.)
- ♦ ED 361 3 Principles, Processes and Methods in Special Education
- ♦ ED 495 3 Diagnostic and Interpretive Procedures
- ♦ ED 310 3 Organizing and Managing Classroom Environments

Winter (20 week semester):

1st 10 weeks

- ♦ ED 320 3 Reading: Assessment & Instruction
- ♦ ED 360 3 Language and Reading Development
- ♦ ED 498 3 Educational Interventions: EI

2nd 10 weeks

- ♦ ED 472 9 Directed Teaching in Emotional Impairment
- ♦ ED 442 3 Curriculum for Special Education: EI

Fall:

- ♦ ED 430 10 Student Teaching, Elementary (gen. ed. placement- 15 weeks)
- ♦ ED 480 2 Professional Development in Teacher Education

Winter:

- ♦ **Students planning to obtain their second endorsement in Early Childhood Education (ZA) with Early Childhood Developmental Delay (ECDD) must follow the program sequence for that endorsement. A copy of that program sequence is available from your College of Education advisor or the Student Information and Services Center.**
- ♦ **Students planning to obtain their second endorsement in Learning Disabilities (LD) must follow the program sequence for that endorsement. A copy of that program sequence is available from your College of Education advisor or the Student Information and Services Center.**

Revised July 2005



Special Education- Graduate

Sequence of Graduate Courses for
Learning Disabilities (LD) Endorsement and
Early Childhood (ZA) Endorsement with Early Childhood Developmental Delay (ECDD)
in combination with an undergraduate special education endorsement
***Courses and sequencing for informational purposes only-see program advisor for any
changes***

Early Childhood Endorsement (ZA) with Early Childhood Developmental Delay (ECDD)

Winter:

- ♦ EDG 610 3 Advanced Studies in Child Development
- ♦ EDG 612 3 Curriculum Development for Early Childhood Education

Spring/Summer First Half:

- ♦ EDS 646 3 Counseling Parents
- ♦ EDS 685 J 6 Field Experience: ECDD

Spring/Summer Last Half:

- ♦ EDG 613 3 Administration and Supervision of Early Childhood Education
- ♦ EDG 611 3 Assesment of the Young School Child
- ♦ EDS 647 3 Preschool Special Needs Child

Learning Disabilities Endorsement (LD) (Includes a year internship in LD classroom)

Winter:

- ♦ ED 653 3 School Learning
- ♦ EDS 636 3 Diagnostic and Interpretive Procedures
- ♦ EDS 627 3 Instructional Practices: Technology
- ♦ EDS 637 3 Instructional Practices: Learning Disabilities 1

Spring/Summer Last Half:

- ♦ EDS 629 3 Transition Practices
- ♦ EDS 640 3 Diagnostic-Teaching Clinic

Fall:

