



# **Literacy Studies Graduate Program M.Ed. Student Handbook**

**Revised Winter 2024**

**Grand Valley State University**

**College of Education and Community Innovation**

**<https://www.gvsu.edu/acad/education-literacy-studies-med.htm>**

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## **Section 1: MISSION, VISION, & VALUES**

### **Grand Valley State University**

**Mission:** Educating students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.

### **College of Education and Community Innovation**

**Vision:** The College of Education and Community Innovation (CECI) embodies principles of democracy, high ethical standards, diversity, and active engagement. CECI builds upon the wisdom, goals, and life experiences of our learners and community partners. We will establish an open and creative culture that welcomes innovative scholarship and service where all CECI learners are successful contributors. Within this culture, we will nurture key innovations, bolster community capacity, and inculcate leaders with the appreciation of applied knowledge towards improved and healthy communities.

**Mission:** Educating leaders and professionals to engage, enrich and transform communities.

**Values:**

- Interdisciplinary and Lifelong Learning
- Teaching Excellence, Applied Scholarship, and Impactful Service
- Equity, Social Justice, Inclusive Society, and Social Responsibility
- Ethical Leadership and Democratic Governance
- Collegial, Collaborative, and Consensus Building Culture
- Strategic Innovation for Improvement
- Engagement with Student and Community Stakeholders

**Section 2: PROGRAM OBJECTIVES & GOALS**  
**International Literacy Association (ILA)**  
**Standards for the Preparation of Literacy Professionals**

Standard Title	Overarching Standard
1: Foundational Knowledge	Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2: Curriculum and Instruction	Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3: Assessment and Evaluation	Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4: Diversity and Equity	Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5: Learners and the Literacy Environment	Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6: Professional Learning and Leadership	Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.
7: Practicum/Clinical Experiences	Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

## Section 3: GENERAL INFORMATION

### Program Admissions

For general information about the university, please see the graduate school policy and procedures manual available on the following website link: <https://www.gvsu.edu/gp/policies-and-procedures-58.htm>

#### University Application Materials

1. A baccalaureate degree from an accredited institution of higher education
2. Submission of all required admission materials, including:
  - a. Completed [graduate application](#) for admission
  - b. \$30 nonrefundable application fee (unless you have previously applied to Grand Valley)
  - c. Official copies of transcripts from all institutions of higher education previously attended. Transcripts must be sent from those institutions directly to the GVSU Admissions Office. NOTE: We do not require official transcripts from Grand Valley
  - d. For those whose native language is NOT English, scores from the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing System), PTE, or Duolingo
  - e. One professional letter of recommendation which attests to your ability to successfully complete graduate level work and if applicable, addresses your past experience working with K-12 students.

#### Program Requirements

All students seeking degree, endorsement, approval, license or certificate change must be formally admitted to graduate study.

In addition to university admissions requirements, students must meet the Master of Education (M.Ed.) Admission Criteria.

- Application Materials: Graduate application, application fee, official transcripts from all previous colleges or universities attended, and copies of teaching/administrative certificates if required for program admission or approved waiver;
- Recommendations: One professional or academic recommendation on university recommendation forms, addressing the candidate's potential for graduate study;
- Grade Point Average: Grade point average of 3.0 or better for the last 60 credits of undergraduate work taken from a regionally accredited institution; or
- Previous Master's Degree: A prior master's degree from a regionally accredited institution will be accepted in lieu of the minimum grade point average.

Candidates should submit materials to GVSU Admissions digitally at <https://apply.gvsu.edu/apply/>. When all application materials have been received, Admissions will forward the complete portfolio for consideration to the Graduate Program Director for review. Candidates should allow 4-6 weeks for written notification of their admission status.

### **Alternate Criteria**

Candidates who possess neither the grade point average nor prior master's degree may pursue one or more of the following options:

- Evidence of responsible professional work experience
- Graduate certification/endorsement
- Acceptable GRE scores. Candidates may submit test scores from the Graduate Records Examination General Test. If you took the test prior to August 1, 2011, your scores must be at least 760 (360 Verbal, 400 Quantitative) and 3.5 on Analytical Writing. If you took the test on or after August 1, 2011, your scores must be at least 282 (144 Verbal, 138 Quantitative) and 3.5 on Analytical Writing.