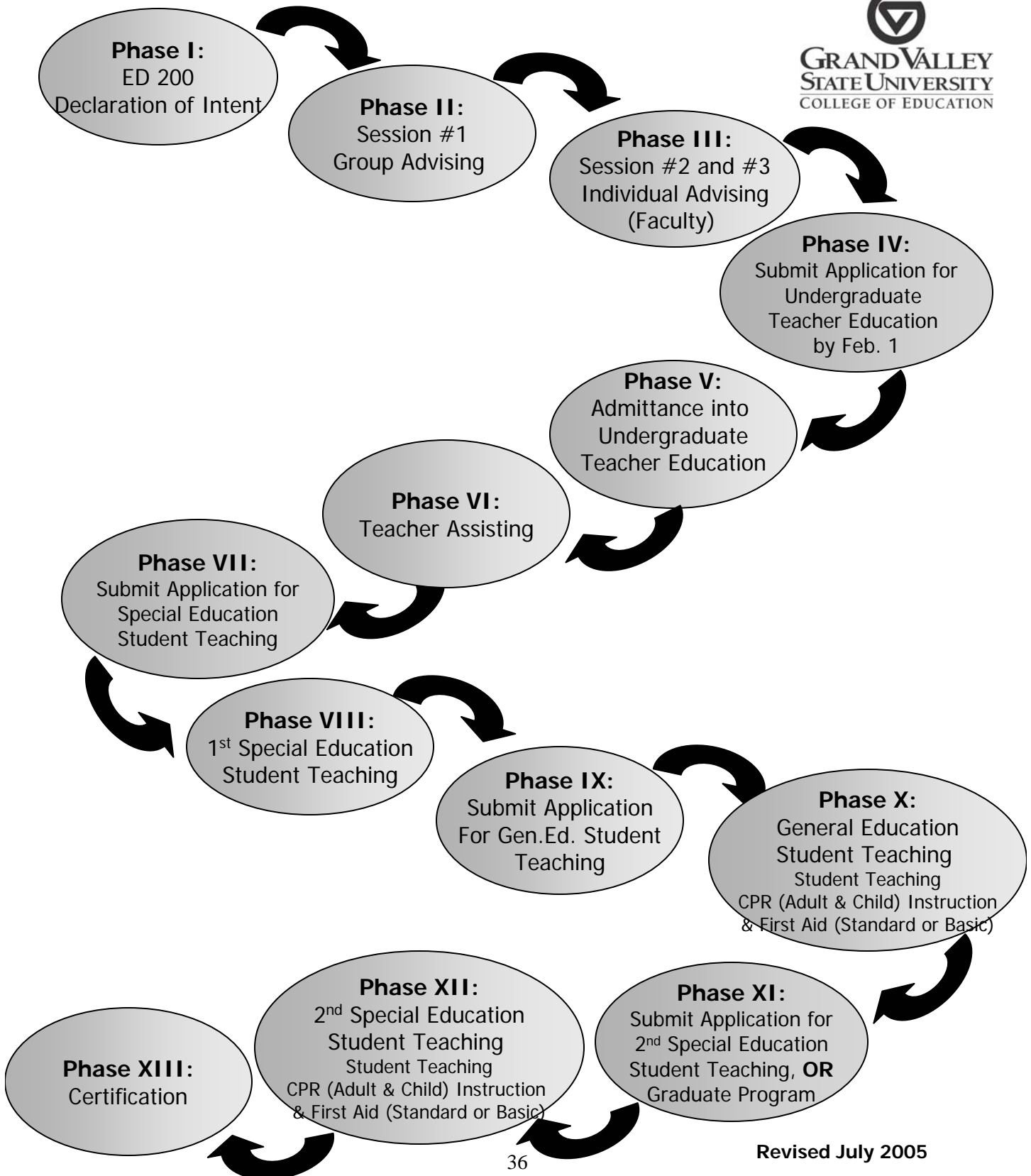
- ♦ EDS 638 3 Instructional Practices: Learning Disabilities 2
- ♦ EDS 685 H 3 Practicum: Learning Disabilities

Winter:

- ♦ EDS 685 3 Practicum: Learning Disabilities

Revised July 2005

SPECIAL EDUCATION 13-PHASE PROGRAM



Revised July 2005

Special Education 13-Phase Process

Phase I: ED 200 Declaration of Intent

- ♦ During ED 200, all students must submit a *Declaration of Intent* form.
- ♦ Students will also be required to sign up for a Group Advising Session (Phase II), when submitting their *Declaration of Intent* form. Group Advising Sessions will take place during the end of each semester.

Phase II: Session #1 (Group Advising Session)

- ♦ The student will attend a Group Advising Session after he/she has submitted the *Declaration of Intent*. If the student does not attend a Group Advising Session within one (1) semester, the College of Education will disregard the student's *Declaration of Intent*.
 - Group Advising Sessions will be offered during one week near the end of the semester
 - Students will receive a Student Advising Handbook and other materials from the College of Education.
 - Assignment of a College of Education Advisor will be made at the Group Advising Session.
 - Students will receive information from Career Services about writing resumes that are appropriate for the College of Education.

Phase III: Session #2 and #3 (Faculty Advising Sessions)

Session #2

- ♦ Within the next academic year the student will meet with the assigned College of Education faculty advisor to review progress toward meeting admission requirements.
- ♦ The College of Education faculty advisor will check:
 - Advising Notebook
 - Progress in major, minor, and professional program
 - Necessary GPAs (cautions will be provided to those students who may not have the required GPA(s)).

Session #3:

- ♦ The student will schedule the next and final individual advising session (session #3) with the College of Education faculty advisor at least one semester before or at the beginning of the semester the student is ready to apply to the Undergraduate Teacher Education Program.

- ♦ The College of Education faculty advisor will complete a recommendation form regarding the student's progress toward the minimum admission requirements for application to the Undergraduate Teacher Education Program. **(The recommendation form must be submitted as part of the application packet.)**

Phase IV: Submit Application

- ♦ The student submits an application to the College of Education Undergraduate Teacher Education Program by February 1st for Fall admission. Please note that ***Special Education Candidates are only permitted to apply by February 1st for Fall admission.***
(Please see *Minimum Admission Criteria sheet, pages 10 and 11 of the Student Advising Handbook, for application requirements*)

Phase V: Admission to Undergraduate Teacher Education

- ♦ Once the student has received a letter of acceptance to the College of Education Undergraduate Teacher Education Program, he/she will be assigned a placement coordinator. The student will also attend a New Student Orientation session.

Phase VI: Teacher Assisting

- ♦ The student will begin Teacher Assisting (semester placement for a half day, everyday).

Phase VII: Submit Application for Special Education Student Teaching

- ♦ The student will submit an application by September 15th for Special Education Student Teaching for the following Winter semester.

Phase VIII: 1st Special Education Student Teaching

- ♦ Once the student has completed Teacher Assisting, and submitted the Student Teaching application, he/she will begin their 1st Special Education Student Teaching placement (10 weeks of classes on campus, then 10 weeks of full day placements, everyday, in 1st endorsement area) during the Winter Semester.

Phase IX: Submit Application to General Education Student Teaching

- ♦ The student will submit an application by February 1st for General Education Student Teaching for the following Fall semester.

Phase X: General Education Student Teaching

- ◆ Once the student has completed their 1st Special Education Student Teaching, and submitted the Student Teaching application, he/she will begin their General Education Student Teaching placement (semester long full day placements, everyday) during the Fall Semester. During the semester, the student will also be required to complete CPR (Adult & Child) and First Aid (Basic or Standard) Instruction.

Phase XI: Submit Application to 2nd Special Education Student Teaching Placement OR Graduate Program

- ◆ The student will submit an application for their 2nd Special Education Student Teaching placement by September 15th for the following Winter Semester. If the student wishes to pursue a graduate endorsement, please consult the Student Information and Services Center for requirements.

Phase XII: 2nd Special Education Student Teaching

- ◆ Once the student has completed their General Education Student teaching, and submitted the 2nd Special Education Student Teaching Application, he/she will begin their 2nd Special Education Student Teaching placement. (10 weeks of classes on campus, then 10 weeks of full day placements, everyday, in 2nd endorsement area)
- ◆ Students desiring a graduate level endorsement will begin work on that specific program (please see Student Information and Services Center for details).

Phase XIII: Certification

- ◆ After the student has completed all requirements for their degree, the professional program, successfully completed the MTTC subject area test(s), and CPR/First Aid Instruction, then he/she may apply for certification.
- ◆ **STUDENTS will contact the Office of the Registrar to apply for certification. (phone 616-331-3327 or 1-800-748-0246)**

**ADVISING WORKSHEET FOR ADMISSION TO UNDEGRADUATE TEACHER EDUCATION:
Psychology / Special Education Major – Elementary Certification**

Name: _____ Catalog Year: _____

Overall GVSU GPA: 1st session _____ 2nd session _____

Major: PSYCHOLOGY/SPECIAL EDUCATION GVSU GPA: 1st session _____ 2nd session _____

Minor: ELEMENTARY GVSU GPA: 1st session _____ 2nd session _____

Prerequisite Courses for Admission to the College of Education: Semester of Enrollment Grade