### **Graduate Application Dates**

\*NOTE: Early application is strongly encouraged, although we do accept applicants on a rolling basis, based on program approval. Applicants should indicate what semester they plan to begin coursework.

- July 15 — Fall Semester Application Intake
- November 15 — Winter Semester Application Intake
- February 15 — Spring/Summer Semester Application Intake

## **Financial Aid**

If faculty know of available graduate assistantship positions that would be appropriate for students, they will pass on the information to students. Otherwise, it is the student's responsibility to secure financing to pay for the program's required credits. GVSU does offer financial aid for students who qualify. Information about aid, current tuition rates, and payment can be found online: <http://www.gvsu.edu/financialaid/>. Students who do not pay tuition bills by the semester deadlines are dropped from their courses. Students must take a minimum of 4.5 credits to qualify for financial aid. Deferment plans allow students to split the cost of credits for a semester into four payments for a reasonable fee:

<https://www.gvsu.edu/studentaccounts/payment-options-52.htm#deferment>

## **Professional Identity**

### **Literacy Leader Identity**

The identity of a literacy leader (i.e., reading/literacy specialist, literacy coach, facilitator of professional development, classroom teacher) is that of an educator with a specialization in literacy. The Grand Valley State University graduate program in Literacy Studies is firmly grounded in the professional standards of both the Michigan Department of Education and the International Literacy Association (ILA), which are: comprehensive in scope; developmental in nature; focused on the knowledge, skills, and dispositions necessary for effective literacy educators; and based on evidence-based practices in curriculum, instruction, assessment, and leadership.

To engage in the literacy education profession, we encourage all literacy leaders to participate in professional organizations that seek to develop and grow our understanding of literacy and our role as literacy educators.

**International Literacy Association**

The International Literacy Association (ILA) is a professional organization with the mission of connecting research and practice to continuously improve the quality of literacy instruction across the globe. ILA advocates for children's rights to read and to excellent literacy instruction in reading, writing, communicating, and critical thinking. ILA believes that every child, everywhere, must be given equitable access to the education, opportunities, and resources needed to realize their full potential and become active global citizens capable of participating in and contributing to their communities at every level. ILA has a myriad of professional development opportunities including journals, conferences, webinars, etc.

Website: <https://www.literacyworldwide.org/>

**Michigan Reading Association**

The Michigan Reading Association (MRA) is an organization of people who believe that literacy is the key to transforming people's lives. MRA is a leader in providing literacy resources to teachers, parents and universities within the state of Michigan through conferences, publications, awards, and a network of professional educators across the state. We encourage you to attend the MRA Annual Conference held each March.

Website: <https://michiganreading.org/>

**National Council of Teachers of English**

The National Council of Teachers of English (NCTE) supports teachers and their students in classrooms, on college campuses, and in online learning environments by offering journals, publications, and resources; to further the voice and expertise of educators as advocates for their students at the local and federal levels; and to share lesson ideas, research, and teaching strategies through its Annual Convention and other professional learning events.

Website: <https://www.ncte.org>

**Michigan Council of Teachers of English**

The Michigan Council of Teachers of English (MCTE) seeks to promote the better teaching of English Language Arts in the State of Michigan. MCTE provides professional development for English language arts teachers and English education professors throughout the state. MCTE goals include disseminating current English education scholarship and assisting English language arts teachers as they make decisions about pedagogical practices, student populations, and teaching philosophies.

Website: <https://mymcte.org/>

**GVSU Literacy Studies**

Follow GVSU Literacy Studies on Facebook and Instagram.

Facebook: <https://www.facebook.com/gvsuliteracystudies>

Instagram: <https://www.instagram.com/gvsuliteracystudies>



## Section 4: DEGREE REQUIREMENTS

### Literacy Studies Advising and MyPath

Students are assigned a faculty advisor upon admission to the program. Students should meet with their assigned advisor as soon as possible to review program requirements and work together to create a tentative schedule of what courses to take and when to take them. You will be introduced to MyPath which provides an overview of the requirements. Information regarding how to login and navigate in MyPath can be found [here](#). Any courses you are requesting to transfer to GVSU should be marked as complete. Be sure to contact your adviser if any requirements do not show up as completed.

### Transfer and Professional Learning Credits

Candidates can transfer up to 33% of total credit hours of coursework from another accredited institution. The Literacy Studies program director will approve all transfer credits based on course equivalencies. Transfer credits will count toward graduation but will not be used in computing the grade point average.