ED 200	Introduction to Education (3 cr)	_____	_____
ED 205	Computers in Education (3 cr) (prerequisite ED 200)	_____	_____
ED 225	Diversity in Education (3 cr) (prerequisite ED 200 or co-requisite)	_____	_____
PSY 301	Child Development (3 cr) (prerequisite PSY 101)	_____	_____
PSY 325	Educational Psychology (3 cr) (prerequisite PSY 301)	_____	_____

Professional Program GPA 1ST session: _____ 2nd session: _____

A 2.8 GPA must be earned in the above five courses, no grade lower than a C.

ENG 308	Teaching Reading (4 cr)	_____	_____
MTH 221 (4 cr) or MTH 222 (3 cr) or MTH 223 (5 cr)	Mathematics for Elementary Teachers I or II or III	_____	_____

The above courses can be pending if students are completing the courses during the semester of application.

<p align="center">MTH 221 OR 222 OR 223 ??</p> <p>•Students entering GVSU prior to Fall 1996 MTH 221 OR MTH 222 is required for College of Education admission and completion of the program.</p> <p>•Students entering GVSU During or After Fall 1996 MTH 221 OR MTH 222 is required for College of Education admission. MTH 221 AND MTH 222 are required for completion of the program.</p> <p>•MTH 223 (prerequisite MTH 201--calculus) fulfills admission and completion of the program.</p> <p>REQUIRED GVSU DEGREE COGNATE COURSES Please check the GVSU catalog or your major advisor for additional requirements that will be needed to finish your degree.</p> <p>Please sign and date after each advising session</p> <p>1st Individual Advising Session (date): _____ COE Advisor _____ (sign) Student: _____ (sign)</p> <p>2nd Individual Advising Session (date): _____ COE Advisor _____ (sign) Student: _____ (sign)</p> <p>Recommended for Admission to COE? YES ___ NO ___</p>	<p>CHECKLIST FOR ADMISSION TO COE √= COMPLETED (MUST BE COMPLETED TO BE ADMITTED) IP= IN PROGRESS</p> <p>Prerequisite courses * _____</p> <p>Academic achievement _____</p> <p>GPA overall (2.8) _____</p> <p>GPA in major (2.8) _____</p> <p>GPA in minor (2.8) _____</p> <p>Professional Program (2.8) _____</p> <p>Michigan Basic Skills Test ** _____</p> <p>Score of 220 out of 300 in:</p> <p>READING _____</p> <p>MATH _____</p> <p>WRITING _____</p> <p>25 hours of experience _____</p> <p>Two positive recommendations: _____</p> <p>COE Advisor _____</p> <p>Personal _____</p> <p>GVSU Basic Skills requirements: MTH 110 _____ WRT 150 _____</p> <p>Academic progress (60 college credits) _____</p> <p>Negative TB report _____</p> <p>Felony/Misdemeanor conviction statement _____</p> <p>Current degree analysis _____</p> <p>Three copies of resume w/references _____</p> <p>*Can be pending, must be currently enrolled and taking the course during the semester of application</p> <p>**Can be pending, must be registered to take during the semester of application</p>
---	--

Special Education Candidates will only be permitted to apply by Feb. 1st for Fall Admission.

Comments: _____

Note: This worksheet does not replace regular consultations with your major advisor or the degree analysis you receive each semester. Grand Valley State University reserves the right to revise all announcements in order to make reasonable changes in requirements to improve or upgrade academic programs or meet revised state requirements.

ADMITTANCE PROCESS INTO THE COLLEGE OF EDUCATION

In general, it takes the College of Education five to six weeks to respond to the applications. A letter from the Associate Director of the College of Education: Student Information and Services Center will be sent in the mail. There are three possible responses:

- ♦ Admitted
- ♦ Admitted, pending completion of specific requirements
- ♦ Ineligible because a requirement at the time of admission was not met. Students receiving an ineligible letter may set up an appointment with the Associate Director of the College of Education: Student Information and Services Center

New Student Orientation

Accompanying the admitted/pending letter will be information regarding orientation for new students. During the orientation sessions, faculty will discuss professional expectations, teacher assisting, and student teaching. Students at the orientation will be introduced to members of the faculty and the placement coordinators. The placement coordinators will present and explain the placement process to students assigned to them. Field coordinators explain the role and expectations for students during their teaching assisting experience. A video on bloodborne pathogens is also shown. Students also receive registration permits for their Teacher Assisting semester. The New Student Orientation sessions last for two hours and are usually scheduled once in the morning and once in the afternoon. *Students must attend one of these sessions.*

Registering for Classes Once Admitted Into the Undergraduate Teacher Education Program

Newly admitted students will receive registration permits at the New Student Orientation. Classes that need to be taken with each program will be listed. It will be the student's responsibility to register in person for the correct classes and sections.

Student teachers will have their registration permits mailed to them with their letter of admission.

Students must be admitted into the appropriate program before they can register for the corresponding classes.

Field Placements for General Education Candidates

The first official experience in the classroom is the first field placement. This field placement is called “teacher assisting”. Students who are candidates for general education certification will be placed at a school assigned by their placement coordinator. The teacher assisting field placement lasts for the full semester. Teacher assistants are assigned in the classroom for a half day (while maintaining College of Education coursework the other half of that day), everyday of the week. Teacher assistants work with students, help prepare lesson plans, and may teach part of a lesson plan depending on the cooperating teacher.

The second field placement begins after successful completion of teacher assisting. The second field placement is student teaching. Student teaching is scheduled for a full semester. Student teachers are placed in schools with cooperating teachers for the entire day, five days per week.

Field Placement for Special Education Candidates

The first official experience in the classroom is the first field placement. In special education, this first field placement is called “teacher assisting.” Students who are candidates for special education are placed at a school assigned by their placement coordinator. Teacher assisting lasts for a full semester and takes place in a special education setting. Students are assigned in the classroom for a half day, everyday of the week. Teacher assistants work with students, help prepare lesson plans, and may teach part of a lesson plan, depending on the cooperating teacher. Other than teacher assisting, special education candidates are scheduled into three (3) additional field placements. The student teaching experiences includes a general education setting for a full semester and a 10-week placement in each selected endorsement area at the undergraduate level.

The Field Placement Process

The first step in the GVSU field placement process is for the Student Information and Services Center to contact schools regarding teacher requests for field placements for the fall and winter semesters. This is accomplished by notifying principals and asking them to complete and return cooperating teacher request sheets to the College of Education: Student Information and Services Center.

A listing of the requests is then submitted to the field placement coordinators. The placement coordinators contact principals and verify requests and contact schools who did not respond.

Placements are based upon interest of cooperating teachers and their desire to work with a GVSU student in the classroom. No school is required to accept teacher assistants or student teachers.

Travel Distance to the Field Placement School

Attempts are made to place students in field placements within a reasonable distance from their residence. However, some students are more difficult to place than others because of a limited number of cooperating teachers who can supervise special education endorsement areas or secondary teachers with the classes needed to match students' majors and minors. As a result, some students may be driving longer distances to complete required field training.

Required Diverse Placement

Students must complete at least one (1) culturally diverse field placement in order to satisfy College of Education graduation requirements. This requirement may be accomplished by a placement in teacher assisting or student teaching. Secondary students will be placed in both a high school and middle school setting. Elementary students will be placed in both a lower elementary and an upper elementary classroom. Students with special education majors have four placements, and can be placed at elementary, middle school and high school levels.

Professional Demeanor in Cooperating Schools

Grand Valley State University has an excellent reputation for placing high quality teacher candidates in field experiences. Field coordinators, placement coordinators, as well as faculty in the College of Education, are called upon by many school districts to recommend teacher candidates for hiring. It is advisable for students to present themselves as positive and mature individuals when working with cooperating teachers, administrators, students in schools, support staff and parents.