Graduate candidates can apply professional learning acquired through LETRS training for up to 6 credit hours by presenting achieved certificates that demonstrate mastery and application of LETRS course content. To be accepted as credits for professional learning (EDR 697: Professional Learning), the dates for the non-credit coursework, professional development programs, and professional work experiences must abide by the eight-year time limit for degree completion.

LETRS training can count for the following course equivalencies:  
Elementary Reading and Secondary Reading Programs: elective and/or EDR 626  
K-12 Reading Specialist: EDR 626 and/or EDR 628

### Registration

Registration begins in mid-March for the upcoming academic year (spring/summer, fall and winter semesters). Students can register for all upcoming semesters and are advised to do so for the best selection of courses. Information surrounding the registration process can be found [here](#). This landing page contains other helpful registration resources.

All EDR courses are fully online, using both synchronous and asynchronous instructional approaches. Some EDR courses require an application and permit to register based on field components embedded in the course (e.g., one-on-one work with a student, small group instruction). Here is a [link](#) to the application needed for the following courses: EDR 626, EDR 632, EDR 685, EDR 687, EDR 689, and EDR 693.

## Programs

The Literacy Studies program offers the following master's degree programs, along with endorsements:

- **Elementary and Secondary Reading Programs:** For teachers interested in facilitating student learning through effective literacy practices in PK-12 classrooms.
- **K-12 Reading Specialist Program:** For educators interested in being a reading specialist or literacy interventionist, literacy coaching, and/or administration/supervision of district-wide reading/language arts programs.
- **General Literacy Studies:** For educational professionals seeking a wide range of knowledge, skills, and dispositions needed to meet students' literacy needs.

### Minimum Number of Hours in Program

All degree-seeking students in the Literacy Studies master's degree program are required to take a minimum of 33 credit hours. If a candidate is pursuing the K-12 Reading Specialist endorsement, they must complete the 36 credit hours of the reading specialist endorsement.

### Elementary Reading Program

Designed for teachers interested in facilitating student learning through effective literacy practices in K-8 classrooms.

[Requirements for the M.Ed., Reading/Language Arts with Elementary Endorsement](#) (33 cr hrs)  
[Requirements for Elementary Reading Teacher Endorsement Only, K-8](#) (21 cr hrs)

### Secondary Reading

Designed for teachers interested in facilitating student learning through effective literacy practices in 6-12 classrooms.

[Requirements for the M.Ed. - Reading/Language Arts with Secondary Endorsement](#) (33 cr hrs)  
[Requirements for Secondary Reading Teacher Endorsement Only, 6-12](#) (21 cr hrs)

### K-12 Reading Specialist Program

Designed for educators interested in being a reading specialist or literacy interventionist, literacy coaching, and/or administration/supervision of district-wide reading/language arts programs.

[Requirements for the M.Ed. and Endorsement - PK-12 Reading Specialist](#) (36 cr hrs)

### General Literacy Studies

For educational professionals seeking a wide range of knowledge, skills, and dispositions needed to meet students' literacy needs.

[Requirements for M.Ed. in General Literacy Studies](#) (33 cr hrs)

## Fieldwork/Practicum Experiences

### Placements

All coursework requiring fieldwork and/or a practicum are designed to be completed in candidates' current teaching contexts. However, if a candidate does not have an assignment that offers the ability to fulfill the course requirements, your advisor or the course instructor can offer suggestions for alternate settings where you could serve as a guest educator.

### Applications

Due to course requirements of fieldwork and/or classroom placement, all candidates must provide evidence of current background checks through an employer verification form and/or an actual background check. Thus, please complete an [application](#) the semester prior to enrolling in a fieldwork course and/or practicum. Once your background check is verified, you will be issued a permit for enrollment. Suggested application submission dates include: (1) **Spring/Summer Semester** - February 15; (2) **Fall Semester** - June 15; and (3) **Winter Semester** - September 15

### [EDR 626: Field-based Literacy Assessment for Learning](#)

This course examines research, theory, and assessment practices appropriate for meeting the literacy needs of all PK-12 students. This course is designed to provide state-required clinical experiences in diagnosing literacy strengths and needs and to meet PK-12 teacher certification renewal requirements. Prerequisite: EDR 621

### [EDR 632: Field-based Literacy and Language Interventions](#)

This course engages candidates in the research around literacy instructional practices. In this course, candidates will select, adapt, design, and evaluate literacy interventions and approaches to meet the needs of PK-12 learners.