The Process of Accepting Students by the Schools

Once the placement coordinator obtains approval for placements by the building principal, resumes of candidates are submitted to the placement school for review. In some school districts, resumes are sent by the receiving school or submitted by the placement coordinator to the central office for review. In other cases, the Personnel Department in the central office reviews and approves all resumes and placements prior to acceptance by the building principal.

Responsibilities of Placement Candidates During the Placement Process

After the placement coordinator confirms the candidate's placement and the school accepts the placement candidate for an interview, the candidate will be mailed four (4) items:

The first enclosure is a confirmation of placement listing the name, address, and phone number of the placement school, and the name of the principal and cooperating teacher with whom the candidate must schedule an interview. This sheet must be signed by the cooperating teacher indicating acceptance of the candidate and returned to the College of Education: Student Information and Services Center office located in 101 Eberhard Center. The placement of the candidate is not official until this confirmation sheet is officially recorded in the College of Education: Student Information and Services Center.

The placement candidate should schedule an interview within a few days after receiving the mailed enclosures. Candidates who wait to schedule an interview may lose their placement in the school, or lose their placement to another student from another university or college.

The second enclosure is a calendar outlining the begin and end dates of each placement along with the times each student is expected to be at their particular placement.

The third enclosure is a return envelope that should be used to send the signed confirmation form back to the College of Education: Student Information and Services Center.

The fourth enclosure is a reminder sheet that will highlight all the steps needed to confirm the placement.

Cooperating Teacher Contacts Regarding a Student Placement

If a school or teacher communicates with a student regarding a placement in the school, the placement coordinator will contact the principal to verify the placement. Principals must approve all placements in their buildings prior to the student interview.

Candidate Concerns About a Placement

Candidates concerned about a placement should first contact their placement coordinator and explain the concern. The placement coordinator will contact the

appropriate supervisor as necessary to resolve relevant issues. Placement coordinators have office hours at 101 Eberhard Center. Students may call the College of Education at (616) 331-6650 to make an appointment.

Teaching Certification Tests

The Michigan Test for Teacher Certification (MTTC) Registration Bulletin

The purpose of this bulletin is to provide general information about the Michigan Test for Teacher Certification (MTTC) and specific instructions for registering to take the tests.

General Testing Information

For Michigan students seeking certification for the first time, the required subject area test is the test that corresponds to the individual's major and minor field(s) of study in an approved teacher education program and in which he or she is planning to seek certification in the state of Michigan. Students seeking special education endorsements will take the tests that correspond with their desired endorsements. Subject area tests correspond to teacher certificate endorsements. It is important for students to verify with their advisor the endorsement(s) for which the student's institution will apply on his or her behalf and take the corresponding Michigan Test(s) for Teacher Certification (MTTC). A candidate planning to seek certification in more than one field of study must take the subject area test for each field in which he or she seeks certification. Candidates for an elementary certificate must pass the Elementary Education test.

Those candidates who are already Michigan-certified teachers must take the subject-area test that corresponds to the additional endorsement they are seeking.

It is the individual's responsibility to take the Basic Skills Test and the **appropriate** subject area tests. The MTTC is the **only** test that satisfies the testing requirement for teacher certification in Michigan. **If students have questions about which required tests to take, they may contact the College of Education office at (616) 331-6650, or their major/minor advisor.**

Academic Content Area Tests

Candidates for secondary teaching certificates must pass the corresponding subject area test for each academic content area (major(s) and minor(s)) in which they are to be certified.

Elementary Education Test

Candidates for an elementary teaching certificate must pass the Elementary Education test. Candidates for an elementary-level teaching certificate who wish to teach in classrooms in grades 6-8 in a specific subject area must also pass the appropriate subject area test in their major in order to qualify for the endorsement.

When to Take the Tests

Students should check with their academic advisor for further information about when tests should be taken for the MTTC (Michigan Test for Teacher Certification). Students may take the Basic Skills Test as early in their college program as they wish at regularly scheduled test administrations, providing students meet registration policies. State-approved teacher education programs may require students to pass the Basic Skills Test before entering the program. The subject area tests should be taken after the major and minor endorsement coursework requirements have been completed.