Prerequisite: EDR 626

### [EDR 685: Literacy Instruction Practicum](#)

This practicum for Literacy Teachers requires candidates to demonstrate the ability to be reflective literacy professionals who apply foundational knowledge of literacy and language in PK-12 classroom settings. The practicum meets university and state requirements for completing supervised, integrated, extended clinical experiences in a school-based setting(s). Students enrolled in the **Elementary Reading, Secondary Reading, or K-12 Reading Specialist** programs are required to complete EDR 685 as part of their program.

Prerequisite: all EDR courses in the concentration

### [EDR 687: Reading/Literacy Specialist and Literacy Coach Practicum](#)

This practicum for Reading/Literacy Specialists and Literacy Coaches requires candidates to develop knowledge and skills needed to work with PK-12 learners and dispositions and techniques needed to work with PK-12 educators. The practicum meets university and state requirements for completing supervised, integrated, extended clinical experiences in a school-based setting(s). Students enrolled in the **K-12 Reading Specialist** program are required to complete EDR 687 as part of their program.

Prerequisite: EDR 685

### [EDR 689: Professional Development and Leadership Practicum](#)

This practicum for Reading/Literacy Specialists and Literacy Leaders requires candidates to plan and lead professional development informed by theory, research, and practice concerning PK-12 literacy development, literacy instruction, leadership, professional development, reflection, and reading/literacy specialist responsibilities. The practicum meets university and state requirements for completing supervised, integrated, extended clinical experiences in a school-based setting(s). Students enrolled in the **K-12 Reading Specialist** program are required to complete EDR 689 as part of their program.

Prerequisite: EDR 685

## **Master's Culminating Experience**

Towards the end of the program, candidates complete the Literacy Studies Culminating Experience course (i.e., EDR 693: Master's Project OR EDR 695: Master's Thesis). The Culminating Experience should be taken after 27 credits within your planned program have been completed. Candidates must also have completed the [Responsible Conduct of Research](#) requirement, as well as successfully completed EDF 660.

Information on how to apply for each of these culminating experience courses can be found [here](#).

### [EDR 693: Master's Project](#)

In this course, candidates identify a problem, review literature, create a product based on applicable literature, research and theory that addresses the problem, and develops a plan for implementation and evaluation.

### [EDR 695: Master's Thesis](#)

Writing a master's thesis involves either theoretical research or empirical research that identifies an issue or question, reviews literature, designs a study, gathers and analyzes data or evidence, and presents interpretations or conclusions. This course is often taken across 2 semesters.

More detailed information is available in the [Guidelines for the Preparation of Education Master's Project](#)

The Graduate School Project Handbook can be accessed [here](#).

## Section 5: UNIVERSITY POLICIES

Graduate candidates may take advantage of the many resources available through the [Graduate School](#). Specifically, the Graduate Student Guidebook, a Manual for Graduate Student Success can be found [here](#).

Also available is information regarding:

[The Career Center](#)

[PACES: Professional Development Program](#)

[The Graduate Student Association](#)

[Student Employment Opportunities](#)

[Graduate Assistantships](#)

### Academic Performance (minimum GPA)

1. All graduate candidates are expected to maintain a minimum 3.0 graduate program grade point average at all times. All graduate courses must have an earned grade of “C” or better.
2. The academic review process will be conducted by the appropriate graduate program director for degree-seeking graduate candidates or by the Office of Graduate Studies for non-degree graduate students. Academic review is applicable to a graduate candidate:
  - a. who earns in the previous semester
    - i. a grade of D or F,
    - ii. or the second or subsequent grade of C or lower in graduate courses in the student’s program,
    - iii. or the second or subsequent grade of NC in graduate courses in the student’s program;
  - b. whose performance is evaluated as unsatisfactory in a required fieldwork course or practicum;
  - c. whose semester or cumulative program grade point average is less than 3.0;
  - d. who has not met the conditions of a previously imposed academic probation with the time limits imposed; and
  - e. who at the end of the semester has more than two unresolved grades of I (Incomplete) that were assigned in a previous semester.
3. Academic review may result in an academic warning, academic probation, or dismissal.

### Graduate Dismissal

1. A graduate candidate **shall** be dismissed from a graduate program who:
  - a. earns a second or subsequent grade of **F** in any graduate course, including repeated courses; and/or
  - b. has less than a 3.0 graduate program grade point average **AND** has accumulated nine or more hours for which a grade less than a **B-** was earned.
2. A graduate candidate who has been dismissed from a GVSU graduate program may not be admitted to a different graduate program and may not enroll in graduate courses without the permission of the Dean of Graduate Studies.

## **Appeals of Action Taken Under this Policy**

1. A degree-seeking or certificate-seeking graduate student may appeal an action taken under this policy using the graduate program's published process for appeals of academic decisions. If the program does not have a published appeals process, the appeal shall be to the dean of the college in which the graduate program is housed. The student may appeal the decision of the dean of the college and to the provost or the provost's designee. The result of each appeal shall be reported to the dean of graduate studies.
2. A non-degree graduate student may petition the dean of graduate studies for reconsideration of a decision. If such reconsideration is unsuccessful, the student may appeal the decision to the provost or provost's designee.

## **Effect of Grade Change**

If a review of the student's record or dismissal from graduate study is based on a grade that is subsequently changed, the candidate may appeal or re-appeal any adverse action taken.

## **Timing of Decisions**

All parties to the decision to take action under this policy shall act expeditiously to arrive at and communicate a decision to the graduate student as soon as practicable. However, in order to afford due process and full consideration of the graduate student's record and circumstances, a decision to dismiss a student under this policy may occur in the semester after the student's performance or actions warranted dismissal. If the graduate student is enrolled in graduate courses at the time of the dismissal, the decision shall have the effect of a withdrawal from Grand Valley State University.

## **Remediation Plan**

In the case that a student passes a course but is not assessed as proficient on a specific course requirement/objective, the instructor may require remedial work to achieve the required score. Each student will be reviewed on a case-by-case basis by the instructor of record and the Graduate Program Director. Refusal to engage in remediation may result in probation and/or dismissal from the program.

## **University Grievance Procedures**

Academic grievances are generally defined as those (a) involving procedures, policies, and grades in courses, (b) those involving major, minor, or program (graduate or undergraduate) degree requirements, (c) those involving general undergraduate university graduation requirements such as general education, total credit, or residency requirements, or (d) graduate degree requirements such as total credit or residency requirements. Filing of a grievance is required by the end of the following regular semester after notification of grade or receipt of adverse decision. Appeals of decisions must take place 30 days after receipt of notification.

a. Resolution of an academic grievance involving procedures, policies, and grades in individual courses. The resolution of academic grievances is based on two principles: first, that the

resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for both faculty members and students. Resolution should be pursued as follows:

1. An appeal to the instructor
2. If the grievance is not resolved to the student's satisfaction, a further appeal could be made to the unit head who may request that the appeal be put in writing. Both the student and the faculty member will be notified in writing of the unit head's decision.
3. If the disposition by the unit head is not acceptable to either party, an appeal, in writing, may be made by either party to the dean of the college. If the dean feels that there is some merit in the written grievance, he or she shall establish a committee to review the grievance and make a recommendation within 60 days to the dean. Such a committee shall include a representative of the dean's office, a faculty representative from the college of the course under appeal, and a student representative. Upon receiving the committee's recommendation in the latter procedure, the dean shall rule on the grievance. Both the student and the faculty member will be notified in writing of the dean's decision.
4. If the disposition by the dean is not acceptable to either party, an appeal, in writing, may be made to the provost. The provost's review and judgment in the case will be final. Both the student and the faculty member will be notified in writing of the provost's decision.