Students should check with their academic advisor about specific requirements for taking the Basic Skills and Subject Area Tests. **There is no limit to the number of times a student may retake any MTTC test.**

Tests will be administered four times during each academic school year:

- **October**
- **January**
- **April**
- **July**

For detailed instructions and information regarding registration deadlines and selected test sites in Michigan, please refer to the Michigan Test for Teacher Certification (MTTC) registration bulletin booklet or visit their website at www.mttc.nesinc.com.

Test Fees

There is a cost for the subject area test. More than one subject area test may be taken at the same time. For multiple subject area fees, late registration and emergency registration fees, please refer to the Michigan Test for Teacher Certification (MTTC) registration bulletin or website.

Where to Find the Michigan Test for Teacher Certification (MTTC) Registration Bulletin

The Michigan Test for Teacher Certification (MTTC) registration bulletin can be obtained in the College of Education offices located in 101 Eberhard Center. Bulletins can also be obtained in the GVSU offices located in Holland, Muskegon and Traverse City, and at certain advising centers on the Allendale campus.

TEACHER CERTIFICATION TESTING GUIDE

- Students seeking *Elementary Education* certification must pass the Elementary Education test. If they also pass the test in their major, they will receive that endorsement.
- Students seeking *Secondary Education* certification must pass competency tests in their major and in their minor.
- Students seeking *Special Education* endorsements must pass the Elementary Education test to receive their Elementary certification. If they also pass the tests in their special education endorsements, they will receive those endorsements.
- Students will not receive the desired certificate or endorsement unless they take and pass the test(s) that matches their approved subject area(s) and/or certificate level.

GVSU Teachable Majors, Minors, and Endorsements	Certification Code	Certification Test Name	Test #
Art	LX	Art Education	41
Biology	DA	Biology	17
Chemistry	DC	Chemistry	18
Computer Science	NR	Computer Science	50
Earth/Space Science	DH	Geology/Earth Science	20
Economics	CA	Economics	07
Elementary Education		Elementary Education	83
English (Secondary)	BA	English	02
English/Language Arts (Elem)	BX	Language Arts (Elementary)	90
French	FA	French	23
Geography	CB	Geography	08
German	FB	German	24
Health Science	MA	Health	43
History	CC	History	09
Integrated Science	DI	Integrated Science (Elementary)	93
Latin	FD	Latin	26
Mathematics (Elementary)	EX	Mathematics	89
Mathematics (Secondary)	EX	Mathematics	22
Music	JX	Music Education	39
Physical Education	MB	Physical Education	44
Physics	DE	Physics	19
Political Science	CD	Political Science	10
Psychology	CE	Psychology	11
Science Group Major	DX	Science	16
Social Studies Group Major	RX	Social Studies	84
Sociology	CF	Sociology	12
Spanish	FF	Spanish	28
Special Education: CI	SA	Mentally Impaired	56
Special Education: EI	SE	Emotionally Impaired	59
Special Education: LD	SM	Learning Disabled	63
Special Education: ZA/ECDD	ZA	Early Childhood Education	82
Visual Arts	LQ	Visual Arts Education	95

NOTICES:

Elementary Students majoring in English/Language Arts should register for the Language Arts certification test (*not English*);

Secondary Students majoring in English should register for the English certification test (*not Language Arts*);

Students majoring in Group Social Studies should register for the Social Studies certification test (*not their emphasis*);

Students majoring in the Science group major should register for the Science certification test (*not their emphasis area*).

Teacher Certification

Michigan Law requires that a person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit, or vocational authorization valid for the positions to which he/she is assigned. Within the Michigan Department of Education, the Office of Professional Preparation Services (OPPS) is the organization unit to which compliance with this requirement is assigned.

This Office fosters the educational achievement of all Michigan youth and adults by assuring that all professional school personnel complete quality preparation and professional development programs that meet standards established by the Michigan legislature, the State Board of Education and the Superintendent of Public Instruction.