In cases where the faculty member in question also serves as the unit head, the dean shall appoint a suitable faculty member from the college to function as unit head for purposes of grievance. In a similar fashion, if the faculty member in question also serves as dean, the provost shall appoint a faculty member to act as the unit head for purposes of grievance. If an appeal is sought in this latter case, it will go directly to the provost.

b. Resolution of an academic grievance involving fulfillment of program, major, or minor degree requirements should be pursued as follows: An appeal to the unit head or graduate program director. If the grievance is not resolved to the student's satisfaction at this level, an appeal to the dean of the college would be possible, in the same manner as outlined in (a). Finally, a further appeal could be made to the provost as described in (a) above.

c. Resolution of an academic grievance involving fulfillment of general undergraduate university requirements, such as general education, total credits, and residency requirements should be pursued as follows: A written appeal to the director of the Student Academic Success Center. If at this point the grievance is still not resolved to the student's satisfaction, a further written appeal could be made to the provost. In this case, the provost shall establish a committee to review the grievance and make a recommendation within 60 days. Such a committee shall include a representative of the provost's office, a faculty representative related to the student's major, and a faculty representative from outside the student's college. Upon receiving the committee's recommendation, the provost will render a final judgment in the case.

d. Exceptions to institutional graduate degree requirements sought by individual students will be determined by the dean and the provost.

The student filing the grievance may have an observer from the Dean of Students Office or a person of his/her choice to attend any meeting at which the student appears. The faculty member

involved in the grievance may have an observer of his/her choice to attend any meeting at which the faculty member appears.



## Section 6: SUPPLEMENTAL MATERIALS

### Frequently Asked Questions

Additional [FAQs](#) can be found on our website.

#### **Is there a sequence of courses I need to follow to complete the M.Ed. program?**

You may take the courses in any order, however, the practicum courses, such as EDR 685, EDR 687, and EDR 689, should only be taken after ALL or MOST OF the emphasis courses have been completed. The final capstone courses, EDR 693 and EDR 695, require that you have completed 27 credit hours, with EDF 660 being 3 of those 27 credits. If you have questions or concerns about the pre-requisites, please see your advisor.

#### **I am employed in a school district. How am I able to complete the fieldwork and practicum requirements?**

All coursework requiring fieldwork and/or a practicum are designed to be completed in candidates' current teaching contexts. However, if a candidate does not have an assignment that offers the ability to fulfill the course requirements, please plan ahead and communicate with your advisor or the course instructor to find an alternate setting where you could serve as a guest educator.

#### **When is spring break? Is it the same time as the rest of the university?**

The GVSU Education programs do not take the same spring break as the rest of the university. Spring break is the first week of April, thus mirroring the dates of most K-12 schools in West Michigan.

#### **I am in need of a laptop computer for class. Is it possible to check one out?**

Yes, laptop computers may be checked out from the Steelcase library. More information can be obtained from the [Technology Lending](#) department in the University Library.

#### **Does GVSU offer education materials/resources that I can use as I plan literacy instruction for students?**

The [Curriculum Materials Library](#) has many resources specific to literacy (e.g., big books, puppets, poster-maker) that can be checked out/used by students. The Curriculum Materials Library is located on the Pew Campus in DeVos A.

#### **I would like support to improve my writing. Are there any resources available?**

GVSU has many resources to assist with student writing, including:

[Fred Meijer Center for Writing & Michigan Authors](#): The Fred Meijer Center for Writing & Michigan Authors provides all university writers with the resources and services they need to meet their writing goals, such as:

[Email and virtual consultations](#) via Book It are available for graduate students and students. *Please allow 72 hours for Responses.*

[Google Doc consultations](#) are available to all GVSU students, recreating the face-to-face consultation online. You must be logged in to Google and present in order to receive help. Share your document with [fmcfwriting@gvsu.edu](mailto:fmcfwriting@gvsu.edu). Once they receive the invitation

to view your document, a consultant will alert you through the Chat feature. Click the link for additional details. *This service is available Monday-Wednesday 8pm-12am.*

[Graduate School Writing Resources](#): The Graduate School has compiled a vast array of resources to assist you in your writing (e.g. citation assistance, examples of quality writing, researching for your project).

[GVSU's ScholarWorks](#): This link will connect you to the projects/thesis of the winners of the Dean's Outstanding Project/Thesis Award. These can serve as great mentor texts when you are working on your program Capstone.

**I am not familiar with APA style. Are there any resources available?**

GVSU has many resources to assist with student research and writing, specifically through the university library:

[GVSU's University Libraries](#): Explore the wealth of opportunities/resources on the library homepage. Also, note that there are additional resources and databases specifically curated/designated for education students, including a library liaison, at the [Library Education Homepage](#).

GVSU Libraries also have resources for assisting with using search engines, research, and APA such as, "[Citing Sources: APA Style](#)".