The Mission of the OPPS is to provide leadership through collaboration with interdepartmental units, other state and national agencies, professional organizations, higher education institutions, and school districts to develop, implement, monitor and improve the efficiency and effectiveness of systems for the preparation, licensure, approval and continued professional development of Michigan's Pre-K-12 educational personnel.

FROM THE MICHIGAN DEPARTMENT OF EDUCATION OFFICE OF PROFESSIONAL PREPARATION AND SERVICES (2004 Manual):

Reciprocity/Interstate Agreements

A common question asked is whether a certificate from another state is reciprocal. Michigan has reciprocity/interstate agreements with 43 states indicated below, based on the NASDTEC Interstate contract. However, Michigan currently employs an "open door" policy to issue a comparable certificate to the holder of a valid teaching certificate from another state. Those with less than 3 years of teaching experience must take and pass all required certification tasks. See page 50 for the table listing states with reciprocity agreements.

For more information, please contact the Michigan Department of Education's OPPS at:

Office of Professional Preparation Services
608 West Allegan, PO Box 30008
Lansing, MI 48909
(517) 373-3310
Website: www.mde.state.mi.us



COLLEGE OF EDUCATION - AUDIT WORKSHEET

Student _____

SS# _____

Auditor _____

Date _____

Current Program _____ Inactive _____

Not Applied to COE _____

ELEMENTARY GRADE

SECONDARY GRADE

SPECIAL ED GRADE

ED 200 _____
ED 300 _____
ED 205 _____

ED 200 _____
ED 300 _____
ED 205 _____

ED 200 _____
ED 205 _____
ED 225 _____
PSY 301 _____
PSY 325 _____

ED 310 _____
ED 430 _____
ED 480 _____

ED 205 _____
CS 205 _____

ED 205 _____
CS 205 _____

Cognitive Impaired:

New:

EDG 618 _____
(ED 684) _____

EDG 618 _____
(ED 684) _____

ED 441 _____
OR
ED 461 A _____
ED 471 _____
ED 496 A _____
PSY 326 _____

ED 441 _____
ED 471 _____
ED 497 _____
ED 463 _____
*only needs one of
463 OR 464 if CI & EI*
PSY 326 _____

ED 225 _____
PSY 304 _____
PED 202 _____
ED 652 _____
ED 606 _____
ED 304 _____

ED 225 _____
PSY 304 _____
PED 202 _____
ED 652 _____
ED 606 _____
ED 304 _____

Emotional Impaired:

New:

ED 305 _____

ED 305 _____

ED 442 _____
OR
ED 461 B _____
ED 472 _____
ED 496 B _____
PSY 310 _____

ED 442 _____
ED 472 _____
ED 498 _____
ED 464 _____
*only needs one of
463 OR 464 if CI & EI*
PSY 310 _____

ED 310 _____
ED 320 _____

ED 310 _____
ED 321 _____

____ Second endorsement
at graduate level: 463 or 464
not needed

ED 330 _____
ED 350 _____
ED 303 _____

ED 331 _____
ED 307 _____

ED 430 _____
ED 480 _____
ED 403 _____

ED 431 _____
ED 407 _____

Hearing Impaired:

New:

PSY 301 _____

PSY 301 _____

ED 352 _____
ED 362 _____
ED 450 _____
ED 461 C _____
ED 470 _____
ED 496 C _____

ED 352 _____
ED 362 _____
ED 440 _____
ED 450 _____
ED 470 _____
ED 496 _____

PSY 325 _____
ED 653 _____
(ED 603) _____

PSY 325 _____
ED 653 _____
(ED 603) _____

MTTC Tests:

____ R ____ M ____ W
____ Elementary
____ Major

MTTC Tests:

____ R ____ M ____ W
____ Major
____ Minor

MTTC Tests:

____ R ____ M ____ W
____ Elementary
____ Mentally Imp.
____ Emotionally Imp.
____ Hearing Imp.

CPR Date _____

or PED 102 Date _____

Revised July 2005